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FINAL REPORT

A STUDY OF AID PARTICIPANT
SUPPORT PROGRAM

Under Contract No. AID/SO/PDC-C-0394
Work Order No. 6

Submitted To: 9260071
Office of International Training
AGENCY FOR INTERNATIONAL DEVELOPMENT 000187

Submitted By:
DEVELOPMENT ASSOCIATES, INC.
2924 Columbia Pike
Arlington, Virginia 22204
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000436

February 25, 1982

EXECUTIVE SUMMARY

FOREWARD

The Executive Summary is divided into two sections. The first section consists of a general background of the study including the Purpose, Scope of Work, Methodology and Study Issues. The second section presents a summary of the findings along with some major recommendations on steps the Office of International Training should seriously consider in terms of funding, monitoring, quality control and utilization of services which may impact on improving certain aspects of the participant training program.

A. Background of the Study

An important function of the Office of International Training (OIT) is the Provision of Support Services to participants and to OIT staff in the management and administration of the Academic Participant Training Program. These support services cover a wide range of activities and are supposed to be designed to provide participants with exposure to the American systems, and the cultural, political, technical and academic support in their training program, and overall support as foreign visitors to the United States. In addition, the support services also include activities which are designed to facilitate the programming, placement and training of AID participants as well as to support U.S. institutions and others concerned with foreign students studying in the United States.

Specifically, services are provided to OIT through contracts with (1) The National Association for Foreign Student Affairs (NAFSA) which conducts workshnops and seminars on participant training in addition to other activities in research and evaluation (2) The National Council for International Visitors (NCIV) which provides community services for participants as well as public support for foreign students and non-students (3) The American Language Institute, Georgetown University (ALIGU) to provide English language training in Washington, D.C. for AID participants and (4) The American Association of Collegiate Registrars and Admission Officers (AACRAO) to provide professional services to OIT in the admission and placement of participants in U.S. colleges and universities.

While these services have been continuously provided in the past, recent evaluation and studies of OIT have raised the question of how relevant and appropriate these services are to participant trainees and to OIT staff in carrying out the objectives of the participant training program. This is especially important in light of the emphasis being placed on increased participant training as a key factor in AID's development assistance strategies.

It is also important due to the proposed changes in the size, composition and functions of OIT and its relationship to bureau and mission activities with regard to support of participant training.

Finally, the engagement of a one contractor mode to manage most academic participants in essentially non-agricultural fields, may significantly affect the need for certain services as now contained in the support service arrangements. On the other hand, the proposed changes in OIT's functions and management of participant training may also require new relationships and arrangements to meet the challenges of new OIT policy and programming requirements.

This study was commissioned then to look not only at the activities and performance of support services, but to ascertain the need for their activities and the extent to which they contributed and supported OIT and AID objectives for improvement of participant training.

Methodology

In carrying out the objectives of this study, Development Associates scheduled and conducted personal interviews with key staff at OIT and each of the support services organizations. Also, several telephone interviews were completed with selected representatives of support services and field visits were made to several conferences and to events sponsored by two organizations in Washington, D.C. and Cincinnati, Ohio.

In addition to the interviews and field visits, Development Associates staff also reviewed various documents and files including memos, correspondence,

reports, studies, newsletters, contract agreements, financial data, organizational structure, job description, personnel files, and finally outside evaluations. A detailed account of the study findings and interviews is contained in Chapters I through IV.

Study Issues

It is important to emphasize at the outset that the support services organizations and their performance and compliance regarding contract objectives is not the major issue here, although it is necessary to describe in detail specific functions and activities of the support services vis-a-vis contract requirements in order to place them in a policy context for OIT.

The principal issues within this policy context are whether or not certain support services are needed, why they are needed, to what extent are they furthering OIT/AID goals and objectives (assuming such exist and are plausible) and the focus of support services with respect to improving participant training programs. These issues gain paramount importance in terms of limited funding, agency cost concerns, major changes in the management of AID's participant training program and changes in the functions and role of OIT in policy and programs. There seems to be little question that the above issues and changes require a re-examination of support services from both a management and policy position.

Parenthetically, while this study can make certain recommendations, the ultimate disposition of the role support services play in AID policy and programs will have to be determined by internal decisions on expectations and a set of specific objectives to be accomplished within a policy framework. In short, where does the agency wish to go on participant training with respect to support services and what does it and should it expect from them in ways of benefits and improvements to participant training and AID goals?

This question is not predicated so much on the individual merits or performance of organizations as it is on utilization of resources and establishment of clear purpose and function of support services since they are either subsidized or are supported in part by AID funds. It is also possible that the support

organization can contribute in other and more effective ways to provide participants and AID with services, but as indicated earlier this must await the completion of contracting and administrative changes in OIT.

Management and Organization

A major issue which emerged from the study was the management and organization of the contracts in terms of policy direction, supervision and quality control. While the administration of the support services contracts is more than adequate, there is a real need to involve more high level senior staff in the management of the support services. This is especially true of NAFSA and NCIV where staff members expressed a need for more concrete policy direction from OIT, and AID personnel.

OIT senior staff give generously of their time when requested but there is not as much interaction and exchange of ideas on how the support services can be optimally utilized to reinforce AID goals and objectives.

The relationship between OIT staff and support services is an excellent one but there needs to be more senior level input to the planning and negotiation of the contracts to ensure that OIT is getting the best arrangement for its money.

8. Recommendations

Generally, each of the support service contractors are providing useful services to OIT and participants and it is recommended that each of these services be continued in the future. However, it also is recommended that OIT senior staff re-examine the scope of work and contractual arrangements in order to clearly specify exactly what services are to be provided and at what level of effort. For example, both NAFSA and NCIV, and to a lesser extent AACRAO, represent a broad network of people and organizations which should be capitalized upon to expose AID and the participant training program to a wide audience with adequate publicity and public relations. The coverage in both the NAFSA and NCIV newsletters could be improved but this involves both OIT and the contractor organizations in a closer working relationship. It is highly recommended, therefore, that each of the contracts be carefully

re-examined to determine specific objectives for the contract services and activities which further these objectives. Below is a brief summary and some key recommendations for each of the contractors.

NAFSA

NAFSA is doing a fine job but needs more policy direction from OIT on program issues and support services. Also, NAFSA's contract should be re-examined carefully with regard to services including research and evaluation. It is suggested that NAFSA's activities focus more on public relations and direct services. Surveys and studies should be limited and only funded if it is coordinated with OIT's research and evaluation functions.

NCIV

It has been suggested that NCIV needs and wishes more direction from OIT on providing services to participants in the planning, focus, and content for mid-winter seminars. This suggests that communication needs to be improved between local communities, sponsors, organizations, participants and OIT. In addition, OIT senior staff should make every attempt to participate in NCIV activities by keeping up their presence and exposure to NCIV functions.

AACRAO

AACRAO's relationship with OIT may significantly change when the new administrative changes go into effect with one major contractor. Whether credentialing services will be needed by the contractor or whether reduced services to analyze only those credentials of little known countries and institutions should be adopted will have to be determined.

At this point, the decision will have to be made by senior staff on level of services. AACRAO provides important services to AID and the International Education Community. However, there may still be some question as to the degree of need for the Credential Analysis Worksheet. It is recommended that AACRAO services be continued but the scope of work should be reviewed so that AACRAO can be utilized and its resources brought to bear on improving the placement process.

ALIGU

ALIGU is performing a needed service for OIT and participants who are in need of English language training. ALIGU represents an important, flexible resource which would be difficult if not impossible to duplicate. Admissions and entry policy serves AID participants in a way other institutes cannot and the language training and testing program is a valuable tool for AID in placing participants. The practice, however, of all or most participants taking their language training at ALIGU should be changed in some cases. There is a question about whether the participant would benefit by taking English at the university where he or she has been placed as it promotes continuity and is less of a problem for some students in adjusting to only one environment.

In the following chapters is a detailed discussion of each of the support service organizations. The format for discussion is identical for each contractor and a set of recommendations follow the discussion and analysis.

Koga Ellison's

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CHAPTER I

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

I. BACKGROUND

A. Overview

The National Association for Foreign Student Advisors began in 1948 with the cooperation of academic institutions and government and private agencies in response to the increased numbers of foreign students coming to the United States after World War II. The purpose was to develop the knowledge and competence of personnel concerned with international education and the welfare of foreign students. As the membership grew and became more diversified the name was changed in the 1960's to the National Association for Foreign Student Affairs (NAFSA). Today there are over 4,400 members and 1,500 institutions of higher education (IHE's) represented across the country. NAFSA's association with the Agency for International Development (AID) began in 1953, but it was not until 1969 that the Office of International Training (OIT) made a major effort to strengthen AID/NAFSA relationships on a continuing basis. This developed out of a mutual need for more adequate communication and cooperation. For the past 12 years, NAFSA has had a contract with AID's Office of International Training. This evaluation report covers various aspects of those contracts, including a description of the organization, AID-funded activities, budget, and other considerations, concluding with recommendations.

NAFSA is one of several providers of support services intended to enhance the total experience of AID participants while they are in training in the U.S. As part of NAFSA's Program Support Services, a number of institutional projects, community activities, and research studies were developed to enhance the educational experience of the AID participants and to involve U.S. students and members of the community in the fulfillment of the goals of the

international development program. Currently, the number of AID participants is about 7,000 approximately, or 2% out of a total of over 300,000 foreign students.

B. Purpose of the Study

The Office of International Training, within the Bureau for Science and Technology (S&T/IT), contracted with Development Associates to do a study of various support services, including NAFSA. The principal objectives of the study were to: (1) evaluate the progress made toward achieving their objectives; (2) assess the utility of the support services to S&T/IT; (3) identify areas of strength and weakness in the delivery of services; and (4) provide recommendations on the use of services to improve the participant training program. Development Associates in its workplan expanded these objectives by adding the following: (1) assess the effectiveness of the support services, and (2) determine whether and how the services can contribute to the effective and efficient management and administration of the participant training program.

C. Technical Approach

The technical approach used in this study focused on four essential areas which are: (1) formal interviews with seven key persons involved in NAFSA's contract with AID; (2) attendance at several NAFSA functions, -- the Region VIII Conference in Baltimore on November 6, 1981, and the Washington, D.C. Seminar on December 4, 1981; (3) informal conversations with attendees at the conference and at the seminar; (4) review of documents, reports, publications and other pertinent publications; and (5) cost/benefit analysis.

Formal interviews were conducted at the OIT office and at the NAFSA national office. The key people interviewed were the OIT Project Officer for the NAFSA/AID contract, the Executive Vice President of NAFSA, the Administrative Director of NAFSA, both the current Director and the recent Director of NAFSA/AID Projects, and both the current Chairman and the recent Chairman of the NAFSA/AID Steering Committee. These were all face-to-face, individual interviews of up to two and a half hours duration. In addition, the activities attended by Development Associates provided valuable opportunities to meet and converse

with a number of other people involved directly or indirectly with NAFSA. At the Regional Conference in Baltimore, for example, there were NAFSA members and other participants working in the field of international education exchange. Among the Washington Seminar participants were graduate schools' top administrators and NAFSA/AID Steering Committee members, all of whom hold university positions.

The documents reviewed included: (1) the Summary Evaluation of 1978-81, (2) Final Reports for 1978-79 and 1979-80, (3) publicity brochures, (4) the report on the 4th AID/NAFSA workshop, and (5) other publications, among them being the research report, Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities.

II. DESCRIPTION OF NAFSA

In this section a descriptive summary of NAFSA/AID's objectives as stated in the contract and as perceived by interview respondents is presented; the organizational structure in general and of NAFSA/AID in particular is discussed as well as the OIT contract staff and the general membership.

A. Objectives

The overall objectives of NAFSA's recent contracts with OIT over the years have not changed; they are: (1) to improve the relevancy of academic programs for AID participants and other foreign students from developing countries studying in the U.S.; and (2) to provide increased access for these students to extracurricular professional and community involvement programs which will more effectively prepare the participants for their roles in their countries' development. Because the question of relevancy has been and is of great concern to participants, as revealed in the recent research,* a definition may be in order here. A report from the 4th AID/NAFSA Workshop defines relevancy as follows:**

"Relevancy in the education of the foreign students from developing countries includes learning how to cope with research, to identify and analyze problems, to discover practical applications, and requires a concentration on those aspects of instruction which are applicable, usable and acceptable in the home country."

In addition to the general objectives stated above, the proposal for the 1981-1982 program states as objectives to address the needs as identified in the Needs Assessment Research Project, and to actively include the participation of university faculty, administrators and academic advisors. The intended outcome

*The Relevance of U.S. Education to Students from Developing Countries. Washington, D.C.: NAFSA, 1980, p. 31.

**NAFSA, under contract with AID, commissioned a national study 1978-80 under subcontract with the Department of Sociology and Anthropology of Iowa State University, to assess the needs of foreign students from developing nations who were studying in academic degree programs at U.S. colleges and universities. The study report, published April 1981, is entitled Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities.

of the planned activities is to facilitate dialogue and communication with other agencies in the educational exchange field as well as to provide liaison between OIT/AID, the academic communities and NAFSA.

When questioned in interviews about what they perceived to be the objectives of NAFSA, NAFSA/AID central office staff and the NAFSA/AID Steering Committee members gave a variety of responses. The former Director of the NAFSA/AID projects perceived as a major objective that of providing professional opportunities for members in order to improve their professional competence in working with foreign students and thereby to improve the experience of participants and other foreign students. The present Director perceived as NAFSA objectives, to serve the members and their needs, to be a liaison with others in the field on behalf of the members, to share information and to be a network center. The Administrative Director, seeing NAFSA as involved in the entire range of support services for foreign students, perceived its objective to be that of developing professional activities to enable the members to improve their work with foreign students. Perceptions of the work included assessing why foreign students come to the U.S., how they are admitted, and how tracked, the support services needed and their assessment, language needs, relevance of studies, post-study experience, re-entry problems, health services, and other functions.

The Steering Committee members, coming directly from university campuses, offered further perspectives. In the view of one member, NAFSA's objectives are to assist professionals to further the aims of international education, and to be an umbrella group of professional organizations with the foreign student as the ultimate client. A shift in NAFSA's focus has occurred over the years, from the training of foreign student advisors to a focus on faculty, mainly because without faculty support "very little happens". Community programs have become de-emphasized and a move made toward work in policy, academic relevance, and research.

In the perception of the second Steering Committee member interviewed, NAFSA centers on the students from developing countries and aims at facilitating and improving their experience as students, aiding in their adaptation, and learning about their met and unmet needs. All this is at the grassroots level. Having had many years of campus experience with foreign students, this committee member believes their problems to be much more severe than that the

literature reveals, and AID participants coming from more distant cultures have even greater problems.

Given these many different perspectives of what NAFSA's objectives are, the need for greater clarity and unity becomes evident. A second question on objectives was posed during the interviews, this time on perceptions of what were OIT's objectives for NAFSA. As related by one respondent, the AID-NAFSA collaboration began in 1969 with a workshop bringing together OIT, NAFSA and people working with foreign students. In the past, NAFSA used to solicit proposals from the field and then collaborate with OIT on selection of the winners. Now a much more active stance is taken by NAFSA, as exemplified in the research project recently completed. In addition, OIT and NAFSA's concern used to be more with extracurricular activities but since the 1978 contract there has been a greater emphasis on academic needs of participants.

In the perception of one of the NAFSA/OIT central office staff, OIT's objectives for NAFSA are not clear at all. The staff felt this had not been so previously but that for the past two and a half years OIT has neither provided a clear sense of direction nor been specific about how NAFSA can assist OIT.

The extent to which the objectives were achieved was another area probed in the interviews. Some of the evidence cited was the following:

- NAFSA is in a better position now to legitimize their role as professionals because they have used scholarly tools in research to determine foreign students' needs, the first study of its kind.
- The regional project coordinators had yearly meetings with the NAFSA/AID Steering Committee and gave input from the field and took back ideas to the field for dissemination.
- The regions actively assisted with the AID-funded projects (for example, the research on needs of foreign students), explained OIT's role and justified NAFSA's relationships with OIT to the members (some NAFSA members did not welcome involvement with OIT, having seen it in the beginning as intrusive with its program of population studies).
- NAFSA has published for years, guidelines, standards and principles for working with foreign students, as an effort to make institutions more accountable for their foreign student programs.
- The standards and principles cover the areas of institutional policy, admissions, English language testing and programs, orientation, and academic

and personal advisory services. Liaison activities with other international education organizations have increased. Last year NAFSA members participated in 120 meetings, conferences and events, some of them overseas.

- NAFSA has experienced a dramatic growth in membership in the last few years, especially among institutions.
- Though more restricted in travel than in the past, OIT attended a number of NAFSA activities.

Generally speaking, it appears that NAFSA is meeting the contract objectives although it should be pointed out that those objectives are rather vaguely stated and incapable of meaningful measurement. This is a key point both for OIT and NAFSA in future relationships.

B. Organization

NAFSA has a well-defined organizational structure within which to carry out its activities. Its leadership is elected by the members. Exhibit I-1 provides a comprehensive view of the elected leadership, including the Board of Directors, the Membership Interest Groupings, the Regional Council, and the Regional Teams. Exhibit I-2 indicates how NAFSA has divided the country into regions.

The central office, located in Washington, D.C., has a staff of 25 members, three of whom work directly with the NAFSA/AID projects.

An organizational chart showing where the NAFSA/AID Programs fit into the central office organization is provided in Exhibit I-3.

C. NAFSA/AID Staff

The three central office staff members who are budgeted into and administer the AID contract are: (1) the Administrative Director (30%); (2) the NAFSA/AID Projects Director (100%); and (3) the Program Assistant/Secretary (100%). The Executive Vice President, though not budgetted into the contract, works in a continuing supervisory capacity. The Administrative Director also has a

IAFSA's Leadership

Board of Directors

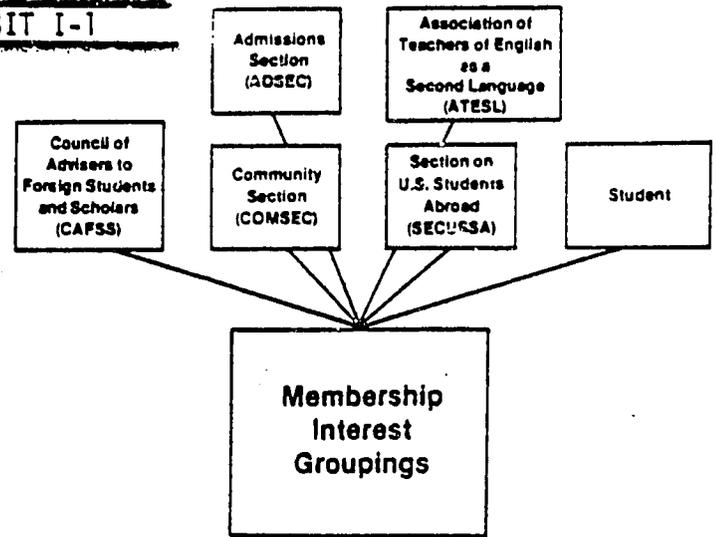
- President
- President-elect
- Vice President for Regional Affairs
- Vice President-elect for Regional Affairs
- Immediate Past President
- Chairman of each professional section
- Members-at-large (six elected by membership)
- Executive Vice President (non-voting)
- Appointed members (maximum of 2)

The five-member Executive Committee acts for the Board between meetings and is composed of the President, the President-elect, Vice President for Regional Affairs, one Board member appointed by the President, and the Executive Vice President as a non-voting member.

Reporting to the Board are the five national Commissions, representing NAFSA's five major areas of activity. Each Commission's membership is composed of a Board member serving as Chairman, representatives of each professional Section, and a past president of the Association.

Also reporting directly to the Board are the Central Office staff and the constitutional and standing committees.

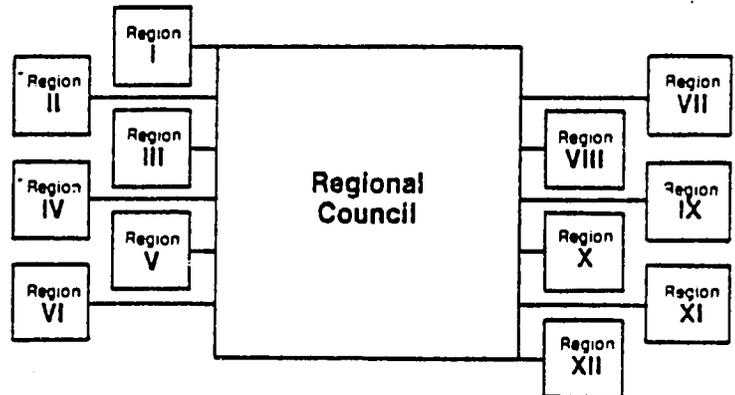
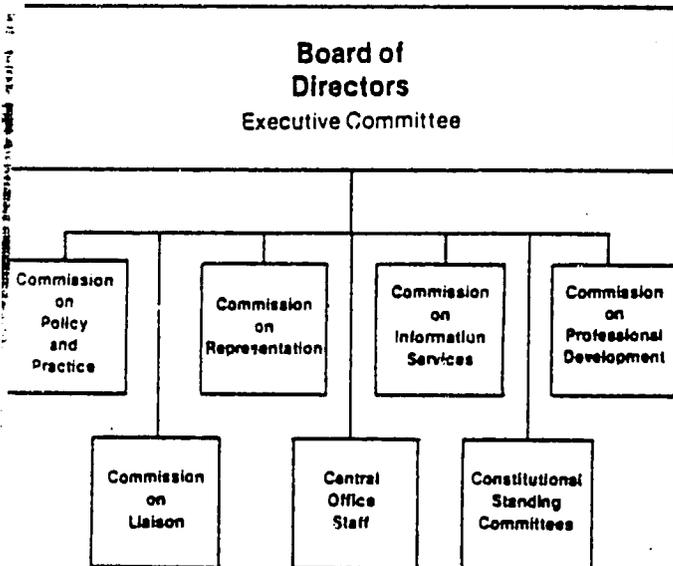
- 1) Conference Planning Committee
- 2) Development Committee
- 3) Membership Committee
- 4) Nominations and Elections Committee
- 5) Personnel Committee
- 6) Rules and Resolutions Committee



Regional Council

The Regional Council serves as a means of communication and cooperation between the Regions. Within the organizational structure it deals with special concerns of the regions and makes recommendations to the Board of Directors on such matters. The Vice-President for Regional Affairs serves on the Board of Directors and the Executive Committee.

The Chairman of each of the 12 regions serves on the Regional Council, as do Chairmen-elect of each of the five professional sections, and the Vice President-elect for Regional Affairs



Membership Interest Groupings

Membership in NAFSA is organized into five professional Sections reflecting professional areas of interest and activity. These are:

- **Admissions Section**—for persons working and concerned with the admission of foreign students to U.S. colleges and universities.
- **Association of Teachers of English as a Second Language**—for persons teaching English to foreign students.
- **Council of Advisors to Foreign Students and Scholars**—for persons serving as foreign student advisers.
- **Community Section**—for persons and groups programming for foreign students in communities across the country
- **Section on U.S. students Abroad**—for those persons working with and advising U.S. students going abroad.

Each section elects national teams charged with coordinating regional and national activities. National sectional chairmen serve on the Board of Directors, representing special interests and concerns of the membership.

Regional Teams

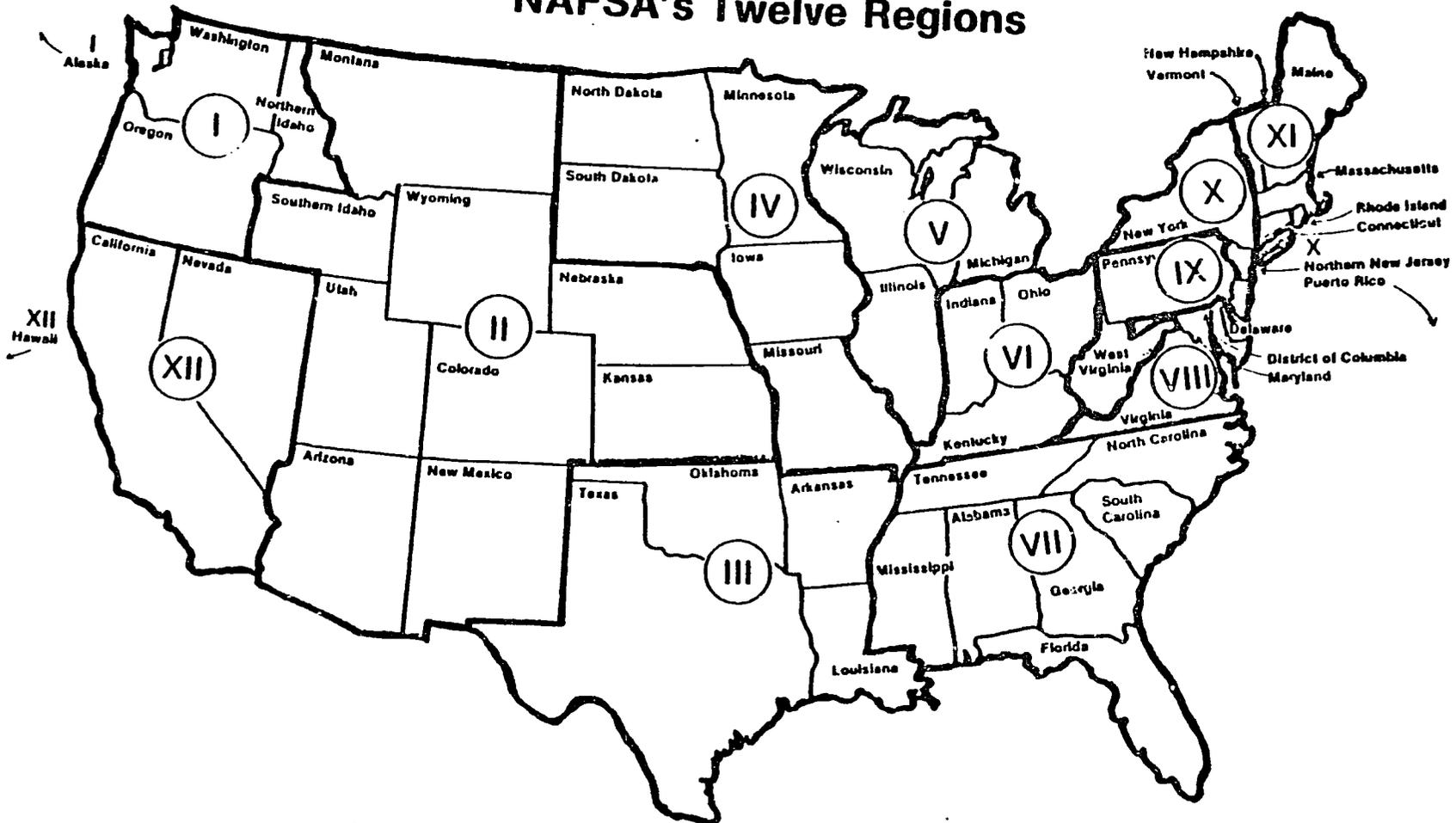
Opportunities for individual involvement in NAFSA are numerous at the regional level, through regional conferences, workshops, etc. Organizationally, each region is administered by a Regional Team, headed by the regional chairman. Other members of the teams are: chairman-elect, immediate past chairman, representatives of each of the five professional sections (ADSEC, ATESL, CAFSS, COMSEC, SECUSSA), and a membership chairman. Others, as appropriate, may be appointed to the team by the Regional Chairman.

The states in each region are as follows:

Region I: Louisiana Alaska Oregon Northern Idaho Washington	Region IV: Iowa Minnesota Missouri North Dakota South Dakota	Region VII: Alabama Florida Georgia Mississippi North Carolina South Carolina Tennessee	Region X: New York Northern New Jersey Puerto Rico
Region II: Arizona Colorado Southern Idaho Kansas Montana Nebraska New Mexico Utah Wyoming	Region V: Illinois Michigan Wisconsin	Region VIII: Delaware District of Columbia Maryland Virginia	Region XI: Connecticut Massachusetts Maine New Hampshire Rhode Island Vermont
Region III: Arkansas	Region VI: Kentucky Indiana Ohio	Region IX: Pennsylvania West Virginia Southern New Jersey	Region XII: Hawaii California Nevada

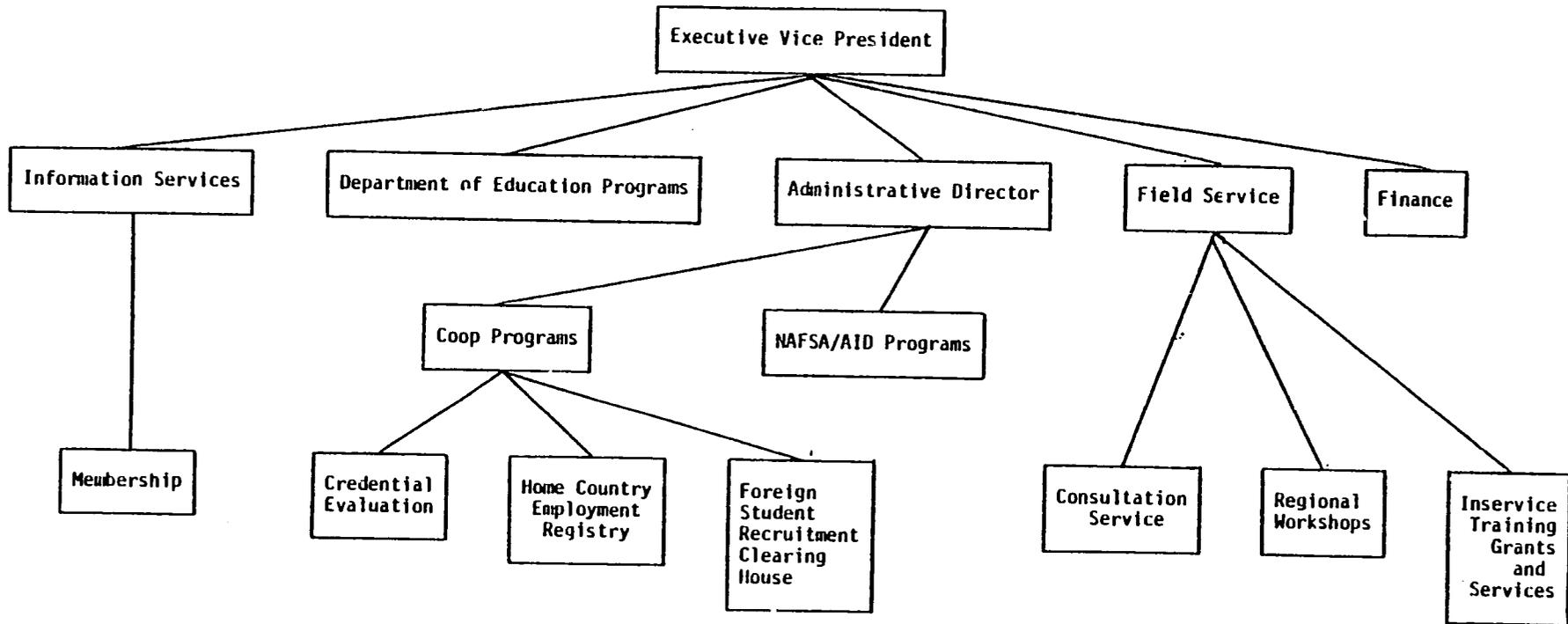
EXHIBIT I-2

NAFSA's Twelve Regions



5

EXHIBIT I-3
NAFSA CENTRAL OFFICE ORGANIZATIONAL CHART



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supervisory role. The staff has been responsible for implementing the decisions of the Steering Committee, maintaining contact with project coordinators, administering the contract, and preparing publicity and reporting materials.

Specific duties of the Administrative Director, who works one and a half days a week on the NAFSA/AID contract and is responsible for overseeing its administration, include areas of support and liaison. She is responsible for supporting the work of the program administrator by contract negotiations, assistance with program development, preparation of budget requests, submission of reports, planning committee meetings, and involving NAFSA members in these programs. In addition she functions in a general liaison role between AID and the other programs within NAFSA, as well as between NAFSA/AID and programs outside NAFSA.

The duties of the NAFSA/AID Project Director are primarily administrative. The Director administers all approved contract projects as well as the budget; is responsible for the preparation of contract proposals, preparation of contract publicity material and contract reports; maintains regular contact with OIT; works closely with the NAFSA/AID Projects Steering Committee; and supervises the Program Assistant/Secretary. He reports to the NAFSA Administrative Director.

A second full-time staff member, the Program Assistant/Secretary, handles correspondence and financial recordkeeping, processes AID film/slide requests from the field; monitors publications and maintains inventory; handles logistics for meetings; supplies support-type information to committees, and does the typing and other office duties.

D. Membership

NAFSA claims a membership of over 4,400 across the country, representing more than 1,500 academic institutions, educational associations, local citizens groups active in foreign student affairs, and courtesy associates from embassies and legations in Washington. As with many organizations, there are individual memberships (regular, student, associate, and courtesy) and institutional memberships. Approximately 35% of all post-secondary educational institutions are represented in NAFSA, the vast majority of which are four year

colleges or universities. (At present, of the approximately 3,000 post-secondary institutions in the U.S., 1,230 are two year colleges.)

Contrary to what many membership organizations are experiencing, NAFSA has seen dramatic growth in membership in the past few years, an indication of the apparent mushrooming interest in international education. Membership statistics are as follows:

MEMBERSHIP

Fall, 1978:	2,458 individual representatives 634 institutional representatives
Fall, 1979:	3,177 individual representatives 755 institutional representatives
Fall, 1980:	3,499 individual representatives 897 institutional representatives
Spring, 1981:	3,966 individual representatives 984 institutional representatives
Estimate Fall, 1981:	4,400 representatives 1,000 institutional representatives

The NAFSA membership coordinator pointed out that the fall 1981 estimate is quite conservative.

III. PROGRAMS AND ACTIVITIES

The following is a summary of NAFSA programs and activities which were funded by AID for 1981-82.

For the past 12 years NAFSA through its AID contracts has provided extracurricular programs to enhance the educational experience of foreign students from developing countries. An early project was the AID-funded Global Issues Program on hunger and population awareness on U.S. campuses, in addition to over 40 student-oriented projects and studies. During the past three years, under contract with AID, NAFSA conducted a major research project focusing on the identification of the needs of AID participants and other students from developing countries. Other NAFSA activities included a re-entry/transition seminar, a national workshop on curricular relevance, training-for-development workshops, a conference and training on women in development, and various other programs as detailed in this section.

During the current funding year NAFSA is focusing on the academic and professional needs of AID participants and other students from developing countries. As a step toward meeting those needs two projects are underway -- the Practical Training Feasibility Project and the Management Training Survey. Having established by research (1980 NAFSA/AID Needs Assessment Research Project) that a major professional need of participants is the need for practical training, a major project this year is the Practical Training Feasibility Project. In this project NAFSA is analyzing the practical training experiences of foreign students at U.S. campuses. The project will develop, evaluate, and disseminate by means of a publication, responsible standards for the design and implementation of practical training experiences.

The project is almost completed at this writing. It was directed by a campus-based NAFSA member and monitored by a Steering Committee member. Universities of Missouri, Nebraska, Iowa, Kansas and Oklahoma participated. A survey questionnaire was sent to the five campuses, for foreign student advisors, foreign students, faculty members, and members of the business community, as well as to AID participants who had returned to their home country. In September 1981 NAFSA convened a meeting in Washington, D.C. to study the survey results and to get the

reactions and ideas of OIT, ICA, the private sector and others. After this and two subsequent meetings a draft of guidelines for practical training was prepared with assistance of leaders in the fields of cooperatives, experimental education, and practical training. All persons involved in the meetings received a copy of the draft guidelines for comment. At the suggestion of the OIT Project Officer copies went to the AID Missions also. Feedback and information has been compiled and the final copy and bibliography are in preparation. Two publications are planned, one as a teacher's manual, and the other with a preface and the guidelines intended for foreign student advisors, AID participants, program officers, and others.

An additional identified need of participants is that of management training. The current contract calls for a survey to be conducted in order to examine graduate-level policies regarding the accessibility of professional management courses across academic departments. Once the survey is completed, NAFSA will use the results to develop a publication with recommendations for institutional policy-makers involved in management training in the U.S. for students from developing nations. The chairman of the project, who is also a Steering Committee member, is preparing to send out a survey questionnaire to the top 60 schools of engineering. The initial plan was to find out what exists on campuses to assist students in gaining management skills but because the area was found to be so restricted,, plans changed to focus only on 60 engineering schools, to see what is being done, or is to be done where, and how, to fill the need for management skills.

In addition to concerns regarding practical training and management training; communication between NAFSA and the academic world has been a top priority for several years with NAFSA/AID. Two programs are included in the current contract, one which promotes liaison between NAFSA and university faculty and administrators, and one with professional organizations interested in international education. To achieve this liaison a program called the Washington D.C. Seminars, a series of one-day seminars, was planned by OIT and NAFSA to establish on-going dialogue between OIT and university faculty and administrators. To date, two such seminars have taken place, both in conjunction with meetings of Washington-based offices of professional organizations interested in international education (a cost-cutting measure).

The third area of concentration in the current contract is that of follow-up of participant training. NAFSA had two evaluation programs last year, one a re-entry/transition workshop and the other, foreign alumni grants for conducting pilot surveys of returned AID participants. With this year's project, grants will be awarded to U.S. institutions on a competitive basis for activities relating directly to the evaluation of AID participants' academic programs. A second program funded this year which is categorized by NAFSA as participant training will be the Florida Statewide Seminar for AID participants, international student program administrators, and faculty from Florida IHEs. The objectives are to promote discussion concerning curricular relevance, to examine the value of the student's academic program in light of the home country needs, and to set up a statewide communication network which would help returned students continue to evaluate their special needs upon return home and to maintain their professional contacts in the U.S.

As an overview of principal AID-funded NAFSA activities, Exhibit I-4 presents a four-year span of program development activities and major publications from 1978 to the present.

EXHIBIT I-4
MAJOR AID-FUNDED NAFSA PROGRAM DEVELOPMENT ACTIVITIES

<u>1978-1979</u>	<u>1979-1980</u>	<u>1980-1981</u>	<u>1981-1982</u>
<u>Research</u> Phase I Research Project	Phase II Research Project	Phase III Research Project	Practical Training Feasibility Project Management Skills Survey
<u>Participant Training</u> Training for Development Workshops (4) Community Involvement Projects (3)	Training for Development Workshops (5) Community Involvement Projects (4)	Regional Training Programs Training for Development Workshops (1) Community Involvement Workshops (12) Conference on Women in Development	Florida Statewide Seminar
<u>Evaluation and Follow-Up</u> NAFSA/CGS Survey on Relevance	The 4th NAFSA/AID Workshop	Re-entry/Transition Workshop Foreign Alumni Strengthening Grants Foreign Alumni Project Report	Foreign Alumni Project
<u>Liaison</u> Liaison with Professional Associations	Liaison with Professional Associations	Liaison with Professional Associations	Liaison with Professional Associations Washington Seminars
	Publication: "Foreign Alumni: Overseas Links to U.S. Institutions"	Publication: "The Relevance of U.S. Education to Students from Developing Countries"	Publication: "Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities"
<u>Meetings</u> Steering Committee Mtgs.(4) Mid-Year Meeting Special Projects Coordinators Briefing Annual Regional Conferences National Conference Rep.	Steering Committee Mtgs.(4) Mid-Year Meeting Special Projects Coordinators Briefing Annual Regional Conferences National Conference Rep.	Steering Committee Mtgs.(3) Mid-Year Meeting Special Projects Coordinators Briefing Annual Regional Conferences National Conference Rep.	Steering Committee Mtgs.(5) Mid-Year Meeting Regional Council Briefing Annual Regional Conferences

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IV. BUDGET

Of the overall annual budget of NAFSA, which is more than \$1 million, AID has provided about one-tenth of the funds for the past three years. ICA has been the principal outside funding source and there has been some other smaller funding from various sources. About half of NAFSA's budget is supported by membership fees.

The NAFSA/AID budget for the current year, 1981-1982 was \$179,431, an increase of 12% over the previous year's budget of \$160,569. At the same time direct costs were reduced 14%, due partly to a reduction in travel and partly to the cost in 1980-81 of printing and distribution of the final report of the Research Project.

Both budgets include 31% overhead. The breakdown of the budget figures is shown in Exhibit I-5 below:

EXHIBIT I-5

NAFSA BUDGET
CONTRACT NO. AID/SOD/PDC-C-0021

	4/1/80 - 3/31/81	4/1/81 - 3/31/82
DIRECT COSTS (Salaries, travel, etc.)	\$74,462	\$65,150
PROGRAM DEVELOPMENT ACTIVITIES		
<u>Mid-year Meeting</u> (share of cost)	4,000	4,500
<u>Research</u> (Phase III)	10,302	--
<u>Participant Training Program</u>	16,500	--
Regional Workshops \$5,000		
Development Workshop \$2,500		
Community Involvement \$5,000		
International Women Workshop \$4,000		
<u>Follow-up and Evaluation of Participant Training</u>	10,500	5,000
1980-81 Re-entry/Transition Workshop \$7,500		
Alumni Office Grants \$3,500		
1981-82 Foreign Alumni Project \$3,000		
1981-82 Florida Seminar \$2,000		

	4/1/80 - 3/31/81	4/1/81 - 3/31/82
<u>Expansion of Liaison Activities</u>	2,000	8,500
1981-82 Liaison with Assoc. \$1,500		
1981-82 Washington D.C. Seminars \$7,000		
<u>Regional Coordinators' Briefing</u>	4,344	1,000 (shared cost)
Evaluation of 3-year contract period	500	--
<u>Training Needs</u>	--	\$53,000
Practical Training Feasibility Project \$45,500		
Management Skills Survey \$7,500		
<u>Total budget including overhead</u>	\$160,569	\$179,431

Several observations may be made about the budget. It will be noted that funding for the Regional Coordinators Briefing was cut 75%. The current proposal explains this. In the past, there were twelve NAFSA/AID regional coordinators who provided the direct link with NAFSA regions and had the task of disseminating information regionally about contract activities. Rather than continue AID funding for a separate meeting for these coordinators, the briefings are now done at Regional Council Briefings partially funded by AID and are utilized to disseminate information on and to get feedback regarding contract activity. It will also be noted that for the current year (1981-82) no money is assigned to direct participant training, while money for expansion of liaison activities increased 24%, chiefly because of the introduction of activities involving senior level academics. This reflects a move away from individual projects with participants and into the academic arena with university faculty and administrators in an effort to extract greater mileage from funding. Follow-up and evaluation of participant training received 47% less funding this year than last, while work in the area of Training Needs was funded for \$53,000. Again, this appears to reflect the move to influence academia more than previously. Funds used for programs comprised 54% of the 1980-81 budget and 64% of the 1981-82 budget.

A discussion of NAFSA's budget would not be complete without a consideration of the value of time donated by NAFSA members in the field. By donated time here is meant time spent working on NAFSA projects but with no remuneration. In general, NAFSA members volunteer their services to further NAFSA's goals, which are consonant with the goals of the AID participant program; in particular they volunteer time to work on the implementation of the OIT contract program activities.

Obviously the value of volunteered time on the part of professionals cannot strictly speaking be assigned a monetary value. As one Steering Committee member put it, "No one can buy my Saturdays." Committee work and other activities usually take place in the evening or on weekends.

The NAFSA/AID Projects Director put together a minimal estimate of the number of NAFSA member volunteers and the amount of time donated. This particular report was requested in view of the fact that interviewees emphasized that AID "gets its money's worth" out of NAFSA through the non-recompensed services of the membership. The former Program Director stated that NAFSA members in the field accept the fact that funds are limited and they work hard to save money by spending sparingly. As Exhibit I-6 indicates, the reported statistics present the figure of \$86,751.60 a year as a bare minimal monetary value of donated time. NAFSA's use in this report of \$3.35 as an hourly value appears somewhat absurd, given the professional level of the volunteers.

EXHIBIT I-6

MEMBERS ACTIVELY INVOLVED IN NAFSA ACTIVITIES ON A VOLUNTEER BASIS

	<u>Number</u>	
OFFICERS 1981-82 (Executive Committee)	5	
BOARD 1981-82	6	
MEMBERS-AT-LARGE	6	
APPOINTED	<u>3</u>	20
 <u>1981-82 NAFSA SECTIONAL TEAMS</u>		
Admissions Section	9	
Association of Teachers of English as a Second Language	9	
Council of Advisers to Foreign Students and Scholars	8	
Community Section	8	
Section on U.S. Students Abroad	<u>8</u>	42
 <u>1981-82 NAFSA COMMISSIONS</u>		
Commission on Information Services	7	
Commission on Policy and Practice	7	
Commission on Professional Development	11	
Commission on Representation	<u>8</u>	33

<u>1981-82 NAFSA COMMITTEES, TASK FORCES</u>	<u>Number</u>	
Advisory Committee on Jenkins Jossey-Bass Study	5	
Advisory Committee on U.S.-China Education Clearinghouse	3	
AID Projects Steering Committee	5	
Archives Advisory Committee	2	
Committee on Academic Concerns	15	
Committee on Foreign Students in Elementary and Secondary Schools	6	
Committee on Home Country Employment	9	
Committee on Intercultural Communication	6	
Committee on Latin American and Caribbean Students	1	
Committee on Students from Middle Eastern Countries	1	
Committee on Students from Sub-Saharan African Countries	1	
Conference Planning Committee	11	
Cooperative Projects Committee	6	
Council of Intensive English Programs	1	
Executive Committee	5	
Field Service Steering Committee	9	
Government Regulations Advisory Committee	7	
Houlihan Memorial Advisory Committee	5	
Insurance Advisory Committee	4	
Interassociational Committee on Data Collection	6	
Iranian Student Concerns	1	
Journal Feasibility Committee	7	
Membership Committee	7	
NAFSA Corporation	3	
NAFSA/JAFSA Liaison Committee	6	
Nigerian Student Concerns	1	
Nominations and Elections	6	
Personnel	6	
Planning Committee on 1982 Symposium on Foreign Students and Technology Transfer	5	
Practical Training Feasibility Project Advisory Committee	7	
Property Committee	6	
Rules and Resolutions	6	
Task Force on Women International	9	178
	<u>9</u>	
	SUBTOTAL:	<u>273</u>

1981-82 NAFSA REPRESENTATIVES TO INTERASSOCIATIONAL COMMITTEES

NAFSA Representative to ANT FOSA	1	
NAFSA Representatives to the Joint Committee on Workshops (AACRAO/NAFSA)	3	
NAFSA Representatives to the National Credentials Evaluation Project Advisory Committee	2	
NAFSA Representatives to the National Council on the Evaluation of Foreign Student Credentials	3	
NAFSA Representative to the National Liaison Committee on Foreign Student Admissions	1	
NAFSA Representative to Advisory Committee to Foreign Student Recruitment Clearinghouse	1	11
	<u>1</u>	

<u>1981-82 NAFSA REGIONAL TEAMS</u>	<u>Number</u>	
Region I	20	
Region II	21	
Region III	18	
Region IV	12	
Region V	19	
Region VI	14	
Region VII	20	
Region VIII	16	
Region IX	12	
Region X	16	
Region XI	22	
Region XII	<u>17</u>	207
Task Force on Standards and Responsibilities Self-Study	7	<u>7</u>
	SUBTOTAL	498

- A. (number of volunteers x 1 hour per week = 498 x 1 = 498 person hours per week
- B. (number of person hours per week) x minimum wage* = 498 x 3.35 = 1,669.30 dollars per week
- C. (number of dollars per week) x number of weeks per year = 1,668.30 x 52
86,751.60 dollars per year

* Minimum wage figure used to indicate minimum dollar value of volunteer time

In addition, NAFSA's Field Service projects oversee the efforts of 30 consultants performing 50-plus consultations each year. The consultations vary in length from two to four days, but for this portion of the consultation the consultant is paid. There is, however, an additional one day's preparation prior to the consultation and approximately two days of follow-up in conclusion of the consultation to write reports and recommendations. The preparation and follow-up time is volunteered to the organization.

It was emphasized by the NAFSA/AID Projects Director that this list of volunteers only touches the tip of the iceberg of volunteer time given to this organization. In addition to those areas listed above there are such activities as the National Conference which had 393 panelists this past year and approximately 1,500 participants. One could further cite the planning and implementation of the 12 regional conferences and the numerous short-term committees and programs offered each year under the myriad guises of NAFSA.

V. EVALUATION REQUIREMENTS

Among the NAFSA program aspects to be investigated as part of this study are the following: how services are consistent with the policy and program needs of S&T/IT; coordination between OIT and NAFSA; monitoring; impact of services; and areas of strength and weakness. Each of these is considered separately in this section.

A. Program Consistency with Policy and Program Needs of OIT

Written in the draft of the 1980 Revision of the AID Handbook 10 for participant training, dated May 27, 1980, are five statements which are seen to be relevant to NAFSA. The statements are found below along with the rationale for including each of them.

2B.2. All education and training should be closely geared to existing and expected work opportunities; and all projects in all sectors should be reviewed for training requirements, to ensure that LDC's can maintain as well as operate every facility constructed.

In consideration of NAFSA's efforts in regard to integration of theory and practice in general, and in particular to academic relevance, practical training and management, the NAFSA program appears to be generally consistent with OIT policy and program needs, although NAFSA's role is seen by OIT as only a peripheral one and removed from actual training of participants.

2B.6. Participant training is arranged at the best available facilities to meet the objectives within the funds available.

While NAFSA does not directly arrange for participant training, there is a professional commitment to improving international education as evidenced in their standards and principles publications. Thus, NAFSA supports the policy and program needs of OIT in a secondary fashion.

2B.8. Participants proposed for training in countries where the training is conducted in English must demonstrate English language proficiency adequate to meet the program requirements.

NAFSA's Association of Teachers of English as a Second Language, a professional interest section, is involved with other ESL organizations and has contributed

to the field by developing a set of ESL standards and guidelines for use with foreign students. This appears to be in line with the above policy as well as supplementary to the specific activities of ALIGU which is charged with developing standards, tests, measurements as well as training AID participants in ESL.

2B.11. Evaluation of participant training is conducted on a continuing basis, and follow-up activities, adjusted to local circumstances, are an essential segment of participant training.

As referred to previously in this report, with OIT funding NAFSA conducted a national study of needs of foreign students from developing nations. This was a scholarly, large-scale evaluation of participant training, which, together with smaller projects such as the Foreign Alumni Project, indicate conformity to OIT policy and program needs.

2.B.16. Non-technical aspects of training and experience in the U.S. are provided to enable participants to gain an appreciation of the United States institutions, attitudes, and values, and to understand first-hand the processes of a democratic society.

Until recently NAFSA expended considerable energy and funds for the type of activity described in policy Statement 2.B.16., principally by means of its Community Involvement Programs. Funding for these activities reportedly was discontinued by OIT. Relatedly, the Executive Vice-President in an interview expressed a desire on the part of NAFSA to develop more holistically as an association, taking into account the foreign student's total experience, which is what this policy statement appears to recommend.

B. Coordination Between OIT and NAFSA

Judging from the comments of persons interviewed, it appears that the coordination between OIT and NAFSA is just adequate, but needs considerably more integration, monitoring and direction. Respondents reported that communication is "fine", and there is ample information sharing. Although communication is reportedly open, there was nonetheless a desire expressed by several NAFSA staff for more clarity on OIT's expectations of what NAFSA's overall direction should be vis-a-vis the NAFSA/AID Project. One of the staff indicated that

rather than working together with OIT, NAFSA is left to work rather independently but would rather have more input from OIT. OIT in general was seen by NAFSA as being flexible, and the Program Officer as being open to discussion and willing to be involved programmatically. (He was a scheduled speaker at the Washington Seminar attended by Development Associates.)

According to some OIT, staff NAFSA used to have a somewhat different relationship to OIT in that it was more of a working union with OIT having voting rights to set policy and direction on NAFSA's liaison committee. Lately, this has changed to more of a cooperative relationship with NAFSA proposing policy and direction and then carrying it out in coordination and cooperation with OIT. There also has been a change to more substantive policy concerns with issues relating to foreign students and their needs, as well as the needs of the educational community in adjusting to changes in the foreign student community. The greatest advantage from OIT's perspective is the institutional relationship; i.e., the close association with a large national organization representing U.S. colleges and universities. NAFSA is seen as a very specialized group which has one interest in common with OIT -- the foreign student.

The relations between AID and NAFSA have not always been understood by NAFSA members, according to one interviewee. In the beginning, AID emphasized world hunger and population issues and not all members were ideologically in agreement. Then the focus shifted to programs; various groups were formed within NAFSA and emphasis went to training for the problems of foreign students. This coincided with a rapid increase in the numbers of non-Western foreign students and other students sponsored by foreign governments, and human rights problems on campus. It seemed that for a time people were not that interested in AID participants.

Interest is on the rise, however. The Steering Committee has made a conscious effort to promote understanding among the members regarding the AID-NAFSA relationship. At regional conferences in particular, members are appealed to for their input into the NAFSA/AID Steering Committee on what they should be doing.

Monitoring of NAFSA by OIT is done partly by means of the report deliverables (annual report; quarterly financial reports; interim reports on completed projects, meetings and other activities). Monitoring is seen as mostly informal.

NAFSA develops the programs, writes them up and submits them to OIT for approval, but as one respondent stated, NAFSA would prefer to get OIT's input "from the beginning, but this is improving". The Program Officer is seen as actively interested and supportive, although having so many of the activities scheduled at night and on weekends presents a problem. It was pointed out that the Program Officer has participated in a number of projects at the planning stage and through implementation.

C. Impact of Services

The major output of NAFSA cannot be quantified; therefore any assessment will have to focus on (1) the influence NAFSA has and can bring to bear on the educational community, the political community and AID policy and programming levels, (2) the professional and intellectual resources NAFSA can potentially offer in dealing with the major issues and problems of foreign students and how they impact on educational communities, and (3) the research and study efforts which can illumine AID's role in participant training and resolution of issues and problems. Dr. Matoko Lee's study was cited as an outstanding example of the latter type of effort.

As perceived by the OIT Program Officer, the NAFSA relationship permits OIT to become more exposed to the foreign student professionals and associates, thereby allowing key OIT/AID staff and NAFSA to know each other better and to heighten an awareness of each other's concerns, interests, needs, and objectives. NAFSA also benefits OIT through the input of its specialists to the theoretical and philosophical concerns of foreign students and the educational institutions' response to them and their needs. OIT/AID can also gain from special studies and research which is specifically aimed at the government sponsored participant training program.

As evidence of the impact of NAFSA, interview respondents indicated their impressions as follows:

- NAFSA has created good will for AID on the campuses;
- Conferences have brought publicity to AID and have reached a large number of higher level administrators. There is much give and take at the conferences and AID has been given "a lot of" exposure;

- OIT continues to be a source for learning about the problems of participants on the campuses;
- NAFSA, with its academic network of professionals can be utilized for work on test programs and research because members often donate time; and
- NAFSA has been raising serious questions in the academic community regarding relevancy (the average faculty in engineering, for example, is said to know little about the developing world). The need for management training has been another area of study.

D. Areas of Strength and Weakness

Interviewees were asked to identify NAFSA's areas of strength and weakness vis-a-vis OIT. The response most commonly given regarding areas of strength was that NAFSA has a large membership of exceptionally dedicated and involved people who believe that the work of NAFSA is "the most important work on earth," and whose commitment it would be impossible to buy. NAFSA is seen as a growing network with a number of committees, all of them creative and hard-working. Other strengths cited were (1) networking, (2) the ability to cut across lines to other professional agencies involved with foreign students, and (3) the increased flexibility NAFSA has in developing programs. The research project was seen as a strength in that it has had several spinoffs already, one of which was the practical training feasibility program. Besides being a listening ear on campus, NAFSA is seen as a resource for people in the government sector and the private sector who call in to the center office with problems or requests for information.

When asked about NAFSA's areas of weakness, respondents most frequently pointed out the need for NAFSA to establish priorities in its work. This need to limit activities was seen as difficult to fulfill since NAFSA is an organization where power comes from the membership, and where even the NAFSA/AID Project Director is subject to the Steering Committee and must be responsive to the membership. NAFSA is seen as too much a creation of a "five-legged creature with no body"; the challenge is to keep the many sub-groups together, though they are said to be moving toward greater integration. Another perceived weakness is the need for the center office staff to do what they feel is in their professional judgment in accordance with basic guidelines. Reportedly, the danger there would be that the membership attitude might become one of "let

them do it", whereas it has always been a strength in the past that so much of the work has been done voluntarily, particularly in the development of publications. Additional areas of weakness as perceived by NAFSA staff include these:

- NAFSA lacks the ability to diversify funding sources;
- Funds are often put into small programs with very limited results;
- Because of a lack of funds the same type of programs, though they had merit, have been repeated over and over (the training for development workshops were cited as an example);
- Better follow-up on programs is needed;
- NAFSA is not as involved in the academic scene as it should be;
- NAFSA staff reported allegations from the membership that the NAFSA/AID Steering Committee focuses only on AID participants. This was negated strongly. It was suggested that the Committee needs to and does go back to the membership constantly to remind them that AID projects are for all foreign students and the AID participants cannot be singled out. They are targetted, certainly, but all foreign students benefit; and
- As a membership organization tied to individual members' needs, especially those from small colleges, NAFSA runs a risk of becoming parochial and side-tracked from the overall goal.

E. Utility of NAFSA to OIT

When asked about the utility of NAFSA for OIT several respondents referred back in the history of four years ago when the OIT staff was still handling all their own placements, when they were in a position to monitor participants, and when they were in contact daily with academic deans and foreign student advisers. About four years ago the scene changed and the number of OIT staff dropped dramatically from over 200 to 40, and consequently the hands-on work was then farmed out to contractors. On the negative side this arrangement placed a third-party between AID and the IHE, and OIT no longer was able to keep up the daily contacts it once had. NAFSA became important to OIT particularly as a way of knowing the world in which the participants work. NAFSA plays an ongoing consciousness-raising role for AID on the campuses. After the highly visible campus presence of AID in years past there was reportedly a lull during 1974-80 when AID was seldom heard from; however, now the trend is seen as reversing itself as academics are being brought together for NAFSA/AID functions. Examples of such are the Washington Seminars, planned to bring

about face-to-face contact with high level administrators and faculty of academic institutions.

NAFSA is also seen as a natural conduit for OIT to achieve its complementary program goals as exemplified in practical training which is very important to participants. NAFSA members on campus, attuned to this need, are said to take time out to work up practical training programs with the students whenever possible.

Much of the utility of NAFSA for OIT is reported to be in the network of foreign student advisors and faculty who can reach the participants in a way OIT cannot, and who can monitor them in ways that OIT's small staff will not permit. This, however, ignores the contacts that contractors have established with this network and although such NAFSA activities may occur, it may not be significant in terms of OIT monitoring. As a matter of fact, a previous study revealed that there was little or no help provided to many students by foreign student advisors. Depending on the number of students to be dealt with and additional work load of the FSAs, the extent of help provided by them varies greatly.

As indicated previously, a part of Development Associates' contract agreement in this study is to determine whether and how the services of NAFSA can contribute to the effective and efficient management and administration of the participant training program. A number of suggestions were made during the course of the interviews, on how NAFSA can contribute more to OIT than it is doing at present. Suggestions from NAFSA included the following:

- (1) AID could use the publications of NAFSA and the newsletter in particular, as a conduit for making known their work in international education. Separate AID publications (a brochure, a Mission report, etc.) could be mailed out along with regular mailings to the membership.
- (2) AID could use NAFSA resources in training program officers from RSSA's before they begin to work directly with participants, and provide in-service training for experienced program officers. (If this were in fact done, it should be in collaboration with AACROA and NCIV.)
- (3) AID could profit by having a greater visibility at the NAFSA regional and national conferences, using them as a public relations tool (attendance: 1,500 nationals in addition to 200 from abroad).

- (4) AID could use NAFSA to evaluate the participant program by means of an alumni study. AID could implement a large-scale study by sending teams of NAFSA members with OIT overseas to gather data from participants who have recently returned to their home country or who have been back for some time.
- (5) When NAFSA receives information regarding participants' problems, the information is passed on to OIT. A system of relating similar participant-related information from OIT to NAFSA could enable NAFSA to be of greater assistance to the participants.
- (6) Conformity to the NAFSA Principles for International Education Exchange should be used as the criteria for the selection of institutions for placement of participants.
- (7) On campuses with AID participants NAFSA could set up consultations to bring about greater integration of faculty with foreign student personnel and community people. They could be brought together to provide a broader view of the highly technical training on campus. This integration is considered necessary because often the persons chiefly in charge of academic programs are far removed from foreign student concerns.
- (8) AID could use NAFSA's expertise to improve participants' programs on campuses. From among the membership, AID could develop consultants who are experts in international development education. They could be trained at AID/Washington and at NAFSA, then made available for assistance to the campuses. The IHE could share the cost of consultancy as they have been doing in other cases. NAFSA has already been providing similar services under ICA grants. About 100 consultants a year from NAFSA have consulted on campuses across the country (last year's included Harvard, Stanford, and Georgetown). Each consultant is screened carefully, trained at the center office, and re-trained every two or three years. After a campus visit the consultant files a confidential report to the IHE. As a result, many institutions have made major changes in policy and services to foreign students.

Some of the foregoing recommendations would enhance AID's role in international education such as using the NAFSA communication network more effectively and taking advantage of NAFSA regional and national conferences as public relation tools and opportunities for increasing AID's visibility.

However, other recommendations by NAFSA would not seem to add much to AID's objectives and possibly conflict with other AID contractual arrangements. For example, if as NAFSA suggested, AID were to develop a roster of consultant experts in international development education in order to improve participant's training program on campus, it could be an infringement on the prerogatives of the implementing agents (IA's) who plan and place participants in

training/education programs. The role of the IA's and the intended role of the suggested consultant experts must be made clear. If the former were to work along the same lines as consultants under the ICA grants, working on-site directly with administrators and academic advisors, there would be no conflict. However, if the suggested consultant were to take over what the IA is supposed to do for the individual participant, not only would this activity be redundant but it would cost money for something which is already an integral part of the placement process and contract objectives of IA's. If anything, AID should be looking at ways to tighten up and reduce the cost of support services in order to give priority to major OIT objectives and eliminate activities which are not essential to the improvement of the participant training program.

Similar observations can be made with respect to NAFSA's role in research and evaluation. Certain studies are well within the purview of NAFSA's expertise but the whole question of research and evaluation would seem to be outside the purpose and scope of their organization and OIT's contract objectives.

A closer planning relationship between OIT and NAFSA would benefit both from the standpoint of clear policy and program direction with optimum utilization of resources.

VI. RECOMMENDATIONS

Development Associates recommends that the National Association for Foreign Student Affairs be considered for continued funding. This recommendation is based upon serious consideration not only of the data summarized in this report but also of alternatives to NAFSA as a support service provider for the AID participant program. It is believed that no other organization, private or otherwise, can be found capable of doing what NAFSA does, regardless of budget. OIT has in NAFSA, connections and experiences with all levels of persons involved in international education, direct contact with AID participant and a network of volunteer professionals.

Modifications recommended are the following:

- (1) The NAFSA center office staff working with AID, the NAFSA/AID Steering Committee, and the OIT staff should meet and plan ways and means of setting priorities for the work of NAFSA/AID. It is recommended that a NAFSA/OIT planning committee with members from both NAFSA and OIT be instituted so that OIT can provide more concrete direction to the NAFSA staff in carrying out support services for OIT.
- (2) OIT should reexamine the NAFSA contract with regard to specific services which will help to improve the participant training program and to focus more on areas of NAFSA established expertise. This is especially important in view of the one contractor mode which OIT is putting into place. Some of the activities contained in the new contract may duplicate those of NAFSA and it is therefore important for OIT to look carefully at NAFSA's role with respect to an omnibus contractor which may have expertise to carry out some of the activities similar to those of NAFSA.
- (3) A procedure should be set up which will involve more high level liaison with OIT staff and NAFSA staff in periodic planning and review activities. While one senior staff in OIT presently devotes time and extra duty to NAFSA activities, there should be more direction and monitoring provided by senior OIT staff.
- (4) OIT should seek to develop ways in which NAFSA can coordinate and cooperate effectively with implementing agents in providing support services and assisting students in concert with OIT and contractor personnel in resolving both academic and personal problems which some participants may encounter.
- (5) The role of NAFSA in raising awareness of international training on campus with high level administrators and faculty members should be encouraged and

strengthened. OIT should assist NAFSA to emphasize AID's role in international education and support those activities which relate directly to the participant training program and AID's development objectives.

- (6) OIT should restrict the role of NAFSA in conducting studies of a wide range of services and activities. Any study contemplated by OIT should be closely coordinated and directed by OIT's planning/evaluation function, and it should be a part of OIT's annual management and policy objectives. There is too little direction provided by OIT to NAFSA in the conceptualization and implementation of research and studies, and while some may be highly valuable, the danger is that without clear direction from OIT others may not be consistent with OIT's priorities and of little immediate use for policy and program purposes.

CHAPTER II

NATIONAL COUNCIL FOR INTERNATIONAL VISITORS

I. BACKGROUND

A. Overview of NCIV

NCIV had its origins back in 1957 in Washington, D.C., at a meeting of community leaders working in international exchange-of-persons programs. The concept of a national organization of community groups assisting foreign visitors began to take hold among the leaders of the various visitors' organizations that were functioning in Philadelphia, Dallas, and other cities, as they realized that a coordinating agency was needed. On February 11, 1958, in Washington an "Interim Council" of seventeen organizations and several sending agencies was formed to coordinate planning for a future national association.

In 1961 the National Council for Community Services to International Visitors (COSERV) was established, with a staff and headquarters at Meridian House International in Washington, D.C. In 1979 the Board of Directors voted to shorten the name to National Council for International Visitors (NCIV).

At present NCIV is a coordinating network of over 130 local and national non-governmental organizations and institutions in 85 cities across the United States. The work of NCIV is to assist in the development and coordination of services to international visitors at the community level. Its overall goal is to increase mutual understanding between people of the United States and people of other countries by offering a wide range of services to international visitors who are in this country on educational and cultural exchange programs. Some of the recipients of these services are AID participants who are in the U.S. for academic or technical training. This report includes a description of NCIV's program as it affects AID participants, though much of what is included

in the description of the organization does not deal directly with AID participants. AID and what is now the International Communications Agency (ICA) have jointly supported the operation of NCIV's headquarters office which is located in Meridian House and administered under the aegis of Meridian House International. The local community affiliates of NCIV are predominantly volunteer organizations run with local support.

That part of the NCIV network which AID along with ICA helps to fund is the headquarters office, which has the role of a catalyst among the local affiliates. NCIV staff compares the organization to a trade association, with an advocacy/information/standards maintenance role. NCIV represents organizations, not individuals.

B. Purpose of Study

The IQC contract from AID states these four objectives for the study of NCIV: (1) evaluate the progress made toward achieving their objectives, (2) assess the utility of the support services to S&T/IT; (3) identify areas of strength and weakness in the delivery of services; and (4) provide recommendations on the use of services to improve the participant training program. As additional objectives, Development Associates added the following: (1) assess the effectiveness of support services; and (2) determine whether and how the services can contribute to the effective and efficient management and administration of the participant training program.

Throughout the study special efforts were made to separate out as much as possible those aspects of NCIV which have a bearing on AID participants.

C. Technical Approach

The technical approach used in this evaluation study focused on interviews, site visits, document reviews, and attendance at several affiliates' functions. The NCIV executive director was interviewed at length several times. Others interviewed were the assistant director/editor; the OIT program officer; and the director, the mid-winter seminar coordinator and AID participants from two midwinter seminars -- one in Washington, D.C. and one in Cincinnati, Ohio.

Interviews were conducted during three site visits at the headquarters office

and at OIT offices. Attendance at two of the Midwinter Seminars provided an opportunity for Development Associates to experience and assess a major activity as well as to conduct further interviews with local staff and visiting participants. Documents reviewed were the publications of NCIV, the annual report for 1980-81, memoranda, newsletters since 1979, and a congressional testimonial.

II. OBJECTIVES OF NCIV

NCIV's stated purpose is to develop and coordinate services for visitors in the United States on short-term international exchange and training programs. At first glance it would seem that AID participants, most of whom are in academic programs requiring several years' stay, would not be included in the group to be served by NCIV by reason of their not being short-term visitors. However, NCIV staff explained that AID participants are nonetheless served in their study site communities and are indeed at times short-term visitors and that on both counts they receive services coordinated by NCIV. The times when participants would fall into the category of short-term visitor would be when they leave their training site temporarily to attend a conference, be an observer, or spend time in other communities for whatever reason. For these and other short-term visitors NCIV seeks to encourage communication between agencies that send visitors across the country and the local organizations that receive the visitors into their communities.

The Project Implementation Order/Technical Services describes two specific purposes for the agreement between the U.S. government and NCIV: (1) to provide reception services to AID participants at ICA ports-of-entry (Honolulu, Hawaii; Miami, Florida; New York, New York; and in designated instances, San Francisco, California); for coordinating Washington, D.C. arrivals with DS/IT and the Washington International Center; and (2) to provide community services in the U.S. for AID participants.

When questioned in an interview about the perceived objectives of NCIV, the executive director described them in rather specific terms. As an organization NCIV is to provide a facilitating office for networking 130 community organizations and dozens of government agencies working with short-term visitors who are ICA grantees or AID participants. In coordinating the community organizations the NCIV center office fills various roles directly related to AID participants. They explain the roles of SECID and RLA vis-a-vis the AID participants to the community organizations; the NCIV workshops, conferences and newsletters present OIT/AID concerns; the hospitality request cards from newly arrived participants are channeled to local communities by NCIV; they help identify midwinter seminar sites and assist in planning them.

As described by the executive director the NCIV headquarters role is not to program the visitor but to maintain the system that accommodates all kinds of visitors. While NCIV provides assistance to the local organizations, each one is independent, and NCIV does not tell them what to do or whom to serve. NCIV serves the organizations that serve the client.

When the assistant director/editor of NCIV was asked how the organization's objectives were perceived, the response was "to ensure that the visitor has a useful and insightful experience in the United States." Short-term visitors were described as those who stay in the U.S. for up to one year, and in the case of AID participants whose total length of stay exceeds a year, they occasionally have need to travel from one community to another and therefore may be defined as short term visitors. A marked degree of frustration was said to be felt among the local community organizations who desire to provide more services to more participants but who have not been informed as to the presence of participants staying or visiting their communities. A local affiliate director stated that until the use of the hospitality request cards in 1981 the only way to find out about the presence of AID participants in their community was by managing to gain access to a copy of an AID Participants on Board listing.

III. PROGRAM DESCRIPTION

The National Council for International Visitors is a private, non-profit, autonomous organization under the administrative aegis of Meridian House International, Washington, D.C. where its headquarters are located. It is described as a national umbrella organization which assists in the development and coordination of services to international visitors at the community level. Under the NCIV umbrella are 91 community organizations and 43 private national agencies which assume responsibility for these visitors in their U.S. travels by providing services and programs to meet their professional needs. NCIV views the work of its affiliated community organizations as public diplomacy on the part of citizen diplomats, in an international sphere from which the U.S. cannot isolate itself. In one of its brochures, NCIV suggests its philosophy by asking the question "Is there a better road to peace among nations than understanding among people?"

NCIV carries out its objectives in four principal ways: (1) consultation, training and informational services; (2) referrals to various agencies and individuals; (3) regional and national conferences and workshops for staff and volunteers of cooperating organizations; and (4) publications. These will be described in detail in a later section.

NCIV staff pointed out that their local affiliates' visitor programs are not typical of the university campus organizations for foreign students. These campus organizations, as typified in the NAFSA Community Section, provide hospitality services to foreign students. The NCIV community organizations reportedly are in a position to provide services beyond hospitality; they are skilled in planning professional meetings and have access to resources of the entire community. In some communities the international visitor program also takes care of foreign students. Generally in communities with both a campus group and a local NCIV affiliate, they are complementary, non-conflicting organizations.

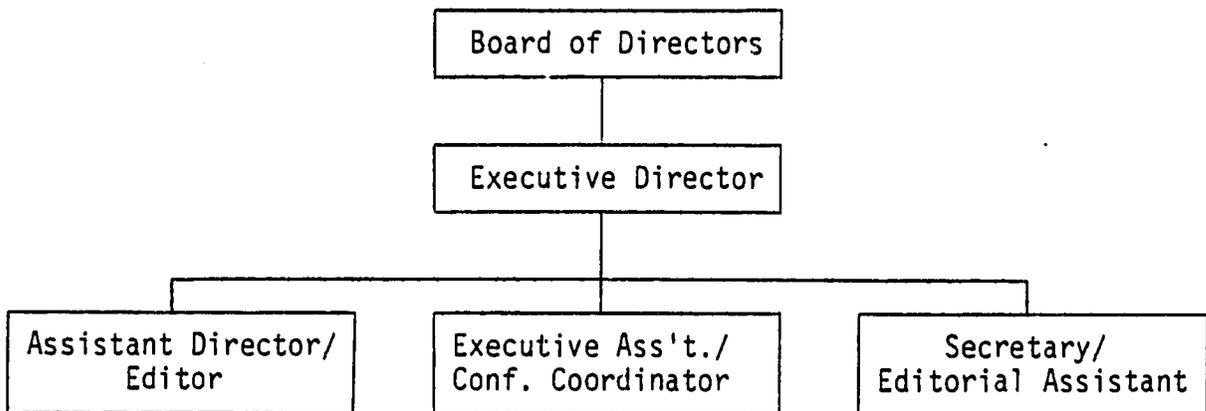
As a result of a need for sharing common problems and opportunities felt by NCIV and other national organizations with community-based constituents concerned with international exchange, an association called The Consortium was founded in 1980. NCIV is a member of this association along with seven other international community-based organizations, united for the purposes of increasing citizen

awareness, involvement, support and understanding of the work of the eight organizations, and improving the quality, level and impact of the field. The combined organizations calculate an annual exchange of 100,000 persons between the U.S. and 80 other countries, with a working volunteer constituency of some one-half million people. The Executive Director of NCIV holds office and is active in the consortium. This contact brings the work of OIT to the attention of an increased number of people.

A. Organizational Structure

The National Council for International Visitors is governed by a Board of Directors, nine of whom form the Executive Committee, among whom are counted the President and other officers. Each member organization may make nominations for the Board through the nominating committee, and the board members elect the new board each year to represent member national private agencies and member local community organizations throughout the United States. The Board of Directors has two meetings of three days each annually. The executive director has no vote but attends meetings as an ex officio member. Organizationally the structure of NCIV is illustrated below. The Board of Directors sets policies and acts through the NCIV headquarters office staff, headed by the executive director who is assisted by the assistant director/editor, the executive assistant/conference coordinator and the secretary/editorial assistant.

NCIV ORGANIZATIONAL CHART



B. Staff

Each of the four headquarters office staff positions is summarized in this section.

The Executive Director is appointed by the Board of Directors and reports to the Board through its President. The Executive Director executes the program, policies and procedures as determined by the Board of Directors for the achievement of these basic goals as described in the position description:

- Assisting in the development and coordination of services at the community level to short-term international visitors to the United States;
- Stimulating communities to achieve greater professionalism in their programs and services; and
- Establishing and maintaining liaison with government agencies and private organizations to ensure fuller utilization of available community resources.

Specific duties of the executive director include preparing and presenting budgets, activities evaluation, maintaining liaison with public and private agencies for NCIV, and implementing program activities. In addition he provides professional guidance and administrative support to the Board of Directors regarding membership and program development; he selects, trains and supervises the headquarters staff; he conducts operational procedures in conjunction with the Meridian House International and with participating government agencies. The present Executive Director has held this position since May 1, 1981. He was formerly director of the Philadelphia Council for International Visitors. As part of his immediate preparation for his new job he spent a month at Roy Littlejohn Associates to learn about the process of selection and placement of AID participants.

Among the principal duties of the Assistant Executive Director/Editor are serving as deputy and advisor to the Executive Director, working on a daily basis with staff and volunteers of member organizations throughout the U.S., and varied tasks involved in published materials, articles, reports and statistical

data. This position also keeps up-to-date the Resources Handbook for Program Officers, and handles all membership matters. The current Assistant Executive Director/Editor has been in this position for 20 years and has provided continuity to the staff.

As suggested by the position title, the Executive Assistant/Conference Coordinator has specific responsibility for the triennial National Conference and the four Regional Conferences as well as for the semi-annual Board of Directors' meetings and other meetings. This position assists the Executive Director in the day-to-day operation of the NCIV office, is responsible for the Orientation Program for community participants; handles correspondence dealing with activities and services, develops cost figures for budget presentation, works with the MHI business office and performs other duties. The person in this position has been there for fifteen years.

The fourth position, that of Secretary/Editorial Assistant provides secretarial support assistance to the Executive Director and the Assistant Director/Editor, assists in publication development and distribution, and assumes various administrative and secretarial roles as assigned.

C. Member Organizations

Included in the organizational structure are the two types of member organizations, those which send and those which receive international visitors. The sending organizations are private, national organizations responsible for setting up visitors' programs with the receiving organizations, which are the local community organizations responsible for providing services to visitors. Exhibit II-1 lists the 43 NCIV members which are programming (sending) organizations. These are private organizations which arrange a visitor's program and national itinerary, utilizing NCIV communities. Several are under contract with ICA but most are privately funded. Exhibit II-2 lists the 86 cities in which the 92 NCIV affiliate are located. Five of these are University Centers and the remainder are Community Organizations. Potential member organizations in several cities are at present working on meeting membership requirements. NCIV has divided the member organizations into four groups by geographic regions as shown in Exhibit II-3.

EXHIBIT II-1

PRIVATE NATIONAL PROGRAMMING ORGANIZATION MEMBERS

African-American Institute
 AFS International/Intercultural Programs
 America-Mideast Educational and Training Services
 American Bar Association
 American Council of Young Political Leaders
 American Host Foundation
 American Library Association
 The American-Scandinavian Foundation
 The Asia Foundation
 Association Internationale des Etudiants en Sciences
 Economiques et Commerciales--United States (AIESEC-US)
 Boy Scouts of America--National Council
 Citizen Exchange Corps
 Council for International Exchange of Scholars
 The Council of International Programs for Youth Leaders and
 Social Workers
 Council on International Educational Exchange
 Eisenhower Exchange Fellowships
 English-Speaking Union
 The Experiment in International Living
 Farmers and World Affairs
 Girl Scouts of the United States of America
 Hospitality Committee for United Nations Delegations
 Indiana University School of Journalism Multi-National Foreign
 Journalist Project
 Institute of International Education--National Office
 Institute of International Education --Washington Office
 International Association for the Exchange of Students for Technical
 Experience--United States (IAESTE-US)
 International Marketing Institute
 International Research and Exchanges Board
 International Student Service
 Japan Productivity Center
 The JDR 3rd Fund
 The Kosciuszko Foundation
 National Committee on United States-China Relations
 National 4-H Council
 Operation Crossroads Africa
 Overseas Education Fund of the League of Women Voters
 People-to-People International
 Syracuse University Newhouse School of Public Communications,
 International Broadcast Seminar
 U.S.D.A. Graduate School
 United States-South Africa Leader Exchange Program
 United States Student Travel Service
 United States Youth Council
 Visitor Program Service of Meridian House International
 World Leisure and Recreation Association

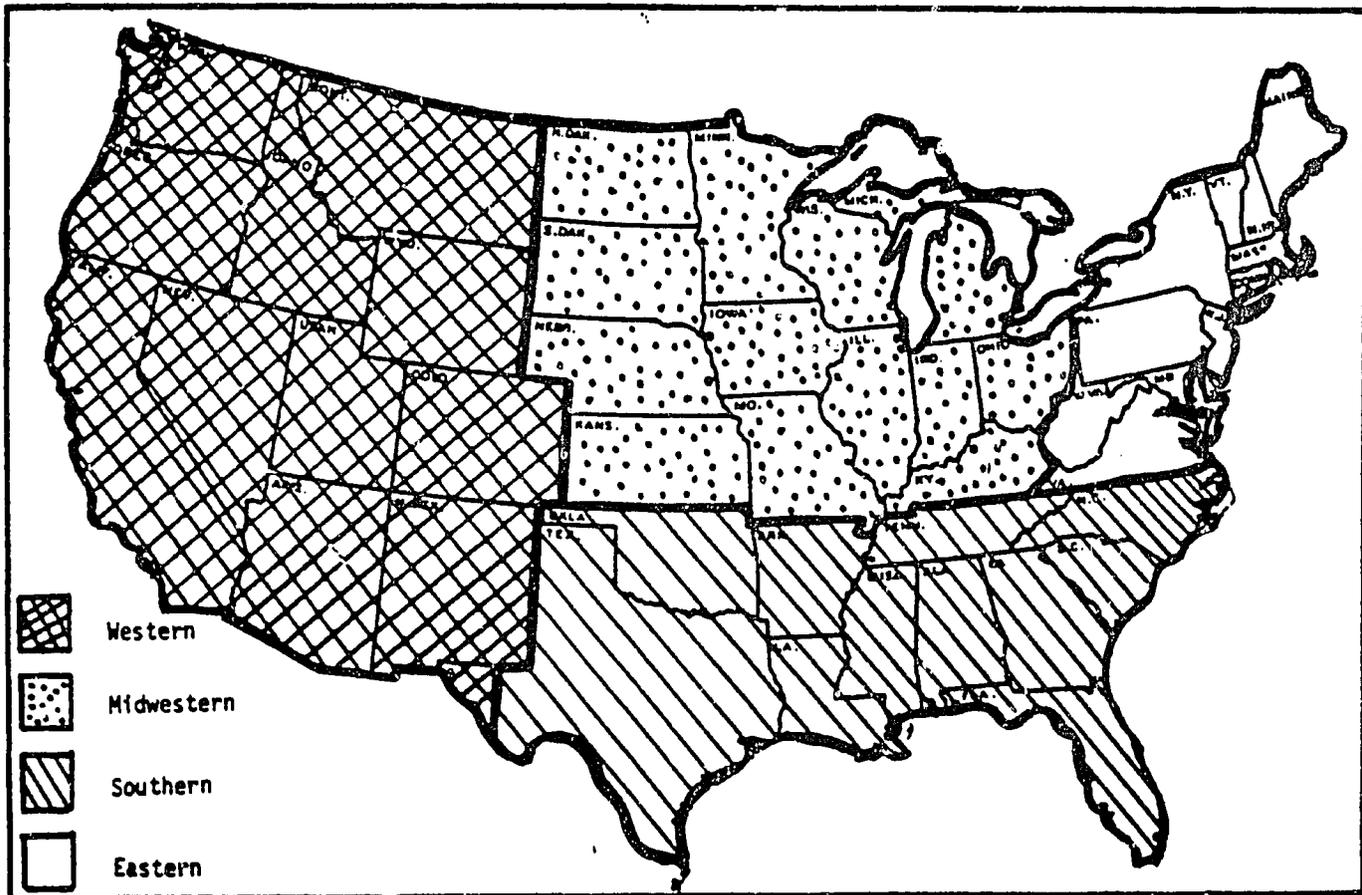
EXHIBIT II-2

NCTV LOCAL ORGANIZATIONS ARE IN THESE CITIES

Akron, Ohio	Minneapolis-St. Paul, Minnesota
Albany, New York	Nashville, Tennessee
Albuquerque, New Mexico	New Haven, Connecticut
Ann Arbor, Michigan	New Orleans, Louisiana
Atlanta, Georgia	Newport, Rhode Island
Austin, Texas	New York, New York
Baltimore, Maryland	Norfolk, Virginia
Boston, Massachusetts	Oklahoma City, Oklahoma
Boulder, Colorado	Omaha, Nebraska
Bozeman, Montana	Orlando, Florida
Buffalo, New York	Paris, Illinois
Burlington, Vermont	Philadelphia, Pennsylvania
Cambridge, Massachusetts	Phoenix, Arizona
Chicago, Illinois	Pittsburgh, Pennsylvania
Cincinnati, Ohio	Portland, Oregon
Cleveland, Ohio	Providence, Rhode Island
Columbia, South Carolina	Riverside, California
Columbus, Ohio	Rochester, New York
Dallas, Texas	Sacramento, California
Dayton, Ohio	St. Louis, Missouri
Denver, Colorado	Salt Lake City, Utah
Des Moines, Iowa	San Diego, California
Detroit, Michigan	San Francisco, California
Durham, New Hampshire	Santa Fe, New Mexico
East Lansing, Michigan	Seattle, Washington
El Paso, Texas	Sioux City, Iowa
Ephrata, Washington	Spokane, Washington
Flint, Michigan	Springfield, Illinois
Freeport, Illinois	Springfield, Massachusetts
Gainesville, Florida	Stanford, California
Grand Island, Nebraska	Sterling, Illinois
Hartford, Connecticut	Syracuse, New York
Houston, Texas	Toledo, Ohio
Huntsville, Alabama	Tucson, Arizona
Indianapolis, Indiana	Tulsa, Oklahoma
Kansas City, Missouri	Washington, D.C.
Knoxville, Tennessee	Westport, Connecticut
Lincoln, Nebraska	Williamsburg, Virginia
Little Rock, Arkansas	Wilmington, Delaware
Los Angeles, California	Worcester, Massachusetts
Louisville, Kentucky	Worthington, Minnesota
Memphis, Tennessee	Yakima, Washington
Miami, Florida	
Milwaukee, Wisconsin	

EXHIBIT II-3

REGIONAL DIVISIONS OF NCIV ORGANIZATIONS



D. Criteria for Membership

The Board of Directors decides whether or not an organization will be admitted to membership in the National Council. Before admission an applicant organization must satisfy the Board in meeting the standards it has prescribed for membership. The standards were set to safeguard national interest, local diversity and the overall objectives of the National Council. Once an organization has been accepted to membership it must pay annual dues and it is supposed to send delegates to NCIV regional and national conferences. The center office provides round trip coach fare for one person from each community organization member to attend the National Conference.

NCIV's own brief description and specific requirements for each type of member organization is provided below.

TYPES OF MEMBER ORGANIZATIONS IN NCIV

Community Organization (identified as "receiving organization") is a non-profit, local community organization concerned with community services to international visitors. It meets the following standards:

1. Has purpose that conforms to the stated objectives of NCIV, and represents no special political, social or religious interest.
2. Is willing to receive visitors without distinction as to race, nationality, or creed.
3. Has governing board of individuals with access to community institutions that represent potential resources for a well-balanced program for visitors.
4. Maintains communication with other local organizations to facilitate sound coordination.
5. Has a community base for contacts and local operations, an understanding of needs of visitors, a diversified body of volunteers necessary for the functioning of the program, and the resources essential for sound operation and professional programming.

6. Submits a satisfactory profile of its city and sends periodic updates on its local community resources to the national NCIV office as well as an annual statistical report on its visitors.

University Center. In serving short-term international visitors in a community where no other organization exists that provides full services, the university center meets the following standards:

1. Conforms to objectives of NCIV and represents no special political, social or religious interests.
2. Is willing to receive visitors without distinction as to race, national origin or creed.
3. Has a designated office to coordinate programs and limited services for short-term international visitors.
4. Submits a satisfactory profile of the city in which it is situated and send periodic updates on its local community resources to the national NCIV office, as well as an annual statistical report on its visitors.

National Programming Organization (identified as "sending" organization). This is national, non-governmental and non-profit. It meets the following standards:

1. Offers visitors experiences that will be significant in their own professional careers.
2. Arranges for visitors to have a variety of experiences representative of life in the United States.
3. Provides communities with accurate and relevant information, including overall itineraries, far enough in advance to allow careful planning, and keeps them apprised of changes of plans or pertinent facts concerning the visitor.
4. Screens visitors for basic reliability and integrity.
5. Assures that visitors are adequately covered by health and accident insurance.
6. Ascertains that visitors have sufficient resources so that they will not become a financial burden to the local communities.
7. Maintains a standard of excellence in programs in which it arranges.

E. Volunteers

A discussion of NCIV would not be complete without looking at the volunteers - who they are, what motivates them, what the requirements are for being a volunteer, how many there are, and what they do.

There is no typical volunteer in NCIV organizations. They come from all segments of life including professionals, farmers, educators, businessmen, students, senior officials of major corporations, representatives of labor, the media, and other individuals. They are private citizens who spend their discretionary time helping international visitors. Some volunteers host foreign students in their homes for extended stays, some arrange for visitors to meet their professional counterparts, many escort visitors to industry, farms, or governmental and educational institutions, some translate or interpret, and many invite visitors to their homes for dinner, overnight or longer, giving them an exposure to life with an American family.

In a hypothetical case suggested by an NCIV staff member, a journalist from country "X" comes to the United States desirous of learning more about his profession as followed in this country. Through arrangements made by a local NCIV organization he goes to the New York Times and meets with several journalists there. Those journalists are considered to be volunteers in the sense that they are giving freely of their time. Another example, one that actually happened, was when by arrangement through an NCIV affiliate a visitor spent a week with a farmer on his farm to learn and to exchange information. The latter example in particular appears to be the type of activity that may be described as practical experience. As determined by the NAFSA study of the needs of foreign students, the need for practical experience before returning home was the least met need.*

Why do volunteers participate in international visitor programs? Several factors are said to enter into the motivation. One is a desire for an increase of understanding; another is to gain a learning experience. To serve at the local level is seen as a two-way bridge. While visitors are in the communities to learn, the volunteers also gain by coming into contact with the new and

*Motoko Lee, Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities. Washington, D.C.: NAFSA, 1981.

unfamiliar, permitting a broadened sense of self and appreciation of other cultures. Financial gain can hardly be a motivating factor; the only reimbursement allowed is for inter-city mileage which leaves out most of the transportation expenses incurred by volunteers.

NCIV volunteers are expected to fulfill certain requirements of attitude and sensitivity. They must be able to deal constructively with people whose culture and values may differ; they must be able to act so that the visitor can have a fruitful experience with minimal cross-cultural adjustment problems. Volunteers are encouraged to bring to their work with international visitors a sense of professionalism. They are expected to know where the visitor is coming from -- geographically, politically, socially and educationally. They are expected to be able to communicate person-to-person. Stereotypes about people must be reduced, and the volunteer must be able to get across the story of the international visitor programs. As a result of a training/professional activities needs questionnaire sent to each NCIV affiliate in July 1981, strong interest was expressed in organizational development, public relations, fund raising, volunteer management, and programming skills. A projected training project will address these needs and others. The project, funded by ICA for \$35,000, is presently underway to address the training needs of NCIV affiliates. A number of community organizations have already taken the initiative to use local training resources such as universities, businesses or government. The project will augment and support the self-assisted training.

The number who are involved in the "public diplomacy" effort of the NCIV network is estimated at 725,000 individuals. These 3/4 of a million people are said to be actively involved in the 91 NCIV community organizations, all non-profit and privately supported.

F. International Visitors

The cooperation of public and private sectors in the ICA-AID/NCIV partnership is possible because of the continuing flow of international visitors and foreign aid trainees. About 61% of those who are assisted by NCIV affiliates come

to this country under the auspices of U.S. private educational and cultural exchange programs, the AID participant training program, industry, the universities, and other sources. The remaining 39% of international visitors -- more than 3,500 annually - come to the U.S. under the ICA International Visitors Program. They are already established or potential leaders in government, politics, education, media, labor relations, science, and other fields. Of the 3,500 international visitors participating in the ICA program approximately 2,000 of them come to the U.S. at their own or at their government's expense. The remaining 1,500 visitors are totally or partially funded by ICA.

International visitors come to observe, to study or teach, acquire skills, lecture or consult. Their visits in communities may last from a few days to several months or more and they may visit a number of communities during their stay in the U.S. The programming agencies responsible for the visitors receive advance information on each visitor's background, interests and objectives. The program officers in these agencies then coordinate the itinerary and appointments with the visitor and with the local NCIV organizations. National sponsors rely on community organizations across the country to provide the professional and cultural arrangements needed. Activities may include appointments with professional colleagues, escort service, language aid, dinners in the homes of compatible volunteer hosts, tickets to cultural and sports events, and side trips to places of special interest.

From community to community the number of visitors served each year varies greatly. Exhibit II-4 lists the totals reported by NCIV affiliates for 1980. The statistics as reported do not reveal how many of the visitors served were AID participants.

EXHIBIT II-4
 1980 VISITOR TOTALS IN NCIV ORGANIZATIONS
 (Figures submitted and received by March 1, 1981)

City	STV	Res.	Tour.	Total	City	STV	Res.	Tour.	Total
Akron.....	38	65	27	130	Des Moines.....	60	64	22	146
Albany.....	93	1044	52	1189	Detroit.....	462	6	25	493
Albuquerque.....	150	35	15	200	Durham, NH.....	16	13	0	29
Ann Arbor.....	114	-	5	119	East Lansing.....	142	-	-	142
Atlanta.....	693	179	38	910	El Paso.....	130	1101	25	1256
Austin.....	140	750	-	890	Ephrata.....	41	0	-	41
Baltimore.....	1371	170	-	1541	Flint	No report submitted			
Boston.....	724	0	0	724	Freeport.....	70	52	-	122
Boulder.....	26	41	1	68	Gainesville.....	86	2472	-	2558
Bozeman.....	124	212	36	372	Grand Island.....	21	-	-	21
Buffalo.....	526	-	-	526	Hartford.....	93	106	4	203
Burlington, VT.....	15	-	7	22	Houston.....	447	9129	613	10189
Cambridge (HAR)...	925	0	16	941	Huntsville.....	126	1486	28	1640
Cambridge (MIT)...	749	2829	389	3967	Indianapolis.....	45	122	6	173
Chicago.....	1602	520	77	2199	Kansas City.....	106	0	-	106
Cincinnati.....	201	472	6	679	Knoxville.....	50	-	-	50
Cleveland.....	132	970	0	1102	Lincoln.....	208	6	0	214
Columbia, S.C.....	69	725	0	794	Little Rock.....	76	0	0	76
Columbus.....	127	1014	58	1199	Los Angeles (ISS)...	1053	415	509	1977
Dallas.....	678	165	3285	4128	Los Angeles (WAC)...	1437	0	6	1443
Dayton.....	7	-	-	7	Los Angeles (UCLA)...	1322	50	239	1611
Denver (IIE).....	495	153	1	649	Louisville.....	125	348	0	473
Denver (IHC).....	113	88	34	235	Memphis.....	98	-	-	98

STV -Short-Term Visitors Res. - Resident Visitors Tour. - Foreign Tourists

1980 VISITOR TOTALS (continued)

City	STV	Res.	Tour.	Total	City	STV	Res.	Tour.	Total
Miami.....	2363	179	234	2776	Salt Lake City....	155	-	134	289
Milwaukee.....	163	30	10	203	San Diego	No report submitted			
M'polis/St. Paul...	745	3140	3	3888	San Francisco....	2417	551	633	3601
New Haven.....	11	1403	-	1414	Santa Fe.....	428	0	403	831
New Orleans(CIV)...	284	8	-	292	Seattle.....	139	-	8	147
Newport, RI.....	119	-	712	831	Sioux City.....	No report submitted			
NYC (Int'l Ctr)...	2032	1160	295	3487	Spokane.....	163	191	7	360
NYC (NCW).....	-	-	-	3010	Springfield, IL..	1334	322	6835	8491
Norfolk.....	2	1	-	3	Springfield, MA.	No report submitted			
Oklahoma City.....	384	449	420	1253	Stanford.....	701	2680	314	3695
Omaha.....	53	-	2	55	Sterling.....	71	40	2	113
Orlando.....	550	-	11463	12013	Syracuse.....	564	115	-	679
Paris, IL.....	3	78	-	81	Toledo.....	20	131	24	175
Philadelphia.....	498	301	2518	3317	Tucson.....	69	0	53	122
Phoenix.....	383	4	-	387	Tulsa.....	63	-	59	122
Pittsburgh.....	991	1389	55	2435	Wash DC (FSSC)....	888	660	2770	4318
Portland.....	350	0	5	355	Wash DC (IVIS)...	3870	19	41108	44997
Providence, RI.....	34	-	-	34	Westport, CT	1103	31	9	1143
Riverside	No report submitted				Williamsburg	No report submitted			
Rochester (RAUN)....	19	-	-	19	Wilmington.....	54	0	148	202
Rochester (RIFC)....	16	799	-	815	Worcester.....	386	660	22	1068
Sacramento.....	184	-	-	184	Worthington	No report submitted			
St. Louis.....	142	1	35	178	Yakima.....	-	-	-	9

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IV. PROGRAMS AND ACTIVITIES OF NCIV

With the exception of the midwinter seminars the programs and activities of NCIV as described in this section are the work of the headquarters office. As indicated earlier the U.S. government funds only this part of the work of NCIV, not the member organizations. The National Council headquarters office acts as a catalyst for the member organizations, primarily by means of meetings, seminars and conferences, consultation services and information services. Each of these services will be discussed separately.

The chronological list of scheduled activities since January 1980 is presented below.

NCIV CALENDAR OF EVENTS1980

February	Executive Committee Meeting, Washington, D.C.
February	Annual Program Officers Workshop, Washington, D.C.
March	6th National Conference Planning Committee Meeting, Washington, D.C.
April	Northeast Regional Conference, Syracuse
May	Board of Directors Meeting and Executive Committee Meeting, Washington, D.C.
September	Executive Committee Meeting, Washington, D.C.
October	Board of Directors Meeting, Warrenton, Virginia
December	AID Workshop, Washington, D.C.
December	AID Midwinter Seminars, 15 cities

1981

February	Executive Committee Meeting and Nominating Committee Meeting, Washington, D.C.
March	6th NCIV National Conference, Washington, D.C.
May	Board of Directors Meeting and Executive Committee Meeting, Washington, D.C.
June	Western Regional Conference Planning Meeting, Portland, Oregon
July	International Volunteer Leadership Development Institute, Colorado Springs
September	Executive Committee Meeting, Washington, D.C.
October	Western Regional Conference, Portland, Oregon
October	Southern Regional Conference Planning Committee, Dallas
November	Program Officers Seminar, Washington, D.C.
November	Board of Directors, Washington, D.C.
December	AID Workshop, Washington, D.C.
December	AID Midwinter Seminars, 18 cities

1982

January	Program Officers Workshop, Washington, D.C.
March	Southern Regional Conference, Dallas

Each of the above activities was or will be covered by the NCIV grant budget with the exception of the AID Midwinter Seminars, which are discussed separately, and the Leadership Development Institute, funded by ICA and the Kettering Foundation.

In addition to participation in the activities listed, NCIV representatives attended conferences of other national organizations such as NAFSA, Sister Cities, and Partners of the Americas.

A. Meetings, Workshops, Conferences

The Executive Committee meets three times a year; the Board of Directors meets twice a year. The National Conference, always held in Washington, takes place every three years, with renowned speakers and strong participation on the part of government agencies. Major world issues are the focus. In each of the two intervening years a regional conference is held in one of the four regions. How-to-do issues are frequently the focus. The conferences serve to bring together the sending groups (national programming agencies) with the receiving groups (local community organizations). The conference interaction between these groups and with the funding agencies when in attendance, are said to be the most important happening at the conferences, as borne out by the reported success of the one-hour coffee break at the Western Regional Conference in 1981.

A review of the recent regional conference schedule reveals relatively little AID visibility. This was explained partly by the cutback in travel funds for AID staff. NCIV reports that it has been difficult at times to get OIT for presentations at conferences. At a recent regional conference the OIT director was scheduled as presenter. Several days before the conference the Program Operations Specialist was told to substitute, but at the last minute this too was cancelled.

Of particular importance for OIT were the annual AID workshops held in December for the purpose of bringing together in forum on neutral grounds,

people who work with AID participants: OIT, NCIV, USDA, Roy Littlejohn Associates, and the South-East Consortium for International Development. The workshops were the result of extended planning. The AID Program Operations Specialist and NCIV met initially to put together a planning committee with representatives from each of the five groups involved; the committee then developed plans for the workshop and NCIV implemented the plans.

Additionally of interest to OIT was its place in the program of the National Conference in March 1981. A two and a half hour workshop was presented entitled "Programming AID Participants." It must be kept in mind that programming in this context means arranging for the participant, services such as hospitality and professional meetings. The workshop report encouraged the agencies to inform local NCIV organizations of the presence of AID participants in their communities so that they can provide short-term hospitality and other services. The report also encouraged greater cooperation among the people involved in AID Midwinter Seminars: OIT, program officers, community organizations, and participants.

A second type of workshop held annually in Washington is for program officers in the national agencies, who meet to discuss professional developments in the field of international visitor programming.

B. Consultation

The next area of NCIV headquarters activity to be discussed here is not documented in the precise way as workshops and conferences are. Consultation services reportedly require a significant amount of time on the part of the NCIV headquarters staff. Calls and letters come in daily from local affiliates, agencies, program officers and others across the country for assistance with problems or for guidance or information. Coincidentally during an interview with the executive director, a call came from a program officer seeking help for an AID participant stranded without a contact in Oakland, California, there to attend the Midwinter Seminar. The trainee had lost his information. The NCIV office put the program officer in touch with the local contact in Oakland.

C. Information Services

Information gathering and dissemination is another major area of work done at the NCIV headquarters office. The quarterly newsletter, now in its twenty-sixth volume, is an important communications instrument for NCIV, mailed to approximately 6,500 individuals and organizations. On 32 pages or more a year the newsletter provides among other things reports on NCIV program activities, local affiliate happenings, international visitor concerns, news from ICA, and AID-related notices. NCIV would like to give AID more visibility through its newsletter, and they would like to be kept better informed regarding AID participants in the U.S.

Occasional publications of NCIV include brochures, monographs and reprints. NCIV publishes a biennial National Directory of Community Organizations Serving Short-Term International Visitors. This resource tool is updated monthly and the changes are mailed out on post cards. Exhibit II-5 replicates a typical change notice. The directory is intended to assist community organizations and national programming agencies, public and private, which are responsible for arranging scheduled programs for international visitors. A typical page shown in Exhibit II-6 indicates the type of information provided for 102 community organizations serving international visitors. The appendix of the directory describes: (1) private national member agencies that arrange sponsored visitors' travel to communities across the country; (2) names, addresses and phone numbers of contacts in selected government agencies; and (3) various private national agencies that have a major interest in international exchange of persons. The directory was reportedly provided by NCIV to all program officers of AID participants and to each member organization. However, the OIT Program Operations Specialist related that OIT program officers at OIT use her copy when they need it, perhaps because they have fallen behind in updating their own copy.

A second compendium of information published by NCIV is the Handbook of Community Resources for Program Officers. As with the Directory, NCIV reportedly provides 350 program officers of AID participants with a copy, and also mails out an update every three or four months. The handbook provides profiles of cities in the U.S., intended to assist programming agencies in the selection of training sites. City profiles are fairly comprehensive. They describe:

EXHIBIT II-5

CHANGES in 1981-82 NCIV DIRECTORY #3 November 20, 1981

- P. 13 Phoenix WAC--The Council hopes that all program requests will be made to contacts listed in the Directory.
- 18 Los Angeles: New Int'l Visitors Council of Los Angeles, c/o Int'l Club, Los Angeles World Trade Center, 350 S. Figueroa St., Los Angeles 90071. 213/628-4685. Please do not send visitors until January; then check with the Council.
- 21 Sacramento People to People--Name and address changed to: Sacramento Council for Int'l Visitors, 5100 Mt. Ranier Dr., Sacramento 95842, attention: David Burns.
- 31 Delaware CIV--New address: P.O. Box 831, Wilmington 19899.
- 36 Jacksonville Int'l Trade Assoc.--Additional STV and Emergency Contact: Jackie Newman [REDACTED]
- 53 Boston CIV--STV Contact: Mimi Houghton. Emergency Home [REDACTED]
- 58 U. of Michigan - Int'l Center--Brigitte Maassen has replaced Menakka McDougal as STV Contact. Emergency Home Phone [REDACTED]
- 76 New York Int'l Center--New address: 119 W. 40th Street, New York, 10018. Phone: 212/921-8205.
- 105 Int'l Visitors-Utah Council--Delete box number from address.

EXHIBIT II-6

WISCONSIN
Milwaukee

HOSPITALITY INTERNATIONAL
of the International Institute of Milwaukee County
2810 West Highland Boulevard
Milwaukee, Wisconsin 53208
Telephone: 414/933-0521

WISCONSIN
Milwaukee

Population
1,232,731



Chairman of Hospitality International: Dorothy von Briesen

Executive Director of International Institute: Dennis O. Hibner

SHORT-TERM VISITOR CONTACT:

Dennis O. Hibner
Monday-Friday, 9 to 5

EMERGENCY CONTACTS:

Grace Falbo	351-0051
Dennis O. Hibner	964-6471
Ulana Tyshynsky	961-1977

Services available to short-term visitors:

Meet on arrival at terminal
 Hotel reservations
 Home hospitality:
 dinner overnight
 weekend longer

Program services for visitors:
 Professional appointments
 Sightseeing
 Visits to farms
 Language bank

Services available to groups:

same as to others limited none

Services available to foreign tourists:

same as to others information only none

Services available to travelling foreign students:

same as to others limited none

Description of organization:

The Hospitality Council was organized 30 years ago under the supervision of the staff of the International Institute to serve the needs of international students, leaders and trainees. The Council, an entirely volunteer organization, has more than 300 families who provide short-term or long-term hospitality. The International Institute is a social service agency, funded in part by United Way. Its services include individual and family life assistance, particularly with regard to the legal and technical aspects of immigration and naturalization and intergroup relations service.

Services provided by: volunteers some paid staff

Number of visitors assisted during the past 12 months: 163

Amount of advance notice: 2 weeks (minimum)

local sponsors, transportation, home stays and hospitality, hotels, map, agricultural and farm organizations overnight stays on farms and ranches, architecture, business and history, city/urban development education, energy, environment planning, government and politics, labor, libraries, medicine and health, recreation and sports, students and youth, women, narcotics and drugs, and annual events. The handbook is a substantial document representing significant effort.

The question is whether the program officers make use of the handbook and the directory or either. The Program Operations Specialist and the NCIV staff reported phone calls from program officers who wanted the name of a local volunteer who would visit a hospitalized participant or who needs some kind of personal assistance. Unless the references needed were in cities not listed in the directory, it is reasonable to ask if the directory was being utilized.

An expressed concern common to NCIV staff and the OIT Program Operations Specialist was that local community organizations are generally not informed about AID participants in their areas. The task of informing the local community is seen to be the responsibility of the program officers in charge of the participants. At one time it was mandatory that program officers use a form like that shown in Exhibit II-7 to give notice of a participant's presence in an area and to indicate what services were needed. OIT and the local visitors' center would each receive a copy. Three or four years ago, however, the forms fell into disuse. The feeling among NCIV and some OIT staff was that it appeared that certain program officers and OIT staff members had a proprietary attitude regarding the participants taking part in community activities. In any case, the NCIV national office inaugurated a system for advising local affiliates of newly arriving AID participants. Participants who stop at the Washington International Center on the way to another city in the United States are offered the opportunity while there to complete a hospitality request card (see Exhibit II-8). The completed card is then mailed to a local NCIV affiliate or, where none exists, to the nearest foreign student advisor. Between June and September 1981 the NCIV office referred 237 participants from 45 countries to 31 NCIV affiliates and 33 colleges and universities. Local response was reported to be enthusiastic.

EXHIBIT II-7
 II-27 COMMUNITY SERVICES AND HOSPITALITY REQUEST

(For Use With AID Participants)



NCIV
 National Council for
 International Visitors

1. To **El Paso Council for International Visitors**
 111 Civic Center Plaza
 P.O. Box 9738
 El Paso, Texas 79987

2. Date **June 15, 1981**



3. Programming Officer's Name
Yvonne S. Hunt

4. Office
Office of International Training

5. Agency
Agency for International Development

6. Telephone Number
(703) 235-1993

PART I - REQUEST FOR SERVICES

An AID participant will be in your city for a training program, and would welcome an opportunity to meet members of your community. His/her name and information on the visit are given below. Additional personal data is contained in the attached biographical data form. Your cooperation and assistance will be greatly appreciated.

7. Participant's Name **Abram T. Mmusetsi, Nicholas R. Maswabi & Gerald G. Kokoro**

8. Sex
 M F

9. Home Country
Botswana

10. PIO/P Number

11. Field of Training and Specific Interests
Immigration Procedures

12. Arrival Information

a. Mode of Arrival Transportation **EA-663**

b. Place of Arrival
El Paso, Texas

c. Date of Arrival
6/24

d. Time of Arrival
7:17 PM

13. Duration of Training Period
 a. From **6/24/81**
 b. To **6/29/81**

14. Local Address

15. Training Facility Contact

a. Contact Name

b. Facility Name
U.S. Immigration Service

c. Address

d. Telephone Number

16. Services Requested

Hotel Reservations/Home Hospitality

PART II - SERVICES RENDERED (Please 'X' appropriate items)

17. The above named participant received the following services during the period: from **June 24, 1981** to **June 29, 1981**
 from us. Our NCIV code is _____
(Mo., Day, Yr.) (Mo., Day, Yr.)

- a. (10) HOSPITALITY
 - (12) Met on arrival
 - (14) Hotel reservations
 - (16) Dinner or other meal
 - (18) Home stay (over night/weekend visit)
- b. (20) COMMUNITY ACTIVITIES
 - (22) Sightseeing
 - (24) Cultural and social activities
 - (26) Civic activities and meetings
(PTA, Scouts, town, service clubs, etc.)
 - (28) Other (specify)
- c. (30) PROGRAM SERVICES
 - (32) Visits to farms
 - (34) Visits to industrial plants or business firms
 - (36) Tours of special institutions and agencies of professional interest
 - (38) Professional appointments
 - (39) Other (specify)

18. Comments

19. Signature *P. Bernathy*

20. Date **June 25, 1981**

DO NOT WRITE IN SPACE BELOW

BATCH NO.		PARTICIPANT NUMBER						REGIONAL CODE		
1	2	3	4	5	6	7	8	9	10	11

ITEM NO.	COSERV CODE	BEGIN DATE			END DATE			TYPE SVC.	TYPE SVC.	TYPE SVC.	✓	Z																
		MONTH	DAY	YEAR	MONTH	DAY	YEAR																					
V 1		12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38

AID 1381-1 (1-81)

THIS COPY TO BE RETURNED BY COMMUNITY ORGANIZATION TO:
 DIRECTOR, AGENCY FOR INTERNATIONAL DEVELOPMENT, WASHINGTON, D. C. 20523

(use enclosed envelope)

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HOSPITALITY REQUEST CARD

The individual listed below is a participant in an academic or technical training program sponsored by the U.S. Agency for International Development (or other sponsor indicated _____)

NAME _____ COUNTRY _____

POSITION AT HOME _____ LENGTH OF STAY _____

U.S. INSTITUTION/TRAINING SITE _____ CITY _____

LOCAL CONTACT PERSON _____ DEPARTMENT _____

TELEPHONE No. _____ ESTIMATED ARRIVAL DATE _____

MAILING ADDRESS (IF KNOWN) _____

YOUR ASSISTANCE WILL BE GREATLY APPRECIATED

Alan M. Warne
Executive Director
National Council for International Visitors

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D. Midwinter Seminars

Although Midwinter Seminars are not part of the NCIV grant budget they represent significant effort on the part of the national office and particularly the participating NCIV affiliates serving as seminar centers. Of the ten most recent newsletters of NCIV five contain articles about the seminars. The role of the national office is one of support, counsel, training workshops, and as in 1981, active assistance in locating additional community organizations to host a seminar. The role of the participating local affiliate is to develop and implement the week's program, a process which may take up to ten months or more of intermittent work on the part of local staff. The seminars are financed out of the FM/PAD Master Disbursing Account of AID/OIT, and no part of the NCIV grant budget is used to fund midwinter seminars.

Since 1952 AID has sponsored Midwinter Seminars in cooperation with cities across the country. From the beginning, the seminars were to provide the participants with an opportunity to gain insights into a community different from the one in which he/she was studying during the Christmas period when most universities are closed. The seminars also provide educational, social and cultural experiences as well as a chance to share festivities with local families. Fifteen cities in 1980 and eighteen in 1981 held midwinter seminars. The seminars have two parts, the seminar itself and the home hospitality. The seminar may include discussions and lectures on topics such as agriculture, business, labor, energy, government; study, and observation in community development projects; and visits to places of historical or cultural interest. In the home hospitality program many participants opt to accept invitations to spend Christmas day with an American family.

OIT sends out official OIT program guidelines for seminar coordinators at the community organizations serving as seminar centers. Usually the seminar centers are NCIV affiliates. The guidelines for 1981 described the broad objectives, recommended program content, and administrative requirements. Each center's budget proposal and program outline were to be at the OIT office by July 10. As an indication of the types of expenses paid for by OIT a copy of the budget proposal form is presented in Exhibit II-9. A typical total cost to OIT for a seminar was said to be about \$6,000, although seminar coordinators negotiate to keep hotel and other costs down. In Cincinnati they won

EXHIBIT II-9

BUDGET PROPOSAL
A.I.D. MID-WINTER COMMUNITY SEMINAR PROGRAM
1981

Name of Center: _____

Street Address: _____

City: _____

(Zip Code)

Contact: Name and Title: _____

Telephone No.: _____

(Area Code)

The breakdown in I. below is to assist you in computing your total program and administrative costs and to determine the enrollment fee for each participant to enable payment in advance. Return four (4) signed copies to A.I.D. DS/IT/RS, Room 311, SA-8, Washington, D.C. 20523 by July 10, 1981.

I. Summary of Operating Expenses

A. Program Costs

- 1. Bus Rentals \$ _____
 - 2. Expenses of American Students _____
 - 3. Space Rental _____
 - 4. Admission fees for social, cultural, sporting events, etc. _____
 - 5. Speakers/Lecturers _____
 - 6. Other (Specify): _____
- Photos/Slides
(group action)
- _____
- _____
- Total Program Costs \$ _____

B. Administrative Costs

- 1. Office Supplies \$ _____
 - 2. Postage, Telephone, Telegraph _____
 - 3. Duplicating and Printing _____
 - 4. Part-time office help _____
 - 5. Other (Specify): _____
- Total Administrative Costs \$ _____

TOTAL (Program plus Administrative Costs) \$ _____

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approval from the hotel to carry in their own coffee and food for breakfasts. Of no cost to OIT are the following: administrative time on the part of the seminar center staff (estimated at 200 hours worked by the director in Cincinnati); transportation provided by local volunteers; hospitality; voluntary speakers; administrative assistance (the seminar coordinator in Cincinnati was a full-time volunteer); and special tours arranged in industry, government, cultural centers and other places.

An administrative directive regarding the Midwinter community seminars, called the Participant Training Notice, is sent to all AID program officers by the OIT Program Operations Specialist. The notice gives the background and policy, seminar site list and dates, program content, selection and assignment criteria, registration and enrollment procedures, financing, cancellation procedures, and emergency information.

A copy of the guidelines and of the training notice are found in the appendix.

The AID midwinter seminar program is administered by the Program Operations Specialist at OIT, who when she began over ten years ago, was one of three staff assigned to the seminars. Both of the other two have since retired and in the past four years she has had sole responsibility for approving seminar proposals and budgets and for coordinating the seminar centers and participants. In 1981 she reported programming for the midwinter seminar more than 900 participants. About 125 cancellations had to be replaced, leaving a total of 650-700 successfully placed, and an excess of 100 participant applicants over the number of available slots.

All of the available evaluation reports of the seminars generally regard them as successful. However, in discussion with local seminar center staff, OIT, and NCIV several problems became evident. For example, some scheduled participants do not appear; some say that they have not been told ahead of time what the program would be and then they skip sessions or leave early; contrary to what is allowed, spouses and children come because the program officer had "authorized" it; unscheduled participants arrive with no previous notice to the seminar center; program officers neglect to provide the participants' U.S. address on the registration and consequently the seminar center loses much time getting in touch with the participant regarding hotel and other arrangements;

participants are given neither a choice of seminar site nor a reason for not having a choice. Most of the problems were due to a lack of communication among program agencies, local community sponsors and participants.

It was felt by the OIT seminar coordinator that many of the problems would be avoided if both guiding documents sent out by OIT (copies are in the Appendix) were adhered to. The "Program Guidelines for Seminar Coordination, 1981 Mid-winter Community Seminars", sent to seminar centers only, presented no problems other than one. An interviewed seminar center director expressed dissatisfaction with the high degree of generality in the guidelines, particularly in regard to program content. The director, who has conducted midwinter seminars for eleven years, said that their center felt a need for feedback on the program and in the absence of any outside feedback they were "operating in a vacuum". The second document sent out by OIT, the "Participant Training Notice, 1981 Mid-Winter Community Seminars", is sent to all program officers and participating universities, colleges, agencies, HEW, Census Bureau, and the Department of Labor. When the guidelines are not followed, as often is the case according to the OIT seminar coordinator, what could be a smoothly functioning operation is made much more difficult than need be.

In the opinion of Development Associates, non-compliance with guidelines and regulations reflects the lack of real authority held by the OIT staff person in charge of the seminar coordination. Also reflected is the lack of administrative back-up and support for the position. This person may approve or disapprove of the seminar centers' proposed budgets and plans, a considerable responsibility. Yet, the concern expressed by her is that her supervisor appears uninterested in hearing about the seminars or other NCIV-related matters.

Development Associates attended two of the 19 mid-winter seminars of 1981. Both programs were well organized; participants at both were interested, pleased with the content, and articulate in their discussions. In written and in oral evaluations they rated the seminars very highly.

V. GRANT AGREEMENT

The NCIV headquarters office is funded by a grant from the government of the United States, acting through ICA and the Meridian House International. AID reimburses ICA for one half the grant award. NCIV as grantee participates in the AID Participant Training Program, and in ICA's work of educational and cultural exchange as authorized under the Mutual Educational and Cultural Exchange Act of 1961, Public Law 87-256. The grant is made to NCIV for personnel, equipment, supplies and facilities needed to coordinate programs for the development and extension of community services to international visitors throughout the U.S. "including those visitors sponsored by the Agency and the Agency for International Development." The grant is awarded so that NCIV "may assist the government by stimulating expanded and coordinated community assistance to these international visitors". The intent is to supplement but not to replace private efforts in the field.

The grant agreement lists a number of responsibilities assigned to NCIV under the terms of the grant. Those that are considered to be within the scope of this study are presented below, with comments.

1. Planning and conducting regional conferences and workshops.

Comment: As described in the previous section of this report, NCIV has conducted on a regular basis, regional conferences and workshops.

2. Providing guidance to established community groups and to new communities regarding the organization of community assistance programs.

Comment: A needs assessment sent to community groups, workshops for training the affiliates' staff and volunteers, site visits to community groups, and being on call to assist where needed, are some of the ways NCIV is complying with this requirement.

3. Developing and publishing brochures, directories and publications, including periodic newsletters, related to community assistance to foreign visitors to the United States.

Comment: NCIV has produced and has currently available a number of brochures and publications (single copies of some are offered free of charge); two national directories; and quarterly newsletters, all of which relate to community assistance to foreign visitors to the U.S.

4. Distributing to community groups, those Government-produced educational publications designated by the Agency and AID.

Comment: With the exception of occasional mailings to community organizations, articles in the newsletter, and materials display at conferences, very little has been done in this area. However, NCIV is disposed to do much more.

5. Planning, organizing and administering the program provided for herein in accordance with guidance rendered by the International Visitors Division, Associate Directorate for Educational and Cultural Affairs and the Office of International Training of AID. Such guidance shall be that which fills in details or otherwise completes the general scope of the program and may not change or modify this grant agreement in any way.

Comment: Reportedly NCIV has some informal contact with the OIT director and adequate contact with the OIT Program Operations Specialist. Opportunity for interchange, and guidance in planning, organizing and administering the program would be welcomed by NCIV. There is a need for more policy and program guidance by OIT.

6. Maintaining accounting control over the funds provided by this agreement with proper documentation, as required under Section II of the General Conditions. Costs paid with funds provided by this agreement must be identifiable in the Grantee's accounting system as costs charged to this agreement.

Comment: The Meridian House International administers the contract and maintains budget control of grant funds, providing checks and balances. The NCIV staff is technically employed by MHI and subject to its standardized salaries and benefits.

An additional responsibility outlined in the grant agreement is that of submitting two kinds of written reports, a final report describing and evaluating the year's activities, and a financial report reflecting expenditures. Reports are submitted to both ICA and OIT/AID. OIT reportedly has received all reports as required by the agreement.

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VI. BUDGET

The annual budget of NCIV is funded primarily by the U.S. government, one half by OIT/AID and one half by ICA. Both agencies have a say in the budget negotiations. The budget is administered by ICA, which in turn is reimbursed for half the approved budget by OIT.

The 1981-1982 budget was prepared by NCIV just prior to the ICA budget crisis in 1981. While operating under a continuing resolution the proposed budget is being held in abeyance and the organization was told to "proceed with caution". The prepared budget request is for \$296,583 for which NCIV is awaiting allocation and in the meantime was asked to do some paring. An additional \$5,000 - \$6,000 comes from membership dues. Most member organizations pay annual dues of \$35 and several pay as much as \$100, depending on the number of paid professionals on the staff. Funds from membership dues allow flexibility for expenses which are not allowable under government contractual agreement, such as hospitality, membership dues in the Consortium and other organizations, and guests at workshops. According to the executive director, NCIV could not function at the present national office staff level without outside funding. Its member organizations are mostly small, community-based, and non-profit; they are not the kind of organization that can support a national office using local funds. Consistent funding of the headquarters office allows continuity, an important aspect of an NCIV type of organization, since the agencies need to be able to depend on services.

With the exception of the Washington, D.C. affiliate which is funded under the Meridian House International grant, NCIV community affiliates are locally funded and do not receive funds from AID or ICA. NCIV community affiliates are volunteer organizations staffed predominantly by people who receive no financial remuneration for their work. Paid staff is usually limited to the director of the organization. If the level of salary for the full-time director of one of the affiliates visited by Development Associates is typical (less than \$10,000), salaried staff are not overpaid.

Local NCIV affiliates may be supported by city and county governments, business and industry, foundations, Chambers of Commerce, service clubs, women's groups, professional organizations, interested individuals, or a combination of these.

Estimated private contributions supporting the NCIV program nationwide are more than \$15,500,000 annually. The contribution by the U.S. government of roughly \$250,000 a year serves as a catalyst in raising these funds. For every dollar spent directly on NCIV by the U.S. government, it is said that as a result \$60 is contributed from private funds at the local level. An additional consideration is the private time spent by individual citizens, which is said to be by conservative estimates close to 1/4 billion dollars a year.

Table II-1 presents the approved budgets for FY - 1979, 1980, and 1981, and the proposed budget for FY - 1982. As of January 7, 1982 no funds had been received for FY - 1982 which began October 1, 1981.

TABLE II-1

NATIONAL COUNCIL FOR INTERNATIONAL VISITORS ANNUAL BUDGET

	1982	1981	1980	1979
A. Salaries	\$116,610	\$124,620	\$107,835	\$98,845
B. Payroll Taxes and Insurance	21,000	22,470	17,255	19,275
C. Equipment Maintenance	800	600	475	500
D. Transportation and Subsistence	85,536	51,880	50,450	49,960
E. Supplies, Office and Program	6,150	5,800	6,445	5,200
F. Telephone and Telegraph	5,875	4,300	4,950	4,500
G. Dist. Materials and Newsletters	13,600	14,532	12,450	11,050
H. Special Clerical Assistance	100	90	200	200
I. National Conference Planning	--	--	--	--
Total Direct Costs	\$249,671	\$224,292	\$203,785	\$189,530
J. Indirect Costs				
1. Maintenance and Operation	18,200	14,935	13,890	13,400
2. General and Administrative	<u>28,712</u>	<u>26,915</u>	<u>16,492</u>	<u>18,765</u>
Grant Total	\$296,583	\$266,142	\$244,167	\$219,820
AID's SHARE OF COSTS	\$148,292	\$133,071	\$122,084	\$109,910

The wide discrepancy in travel and subsistence from 1981 to 1982 was due to there being a national conference in 1981. NCIV holds no regional conferences during the same year as a national conference, which is funded out of a separate contract. The two regional conferences planned in 1982 in addition to travel cost increases from 1980 to 1982 account for the sharp rise in the travel budget from \$51,880 in 1981 to \$85,536 in 1982. Next to salaries the largest budget item is travel and subsistence. The total figure for this is based on the recommendations

of the NCIV Executive Committee, and is to cover travel and subsistence costs for Board and Executive Committee Meetings, for necessary staff travel, for one officer to attend regional conferences; and for the chairman of each regional or national conference to attend the conference chaired by that person. For regional conferences one travel grant (one round-trip coach fare) is awarded to each NCIV affiliate in the region.

By being housed in the Meridian House International administrative overhead costs are shared by the other organizations housed there and increases or decreases depending on the amount of business use to which the building is put. G&A costs are set by MHI.

VII. EVALUATION REQUIREMENTS

Among the program aspects to be investigated as required by the IQC are the following: how services are consistent with the policy and program needs of S&T/I coordination between OIT and NCIV; monitoring; impact of services; and areas of strength and weakness. Each of these is considered below.

A. Consistency with Policy and Program Needs of OIT

The May 1980 Revision of the AID Handbook 10 for participant training of contains the following statements of AID policy relevant to NCIV.

1B.3. AID participant training and the exchange visitor program of the United States International Communication Agency complement each other and together are an important instrument of U.S. foreign policy.

The joint funding of NCIV by ICA and OIT appears to be in harmony with this policy statement.

2B.15. Professional counseling services are provided to Participants who encounter serious illness, injury, or emergency personal problems.

All NCIV local affiliates have resource contacts that can be reached during work hours ready to care for participants in need; in addition, 91 of the 102 community organizations list one or more emergency contact persons on call 24 hours a day.

2.B.16 Non-technical aspects of training and experiences in the U.S. are provided to enable Participants to gain an appreciation of the United States institutions, attitudes, and values, and to understand first-hand this process of a democratic society.

NCIV goals, purposes and activities are consonant with the AID policy described for the provision of non-technical aspects of training and experiences in the U.S. for AID participants. This policy was reiterated by the Director of AID OIT in an interview for the NCIV Newsletter (October 1980). "There are two

aspects of AID's training program," he explained. "First there is the transfer of information and technology to the person being trained.

And second, there is a transfer to that person of a spirit or attitude which should have a bearing years ahead when he or she moves up the scale, that will affect relations between that country and ours." Local NCIV organizations, he said, "embrace the total concept of development and foreign assistance as no other organizations do . . . I have always believed in the spirit of volunteerism, and NCIV exemplifies it to the highest degree."

5D.d.b.(2) Home hospitality and special programs at the community level are offered throughout the United States so that the visitor gains a better understanding of American home life and our community institutions, including the important concept of volunteerism.

The activities described in this policy statement have been the raison d'etre of NCIV for 21 years.

B. Coordination Between OIT and NCIV

The communication between NCIV and the OIT Program Operations Specialist is reported to be "excellent" to "good". Contact is on an informal basis. In the broader context, communication and coordination between NCIV and OIT is achieved by means of workshops and conferences attended by OIT and specifically the annual workshops for the participants' program officers.

In the view of NCIV staff a need exists for better cooperation between the program officers and NCIV. The situation was described by one staff as a kind of power struggle. Some program officers appear to be reluctant to allow the participant to become involved with community organization. When program officers attend the NCIV conferences they reportedly appear enthusiastic about NCIV but for many no change in behavior occurs and the cycle is repeated with the next conference. It was felt that the program officers should be knowledgeable about what the community has to offer and that the program would work better if they felt a need for the community services available beyond merely emergency needs. The OIT Program Operations Specialist stated that few program officers actually utilize the local organizations except when an emergency arises and someone on the scene is needed who can be depended upon to have the

interest of the AID participant at heart. The same staff member pointed out, however, that some local organizations may need to find out what it is they can and cannot do by way of programming without interfering with the technical and academic domain of the AID program officers.

The NCIV executive director felt that the level of communication between NCIV and OIT was not adequate, and that although NCIV has made aggressive efforts to communicate, just how AID feels and where they are headed remain areas of conjecture for NCIV, who would like to see ground rules for information sharing to promote greater cooperation. Part of NCIV's efforts to communicate have been the specialized workshops for AID. The center office staff felt that the director of OIT has been very supportive; he attends spring board meetings and executive committee meetings when he is in town. It was said that when the director attends NCIV functions, other senior staff from OIT also attend.

A principal area of cooperation between NCIV and OIT is in providing service to the AID participants when they are in communities in which local NCIV affiliates are found. Just as the private national programming agencies such as the Institute for International Education and the African-American Institute use the NCIV affiliates to orchestrate and coordinate their visitors' program, OIT could utilize to an even greater extent the services of NCIV for the AID participants, and in this way improve OIT/NCIV coordination. This would require increased monitoring and support from the OIT administration.

OIT monitors the activities of NCIV through the Program Operations Specialist. Written narratives and financial reports comprise part of the monitoring. In the past, attendance of regional conferences was a mode of monitoring but with the travel cutbacks at AID this was eliminated last year. AID was scheduled to present at a regional conference in 1981 but this was cancelled, which was seen by NCIV as a missed opportunity for AID to gain exposure. It was noted by OIT that ICA sends representatives to conferences and that they get considerable coverage by doing so. Both AID and ICA are invited regularly to meetings of the NCIV Board of Directors and the Executive Committee. NCIV reported that the elected leadership makes protocol appointments with AID leadership and that every effort is made to communicate what is going on in NCIV. Monitoring of the midwinter seminars is done solely by the Program Operations Specialist who

generally attends one of the seminars each year, and who approves the budget and program proposals.

C. Impact of Services

To put a price on or to judge quantitatively the effect of the kinds of services provided by NCIV would be difficult. The immediate impact is said to be felt at the community level. It can be described as cost-effective, since much of what is done is self-generated at no cost to the government. One can suppose that a significant impact is indeed made when there is thoughtful matching of visitors to hosts according to geographic preferences or professional interests. AID participants generally are not yet leaders in their countries; they are mid-career professionals, perceived by most people in this country as no more than students when actually they have had an average of five to ten years of professional experience. NCIV affiliates are reportedly aware of the distinctions between the AID participant and the typical foreign student.

Long-term, permanent relationships have been developed between NCIV volunteers and visitors. Volunteers tell of visitors hosted ten years ago who remember and return to the community to re-visit, this time perhaps as a minister of state.

An impact study of the NCIV services to the AID participants is not available but ICA has compiled a tabulation of the International Visitor Program (IVP) alumni who are in positions of leadership in their countries. Thirty-four Heads of State and 378 Cabinet Ministers are among the following alumni of IVP:

Africa:	82 Cabinet Ministers and 5 Heads of State
South America:	61 Cabinet Ministers and 5 Heads of State
East Asia:	50 Cabinet Ministers and 5 Heads of State
Near East:	48 Cabinet Ministers and 4 Heads of State
Western Europe:	134 Cabinet Ministers and 13 Heads of State
Eastern Europe:	10 Cabinet Ministers

Individual alumni include Anwar Sadat, Helmut Schmidt, Julius Nyerere and Margaret Thatcher. A similar compilation of alumni of the AID Participant Training Program may be of use for AID when determining impact. Relative impact in relation to other nations' efforts may also be of use. Compared to official exchange efforts of other countries the U.S. spends 1/4 of what the Soviet Union spends and 1/3 to 1/10 of what other nations spend in the Middle East and Latin America.* The relative impact of these efforts presumably would be of interest to government.

D. Areas of Strength and Weakness

As a voluntary agency NCIV has the strength of a network of dedicated individuals who give of their time and other resources for no remuneration because they want to do it. Most of the volunteers are senior-level individuals who are used to working with sophisticated people, and who know the mayor, the university president, industrial leaders and so on. Given the human resources available through the NCIV network, cultural affairs is an inexpensive budget item for the U.S. in the international arena. Less than 0.05 percent of national budget goes into international cultural programs,** and the presence of NCIV among them is seen as a strength.

The headquarters office of NCIV is a strong unit with two of its three professional staff with NCIV experience of 15-20 years, and with an information and communication system responsive to the membership. An additional strength is adaptability and flexibility as demonstrated by the introduction of the use of the hospitality request cards, and by the move toward providing visitor services for groups rather than individuals when possible, in the interest of economy.

The perceived weaknesses of NCIV are directly related to a lack of full utilization on the part of AID and to a lack of communication among the AID participants' program officers and local community affiliates. Local organizations may object to not being informed about the presence of an AID participant in

*Former Senator J. William Fulbright, quoted in NCIV Newsletter, January 1982.
 **Michael Weyl, "U.S. Educational Exchange: An Agenda for the 80's", Chronicle of International Communication, January 1981.

their community, while program officers may find that: a community organization says it can do something and then does not do it; a promised airport meeting is not followed through; a request is turned down; and so on.

An aspect of NCIV which may fall under the term weakness is that it does not represent all culture groups in the U.S., but that it is elitist and basically comprised of individuals of the dominant culture. Motivation and interest aside, for the most part it is this group of people who are most apt to have the resources of discretionary time and means, and who feel comfortable with international visitors sponsored by the U.S. government. The NCIV director related that as an organization it is aware of this criticism and tries particularly at the local level to include a cross-section of the community.

E. Utility for OIT

NCIV is a resource and service provider for AID with a constituency that reportedly understands the importance of what AID does. Called at times "a domestic constituency for public diplomacy", NCIV offers to AID a direct link to the local communities. AID is brought to the attention of the man in the street by local TV and news coverage of visiting AID participants who are being served by the local visitors' organization. As witnessed by Development Associates at the Cincinnati Midwinter Seminar, AID and the Participant Training Program was a major news story on local TV. In view of the fact that public information regarding AID does not just happen, NCIV provides occasions for letting it occur.

The NCIV center office is in a position to serve AID by getting information out to the community organizations. This may be of utility to AID in the future particularly if there is a change in contracted program officers. Community organizations are happy to do public diplomacy work for the government but if they are expected to work for a contractor they want to know not only the name but more information regarding the contractor.

In general, the executive director felt that although they are being utilized well already, NCIV is willing and able to do more to increase its usefulness for AID. One of the ways suggested for NCIV to be useful to AID was to gather feedback from constituents by way of comments or letters of endorsement of

AID's program. Another suggestion was for more feedback from AID to NCIV which could be used to improve the program.

VIII. RECOMMENDATIONS

Development Associates recommends that AID/OIT continue to share in funding the staff and activities of the headquarters office for the National Council for International Visitors. Based upon the information gathered by means of interviews, document reviews, site visits and observation, the following modifications are recommended:

1. Strengthen the utilization of community organizations by requiring that program officers be in touch with local community organizations regarding each AID participant. This should be part of the program officers' job description.
2. Further increase AID's utilization of NCIV in several ways:
 - a. use the NCIV network as a means of getting AID better known at the local level;
 - b. provide material that will give AID more coverage in the NCIV newsletter especially since AID supports 50% of NCIV's budget;
 - c. attend and consequently provide visibility for AID at NCIV conferences;
 - d. require more of NCIV by way of workshops, training and other activities; and
 - e. provide orientation for AID participant program officers regarding the use and potential of NCIV community organizations.
3. Structure a time, perhaps twice a year, between NCIV and OIT senior staff for sharing information and for developing avenues through which NCIV can be of greater use to OIT.
4. Provide close supervision of the midwinter seminars by senior staff at OIT, to be sure that guidelines are being followed and that evaluation is done, with feedback to the local seminar centers. Responsibility for these potentially influential seminars should not be the sole responsibility of a mid level project officer.
5. Any impact study of the AID participant training program should include the impact of services provided the participants by NCIV community organizations.
6. The use of the terms "program officer" and "programming" are widely used to describe both (1) the agency or contractor staff person who arranges the total program of the AID participant, and (2) the NCIV volunteer or staff in the community. Because using the same terms to describe both may invite misunderstanding it is recommended that NCIV add a qualifier, "visitor", to read "visitor program officer" and "visitor programming", to clarify the boundaries of operation from the various groups involved.

to maintain the integrity and value of U.S. degrees around the world, the document presents a plea for flexibility in program offerings and in admissions consideration for foreign students. It also addresses the development of institutional policy, the importance of institutional commitment, the resources essential to a program for international students, and the role and responsibilities of the credentials analyst.

Members of the writing staff presented the publication at meetings of the following groups in order to get input from a variety of sources: American Collegiate Schools of Business, AACRAO annual meeting, NAFSA annual meeting, American Society for Engineering Education, and the American Council on Education.

(4) Guidebook for Placement of AID Participants in Academic Programs in the United States

This publication is a management tool for use overseas, in AID/W and in U.S. universities and colleges. It was intended to assist personnel who work with the selection, placement and programming of AID participants in U.S. academic institutions. The 1972 edition is under revision. New sections will address testing (why required, which ones required, when required), and the question of accreditation of U.S. institutions of higher education.

However, the extent of the guidebook's use by missions or by implementing agents in the placement and programming of AID participants should be investigated.

APPENDIX

85

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D C 20523

Office of International Training

PROGRAM GUIDELINES FOR SEMINAR COORDINATORS

1981 MID-WINTER COMMUNITY SEMINARS

Introduction

These Guidelines describe the broad objectives, recommended program content, and administrative requirements for the 1981 Mid-Winter Community Seminar sponsored by A.I.D. in cooperation with U.S. Community Organizations. Instructions for payment in advance are also included. Seminars will be held December 20-26, with travel to and from the Seminars on 12/19 and 12/27/81.

To achieve the necessary advance planning and to provide information to programming officers for selection of participants, we are asking that you submit your Budget Proposal and Program Outline to this office by July 10, 1981.

SCHEDULE OF ACTIONS

June, 1981	Centers receive Guidelines and Forms.
July 10	Interested Centers submit Budget Proposals and Program Outlines (Tentative) to A.I.D.
July 31	Centers notified of Budget and Program approvals.
August 17	Issue Training Notice to programming officers for selection of and issuing invitations to participants.
<u>October 30</u>	<u>CUT-OFF DATE FOR REGISTRATIONS</u>
November 9	Mail Registrations and Contract Documents to centers.
November 20	Contract due back in A.I.D. from Seminar Coordinators to assure advance payment.

December 19	Participants travel to Centers.
December 20- 26	<u>Conduct Seminar Program</u>
December 27	Participants depart from Centers
January 31, 1982	Centers submit Reports and Evaluations to A.I.D.

Objectives

The specific objective of the Mid-Winter Community Seminar is to provide A.I.D.-sponsored participants with diversified educational, social and cultural experiences which enable them to understand better the United States of America and its people as a society in continuous development through emphasis on community self-help approaches, individual contributions of talent and effort and problem areas.

Program Content

The 1981 seminars will continue to emphasize flexibility of planning around resources available in each city. Among the activities planned, Seminar Coordinators are encouraged to select at least one community project which illustrates the concept of the social responsibility of the professions; arrangements should be made for participants to contribute their professional thoughts and talents through discussions of the project's objectives and operation with its promoters. In other seminar topics you are encouraged to emphasize popular participation-- "the involvement of people in the development process through the encouragement of democratic participation in private and local government activities", and "the changing role of women in American society". Typical seminar activities may include:

1. Introduction to some of the major segments of U.S. society such as agriculture, business, labor, politics, and government pertinent to a particular state, region or community.
2. Study and observation-discussion of specific economic or social development projects which draw their support from the participation of a large number of the community's citizens. Examples of such activities might include visiting activities of neighborhood projects to improve community relations, local rehabilitation projects, attending a city or town council meeting, and discussion of community planning projects with sponsoring civic organizations.
3. Discussions of federal, state and local government activities which pertain to education, health, population, environment, or other topics of particular interest to the community in which the seminar is held.

4. Visits to nearby points of historical or cultural interest and field trips with on-site discussions on such topics as civil rights, the environment, industry-labor relations, and current community projects which illustrate the role of popular participation by large segments of the community in economic and social development activities. Seminar content should represent a balanced mixture of the various community resources, groups, and approaches to community problems. A reasonable amount of time and attention should be given to both established and traditional community activities and to novel and creative efforts to assure that the participants understand the diversity of interests, talent and viewpoints in the community.

Home Hospitality

Each seminar program should include planned home hospitality with families who share some area of common interest with the participant on either a professional or cultural basis. In addition, seminar coordinators are encouraged to arrange overnight home visits (home stays) for participants who express a desire for them.

Attendance of Spouses

A.I.D. takes no responsibility for the cost of attending spouses. Participants are responsible for the full cost (tuition, board and lodging, transportation, etc.) for attending spouses. No other dependents are allowed to attend. Where the lodgings are only in dormitories, the attendance of spouses is discouraged.

Seminar Themes

We encourage the development of seminar programs around appropriate theme according to the interests and resources of each city. Some may be more specific and technical while others may be rather general in scope.

Planning Suggestions

In planning the seminar programs, it is strongly urged that wherever feasible youth assistants be involved in the planning stage. Previous experience of seminar coordinators and comments from the questionnaires submitted include many suggestions for conducting successful programs.

1. Preparation of Participants

Send letter of advance notice about the seminar to each participant which explains the program thoroughly and describe exactly what he will be doing and why. (The most significant criticisms of any program stemmed from the lack of clarity and understanding.) The first session should be a briefing-orientation about the program and the participants should be encouraged to ask questions.

2. Participation of American Youth Assistants

Select them carefully from advanced or graduate college levels. Involve them in the planning of the program. Let them act as guides and assistants to the coordinators. Let them be involved in all activities as part of the group. Students selected for this function should live in the hotel or motel where the participants are in residence. They will thus be available to the participants at any time.

3. Scheduling

Try to start in the morning about 9:30. Leave at least two afternoons or evenings free. Plan flexibility in case more free time is desired by the group.

4. Relevance to Training

The topics discussed, the tour visits and the lectures should be relevant to some professional interest of the participants. Break the group into sub-groups if necessary. Schedule time at the end of each day for inter-group discussion sessions on the events of each day, exchange of experiences and impressions, etc.

5. Arrange contact with different groups

Let participants meet different groups of people who make up the community to demonstrate that the U.S. is a pluralistic society.

6. Cross-Cultural Exchange

In addition to exposure to Americans, the seminar brings together a participant group that represents a mix of different cultures. This offers an opportunity for their own cultural exchange. The "Group Room" and seminar discussion sessions should encourage this cross-cultural exposure and exchange.

7. Sightseeing

Don't just take the participants around on a bus -- that can be boring! Include museums and historical sites, but do not overdo! Do not rush field trips. If possible, leave enough flexibility in the program so participants can assist to some extent in final plans of what to do and see.

8. Recreation

Give out printed information on entertainment available in the area. Have traditional games, dances and songs. Obtain housing that has recreational facilities in or nearby the facility. Encourage the group itself to entertain (cultural exchange), such as an international party for the local host families.

9. Housing

Try to house the entire group together in a moderate-priced accommodation. Arrange for a "Participant Group/Rap Room" to be available to them at all times for informal gatherings and discussions. (All Participants are required to stay at the designated housing site selected by the Seminar Center.)

10. Continental Breakfasts

It is suggested that arrangements be made with hotels, etc., to serve a Buffet Style continental breakfast (juice, rolls, coffee/tea/cocoa/milk) each morning in the participant lounge or gathering room. This will expedite getting the participants to their first morning session on time.

11. Legal and Medical Assistance

It is recommended that arrangements be made for stand-by legal and medical counsel to participants on an "as needed" emergency basis. A.I.D.-sponsored participants, including independently financed and contract participants, are provided health and accident insurance coverage during their official training program. The A.I.D. Health and Accident Coverage Program (HAC) provides comprehensive major medical coverage to all A.I.D.-sponsored participants training in the U.S., Puerto Rico, and Canada. Details of the benefits and exclusions can be obtained through the claims administrator. A 24 hour toll free number is maintained for this information. 1-800-424-5207.

12. Duty Officer

A.I.D. has a Duty Officer on call 24 hours a day. In case of emergency, call Mrs. Leona Craig at 703/235-1938 or 202/575-3769, (Duty Officer), and he/she will get in touch with the responsible Program Officer.

13. International Evening - Publicity Aspect

The final social event of the Seminar program (an international evening, banquet, talent show, etc.) is an ideal time to invite community leaders and other local people not ordinarily involved with your organization and to obtain publicity coverage and focus. The seminar participants should be responsible for the evening's program.

14. Evaluation of the Seminars

It is suggested that the participants have an open evaluation session to discuss the seminar and at that time they fill out an evaluation sheet without signing their names. It should be explained that they are not to sign so that they may feel more free to state their true feelings and observations. An evaluation

session at the end of the seminar makes the participant feel more an integral part of the program and gives an opportunity for explanation and discussion which may be helpful to both him/her and the seminar sponsor. The Reports and Evaluations should be submitted to A.I.D. by January 31, 1982.

15. Alternatives

Coordinators should have at least one alternative daytime and one evening program activity in reserve in case of unanticipated cancellation of a planned activity or event.

16. Balance

Coordinators are expected to assure balance in the input of various individuals, local and subsidiary groups and organizations involved in the Seminars. When controversial issues are discussed make sure that different viewpoints are presented fully and fairly.

17. Photographic and Media Coverage

Many seminar coordinators have been successful in getting photographic coverage of some of the activities which are useful for both historical and local publicity purposes. Where feasible, this should be part of your planning. Expenses up to \$100 may be included in your budget for this purpose to send photos and slides to A.I.D. for use in visual presentations in Washington, D.C. Your American youth assistants may serve as "documentary photographers". Try to get shots of the participants involved in seminar activities that tell a story without a caption!

18. Selected Professional Field Requirements

Should your program theme require participants of a selected professional field or special interest, please so indicate on Line Item 3 of attached "Outline of Program Schedule & Activities" form.

ADMINISTRATIVE ARRANGEMENTS

A. All participants receive fully adequate maintenance allowances to cover cost of lodging, meals and miscellaneous living expenses while attending the seminar.

B. Participants are asked if they wish to attend these seminars. In that sense it is optional. However, once committed for registration in a seminar, A.I.D. expects participants to attend and participate fully in all seminar events and activities. Sponsors are requested to report absences of one day or more to A.I.D. as soon as possible.

C. A.I.D. does not encourage attendance at these seminars by participants' spouses. In cases where participants request special approval to bring a spouse, A.I.D. requires the participant make direct, advance payment to the Center of registration fee and to pay all other incidental expenses of the spouse. A.I.D. can assume no liability for expenses resulting from the attendance of spouses or other dependents. In case payment for the spouse is not made by ten (10) days before the beginning of the seminar, A.I.D. should be informed immediately. When a spouse does attend, we encourage full seminar participation to get the benefit of the experience and to contribute to the discussions.

D. After the close of the seminar, coordinators are requested to send A.I.D. a list of names of all participants who attended the entire seminar program, the names of the "no shows" and the names of those who arrived late or left the seminar early, with appropriate notation and remarks.

E. If a participant does not arrive, does not attend when expected, or develops problems requiring assistance from A.I.D., please notify the Mid-Winter Community Seminar Coordinator immediately.

F. All correspondence and communications should be addressed to:

Mid-Winter Community Seminar Coordinator
DS/IT/RS
Room 311, SA-8
Agency for International Development
Washington, D. C. 20523

Telephone: (703) 235-1962

Budget Proposal Form

A. Program cost line items may include bus rentals; expenses up to \$35.00 per day for each of two American students for up to 25 participants, or three students for over 25 participants; space rental; admission fees for social, cultural or sporting events; honoraria for speakers or lecturers; up to \$100 allowance for black and white photo and color group action slides to be sent to A.I.D. for publicity and record purposes; and other program related items which are specified on the attached Budget Proposal Form. (Seminar Centers, please make sure A.I.D. receives the photos or slides with the evaluation reports.)

B. Administrative cost line items may include necessary office supplies, postage, telephone and telegraph charges, cost of duplicating and printing instructions or letters of welcome to the participants, part-time office help, other necessary items.

C. Please make the maximum and minimum number of participants your Center can accommodate. In any case, there should be a marginal cushion of five to give A.I.D. flexibility in assuring a full complement of participants.

D. Please indicate whether or not your Center is willing to accept spouses and on what basis.

To insure that information can be distributed to programming officers and participants to begin the enrollment process. Centers are requested to return to A.I.D. no later than July 10, 1981 four (4) completed and signed copies of the Budget Proposal Form; and two copies of the Outline of Program Schedule & Activities Form.

On receipt and review of the Budget Proposal Form and the Program Outline Form, A.I.D. will notify the Centers in writing of the acceptance or any desired change in either the Budget Proposal or Program Outline.

Preliminary discussions and correspondence related to a possible seminar must not be construed as an A.I.D. commitment to purchase or make payment. Such commitment shall be made only upon A.I.D.'s submission to you, and your acceptance of a formal order signed by an A.I.D. Contracting Officer. In no event should you make expenditures, in anticipation of a seminar, prior to the issuance and acceptance of an order.

Advance Payment

A. Participants' enrollment fees, as specified in the completed Budget Proposal Form and accepted by A.I.D., will be paid in advance to the Seminar Center as soon as the Contract is signed.

B. The Contract will be forwarded to Centers during the week of November 9th. A listing of all A.I.D.-financed participants will also be sent. This will constitute the enrollment for the Center.

A separate listing of university contract and other sponsoring organizations will also be appended. Listing the names and addresses of individuals responsible for payment of enrollment fees. A.I.D. will advise them to pay the enrollment fees in advance directly to the Seminar Coordinator. The Coordinator may collect from them at the same rate as that charged for A.I.D. funded participants.

C. The Contract will cover the enrollment fees for both A.I.D.-funded participants and contract participants so that the seminar can be fully funded as soon as possible. Enrollment fees collected by the Centers from university contractors and other organizations should, therefore, be refunded to A.I.D. after the Seminar has been completed. Refund checks should be made payable to the Agency for International Development.

D. Centers are requested to review the Contract, sign and return it to the Contracting Officer as quickly as possible. The contract will serve as the basis for obtaining advance payment from the U. S. Treasury Department.

Attachments: Budget Proposal Form (5 copies)
Outline for Program Schedule &
Activities Forms (3 copies)

II. Computation of Estimated Enrollment Fee

Estimated enrollment fee per participant can be computed by dividing your total costs (program plus administrative), as shown at the bottom of page of the Budget Proposal, by number of participants you expect up to 20. If you can accept more than 20 participants, please indicate estimated required fee per participant for the number shown up to the maximum you can accommodate in increments as shown below. Indicate both the absolute minimum and maximum number of participants you can accept.

Enrollment fee per participant:

up to 20 participants		\$ _____
21 - 25	"	_____
26 - 30	"	_____
31 - 35	"	_____

Indicate whether or not your Center will accept spouses: _____ yes
(Note paragraph C. under Administrative Arrangements.) _____ no

III. Certification of Costs and Advance Payment Requirement

I certify that the above represents a true and accurate estimate of the cost of the services which will be incurred in connection with this program and that payment for each participant in the amount shown above is required in advance at the time of enrollment.

Name: _____
(typed and signed)

Title: _____

Date: _____

BUDGET PROPOSAL
A.I.D. MID-WINTER COMMUNITY SEMINAR PROGRAM
1981

Name of Center: _____

Street Address: _____

City: _____

(Zip Code)

Contact: Name and Title: _____

Telephone No.: _____

(Area Code)

The breakdown in I. below is to assist you in computing your total program and administrative costs and to determine the enrollment fee for each participant to enable payment in advance. Return four (4) signed copies to A.I.D. - DS/IT/RS, Room 311, SA-8, Washington, D.C. 20523 by July 10, 1981.

I Summary of Operating Expenses

A. Program Costs

- 1. Bus Rentals \$ _____
 - 2. Expenses of American Students _____
 - 3. Space Rental _____
 - 4. Admission fees for social, cultural, sporting events, etc. _____
 - 5. Speakers/Lecturers _____
 - 6. Other (Specify): _____
- Photos/Slides
(group action) _____

Total Program Costs \$ _____

B. Administrative Costs

- 1. Office Supplies \$ _____
- 2. Postage, Telephone, Telegraph _____
- 3. Duplicating and Printing _____
- 4. Part-time office help _____
- 5. Other (Specify): _____

Total Administrative Costs \$ _____

TOTAL (Program plus Administrative Costs) \$ _____

OUTLINE OF PROGRAM SCHEDULE & ACTIVITIES
A.I.D. MID-WINTER COMMUNITY SEMINAR PROGRAM
1981

Name of Center: _____

Street Address: _____

City (zip code): _____ Phone: _____
 (area _____)

Name of Seminar Coordinator: _____

1. Dates of Seminar: December 20 - 26
Arrive: December 19 (Saturday)
Depart: December 27 (Sunday)

2. Program Theme: _____

3. Description of Program & Activities:

4. Name of Participant Contact at the Seminar:

5. Accommodations & Approximate Cost per person:

6. Special Instructions: Enrollment Fee Payable in Advance: \$ _____
 (to be fill
 by AID)

Spouses:
 (check one) _____ Can accommodate.
 _____ Cannot accommodate.

CHAPTER III

AMERICAN LANGUAGE INSTITUTE/GEORGETOWN UNIVERSITY

(As of November 16, 1981, ICA withdrew from the funding of the contract, and thereby no longer participates in the services rendered under the contract, except by payment of tuition in individual cases).

I. BACKGROUND

A. Overview of American Language Institute

The American Language Institute (ALI) began in 1942 when it was established as an English language and orientation center under the auspices of the Department of State. The program moved from the Webster Americanization Center, to the Wilson Teacher's College in 1948, and then to American University in 1952. In 1961 it became part of what is now the School of Languages and Linguistics at Georgetown University. Among institutions reporting foreign students in intensive English programs in 1979/80, ALIGU ranked eighth largest in the U.S.* ALI provides a year-round English language training program for AID participants, ICA grantees and other sponsored groups by permission and payment of tuition. In addition the ALI has been a center for developing English language proficiency tests for use in selecting and placing U.S. government-sponsored students.

B. Purpose of the Study

The AID contract states these four objectives for the study of ALI as a service provider: (1) evaluate the progress made toward achieving their objectives;

*"Intensive English Language Programs," Open Doors, 1979/80. N.Y., N.Y.: Institute of International Education, 1980 p.60.

(2) assess the utility of the support services to S&T/IT; (3) identify areas of strength and weakness in the delivery of services; and (4) provide recommendations on the use of services to improve the participant training program. Development Associates in its work plan expanded these objectives by adding the following: (1) assess the effectiveness of support services; and (2) determine whether and how the services can contribute to the effective and efficient management and administration of the participant training program.

C. Technical Approach

The technical approach used in this study focused on four essential areas which are: (1) interviews with the OIT Program Manager, the ALI director, staff, entire faculty, and selected groups of participants; (2) review of documents, instructional materials, manuals, reports and other pertinent information; (3) onsite visits and six classroom observations; and (4) cost/benefit analysis. The program director was interviewed several times and each of the teachers at least once. These were individual, face-to-face interviews. Group interviews also were conducted with 28 students from three of the classes, one class in each of the three levels of beginning, intermediate and advanced students. Onsite visits included classroom observations during six class periods covering all three levels. There were also visits and observation in the skills center and in the language lab, as well as in the administration offices. Language training was discussed at length with ALI personnel. Assessments were made of the materials, course content, scheduling, testing, placement and programming.

II. OBJECTIVES OF ALI/GU

A. Stated in Contract

OIT's contract for ALI services has changed very little since 1973, and the objectives described therein continue as they were before the current contract period (1979-82). The four objectives are: (1) to provide continuous, year-round intensive English language training for AID participants and International Communication Agency, Educational and Cultural Exchange Program (ICA/ECA) grantees; (2) to provide special English language training as requested by AID and ICA/ECA; (3) to provide professional consultative services for AID and ICA/ECA; and (4) to develop tests and materials needed by AID and ICA/ECA for use overseas and in the U.S.

B. Perceived Objectives

During the course of the interviews ALI and OIT personnel were asked about their perceptions of various aspects of the program, including program objectives. In regard to the objectives of ALI, the Program Manager considered as the primary one to assist AID participants to achieve a set standard of English proficiency for academic training, or stated another way, to pick up where the Mission leaves off and bring participants up to minimum scores in English. Objectives as perceived by ALI staff included the following: to provide intensive English language training and academic preparation; to prepare participants for an academically successful program in the U.S.; to assist participants in their adaptation to a new culture and to academic life, and test development.

III. DESCRIPTION OF ALI

A. Staff and Faculty

The American Language Institute is staffed by a director, instructional staff and administrative staff, as indicated on the organization chart on the next page. All of the instructors and the director have Master's degrees and their average length of time working at ALI is five years. In the months prior to January 1981 the director conducted an intensive search for a specialist in test development in the ESL field, someone with computer know-how as well as experience in the entire process of developing standardized tests for measuring English language proficiency. As will be seen in the section on ALI's scope of work in the contract, test development is an important part of the service provided to AID. The position of Assistant to the Director for Test Development was filled in January 1981 when a person with the required specialized skills was found and hired.

The following paragraphs describe the role and some of the responsibilities of the various program staff.

- The Director is responsible for all institute operations, policy, personal matters, test developing, teaching program, and curriculum. She represents ALI in relations with the University and all outside agencies.
- The Coordinator for Instruction, in addition to teaching full-time, is responsible for the articulation of instruction in the different level classes, and coordinates materials (purchase, evaluation, recommendation).
- The Coordinator for Placement and Scheduling, is a full-time instructor with the additional responsibility to place incoming students into classes; schedule classes as needed; assign teachers to classes, and schedule progress testing. This person also maintains close contact with the Registrar regarding scheduling and sponsor contact.
- The Assistant to the Director for Test Placement develops, revises and tests the validity of ALI/GU tests. He is responsible under the director's supervision, of everything regarding the ALI/GU test (studies, inquiries, inventory, security, shipments) and of the computerization of past ALI students' records and test data.
- The Instructors are responsible for preparing classes according to the needs of students, for making and evaluating lab assignments, and for regular assessment of student progress.

- The Lab Instructor sets up and monitors lab assignments and prepares copies of tapes for students' use at home.
- The Executive Assistant is responsible for all financial affairs of the Institute, including budget proposals, planning, expenditures, billings, deposits, and general accounting records.
- The Assistant to the Director/Registrar is responsible for all student registration records and test score records. This person is the liaison with sponsoring agencies, program officers, Georgetown University offices and outside agencies providing foreign student services.
- The Student Activities Coordinator is responsible for the orientation program for ALI students. She is the information source for GU policies and procedures, and student activities, and she advises the students on housing, financial and personal matters.
- The Receptionist receives all students upon their arrival at ALI, prepares records and forms and performs other office duties.

All of the instructors are on a yearly contract basis with Georgetown University. They are not eligible for tenure but they have the privileges and obligations of the faculty of GU.

The ALI faculty is active in professional conferences and meetings, and have frequently been presenters at them. The institute director is a Regional Representative of the Association of Teachers of English as a Second Language (ATESL), a professional section of NAFSA. Two of the faculty hold office in the Washington Area Teachers of English to Speakers of Other Languages (WATESOL).

Much of the classroom preparation takes place in the faculty room, a room where the instructors' desks and chairs are crammed side-by-side. Discussion and exchange of ideas are common before and after classes and during lunch break. The faculty appears to be a cohesive group and work closely with each other and with administrative staff and the director with whom communication takes place several times a day.

On May 20, 1982 the Institute is scheduled to move into the newly constructed Intercultural Center on the GU campus. New classrooms will be carpeted and furnished with desks that facilitate group work, a technique considered by ALI as important to stimulate language production. Concern was expressed among

the faculty that they will no longer "enjoy" the same type of close working space in the new quarters, where they may be provided individual offices.

B. Students

A profile of the student body at ALI is described here first in general terms and then in greater detail by means of five exhibits. The first is a general survey of AID participants during the last contract year; the second shows student enrollment over the past three years; the third is a graphic illustration of student weeks for three years; the fourth, the average length of stay by country; and the fifth, the entrance test score averages with length of stay for the period 1979 April 15-December 31. Since 1978 the average annual enrollment has been 272 students. The average age, 31 years. About 5% were female, in contrast to the national percentage of 28.3% female for all foreign students. About 90% at ALI are in academic programs and the remainder in non-academic programs. The number of ALI participants bound for undergraduate studies is very low, unlike the percent of foreign students taken as a whole, over 65% of whom were undergraduates in 1980-81. (Data from Open Doors, 1980/81).

Most ALI students enter at the intermediate level of English proficiency. In 1980-81, 35% of the AID participants at ALI were enrolled in agriculture or agronomy, while only 2.8% of all foreign students in the U.S. were in that field. Exhibit III-1 illustrates the remaining distribution of the fields of study for AID participants.

As indicated in the same exhibit, Yemen, Senegal, Pakistan and Egypt have the highest representation among the participants. The total geographic distribution is shown in the survey. Among ALI students, Africa was represented by 33% and South and East Asia by 6%. Somewhat the reverse is true among foreign students as a whole: during the same time period, South and East Asia had 30% and Africa, 12%.

Depending on their funding sources, students at ALI fall into one of these four category designations:

- AID Regular:** All students with PIOP numbers, or sponsored by the USDA with AID.
- AID Special:** Students from a variety of other AID approved organizations, such as the Latin American Scholarship Program at American Universities (LASPAU), African-American Institute (A.A.I.), National Oceanic and Atmospheric Administration (NOAA), Federal Aviation Administration (F.A.A.), West Africa Rice Development Association (WARDA), Census bureau, Labor Department, and the U.S. Geological Survey.
- ICA Regular:** All students with Fullbright scholarships, Humphrey Fellowships, Operations Crossroads Africa fellowships, AMIDEAST fellows and ECA grantees.
- ICA Special:** Students whose tuition is paid by such sponsoring organizations as Venezuela's Fundacion Gran Mariscal de Ayacucho (FGMA), International Research and Exchanges Board (IREX), International Student Exchange Program (ISEP), and United Nations.

Monthly enrollment and student week figures in the chart (Exhibit III-2) and graph (Exhibit III-3) below include both AID and ICA students. As indicated there is considerable fluctuation in enrollment over the years. July and August have the heaviest enrollment, and typically a decline occurs in the fall. It should be noted that in 1978-79 there was an unusually high enrollment, due to the enrollment of 40-45 students from the Peoples Republic of China recommended by ICA.

The average length of stay by country during this funding period is presented in Exhibit III-2. The overall average length of time spent by AID students at ALI was 13 weeks. The region of Africa had the greatest number of students, and Latin America had the highest average length of stay. These are believed to be important facts to take into consideration when contemplating alternative operations such as Regional Language Training Centers.

Exhibit III-4 presents the entrance test score averages and weeks enrolled from 1979 April 15 to December 31. As indicated in the list a small minority of students took the GATE test (Graded Achievement Tests of English) which is used for those whose proficiency is too low for the ALI/GU test.

EXHIBIT III-2
 AMERICAN LANGUAGE INSTITUTE
STUDENT ENROLLMENT BY MONTHS, 1978 - 1981

MONTHS	1978-1979	1979-1980	1980-1981
November 16-30	86 (Weeks - 148)	102 (Weeks - 177)	90 (Weeks - 141)
December	87 (Weeks - 237)	112 (Weeks - 306)	91 (Weeks - 268)
January	100 (Weeks - 307)	86 (Weeks - 224)	90 (Weeks - 239)
February	107 (Weeks - 302)	76 (Weeks - 291)	100 (Weeks - 343)
March	110 (Weeks - 423)	84 (Weeks - 310)	100 (Weeks - 377)
April	96 (Weeks - 316)	78 (Weeks - 272)	102 (Weeks - 388)
May	102 (Weeks - 369)	90 (Weeks - 301)	115 (Weeks - 398)
June	90 (Weeks - 322)	109 (Weeks - 360)	109 (Weeks - 372)
July	96 (Weeks - 341)	119 (Weeks - 465)	118 (Weeks - 448)
August	108 (Weeks - 275)	127 (Weeks - 371)	119 (Weeks - 289)
September	102 (Weeks - 261)	86 (Weeks - 228)	55 (Weeks - 148)
October	101 (Weeks - 397)	88 (Weeks - 330)	51 (Weeks - 186)
November 1-15	98 (Weeks - 192)	86 (Weeks - 167)	57 (Weeks - 108)
Total Enrollment	298 AID: 189 ICA: 109	284 AID: 240 ICA: 44	232 AID: 169 ICA: 63
Total Student Weeks	(Weeks - 3890)	(Weeks - 3802)	(Weeks - 3705)
<u>Geographic Area</u>			
Africa	84	101	67
Europe	13	6	14
Far East	55	6	9
Near East	62	102	51
South Asia	5	5	16
Latin America	79	64	75

III-10
EXHIBIT III-3

AMERICAN LANGUAGE INSTITUTE
Student Weeks by Months 1978-1981

Student Weeks

500
475
450
425
400
375
350
325
300
275
250
225
200
175
150
125
100

16-31 Nov. Dec. Jan. Feb. Mar. Apr. May Jun. Jul. Aug. Sept. Oct. 1-15 Nov.

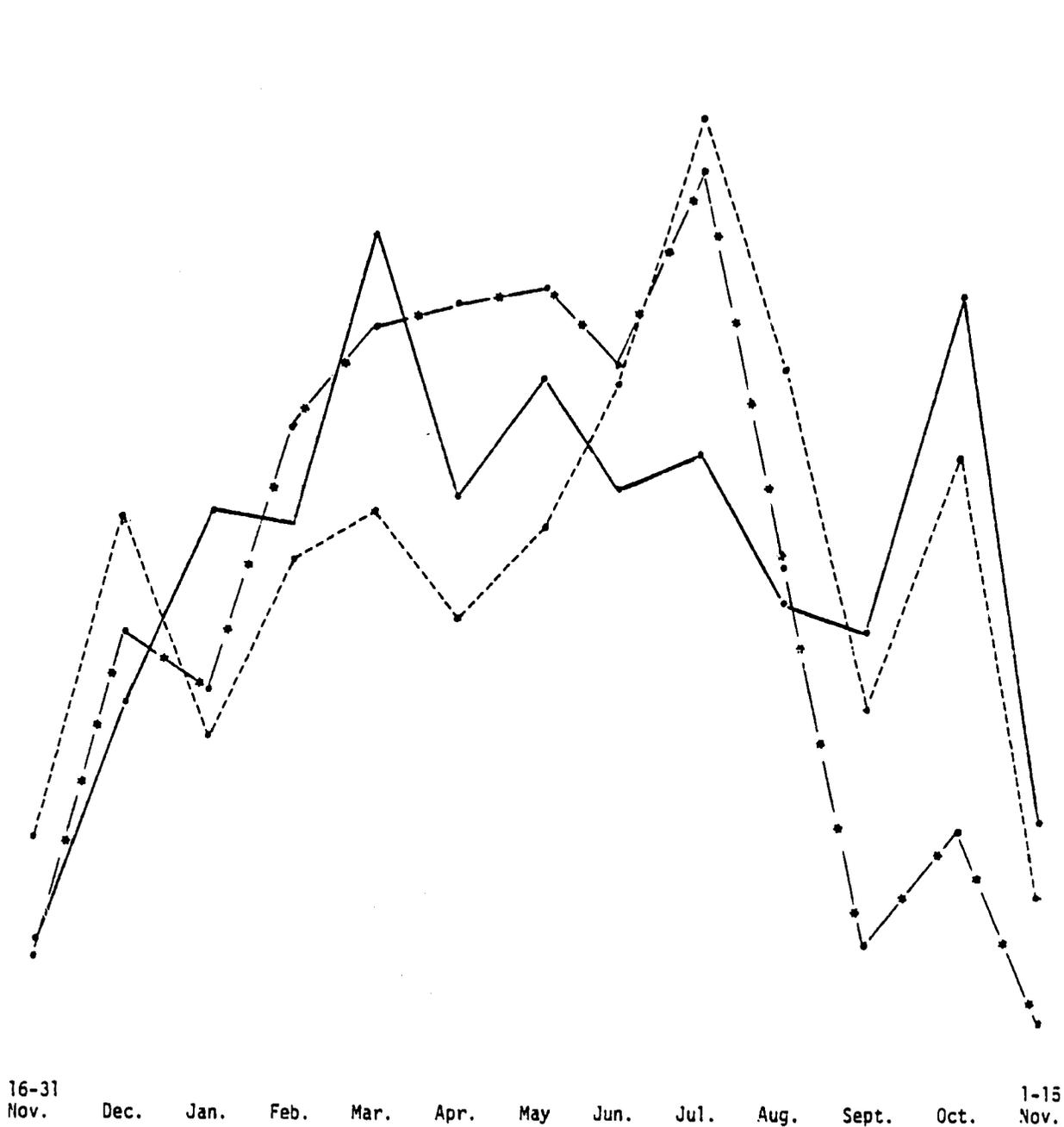
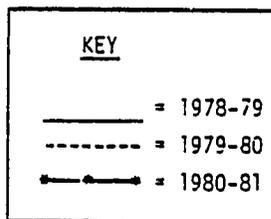


EXHIBIT III-4

ALIGU

LENGTH-OF-STAY BY COUNTRY

1979 - 1981 AID TOTALS

Region	Country	No. of Students	Average Weeks
AFRICA	Mali	24	12.6
	Morocco	24	10.8
	Senegal	24	11.3
	Niger	20	17.6
	Somalia	18	10.9
	Libya	12	22.2
	Cameroon	8	12.1
	Mauritania	6	13.1
	Togo	6	11.5
	Guinea	5	30.4
	Rwanda	5	8.6
	Upper Volta	4	8.6
	Ghana	3	7.0
	Guinea Bissau	2	37.0
	Sudan	2	4.0
	Tunisia	2	10.0
	Benin	1	8.0
	Burundi	1	5.0
	Cape Verde	1	14.0
Zaire	1	25.0	
		169	13.6
LATIN AMERICA	Peru	23	23.6
	Guatemala	13	22.8
	Dominican Republic	10	18.3
	Nicaragua	10	12.5
	Bolivia	9	20.8
	Honduras	9	17.7
	Venezuela	9	13.9
	Panama	6	11.3
	Brazil	4	4.0
	Colombia	3	9.7
	Haiti	3	23.0
	Chile	1	13.0
	Costa Rica	1	14.0
	El Salvador	1	47.0
Mexico	1	3.0	
		153	18.2

Region	Country	No. of Students	Average Weeks
NEAR EAST	Syria	64	12.2
	Yemen	48	19.8
	Egypt	28	12.2
	Saudi Arabia	6	18.3
	Iraq	5	17.2
	Jordan	1	7.0
	Kuwait	1	8.0
		153	14.9
FAR EAST	Indonesia	8	9.1
	Korea	1	1.0
	Thailand	1	6.0
		10	8.0
SOUTH ASIA	Pakistan	14	12.4
	Nepal	3	7.0
	Bangladesh	2	4.5
		19	9.7

C. Language Training Program

1. Testing and Placement

ALI has a fixed policy regarding the use of ALI/GU English proficiency tests. All students entering ALI are tested on the day they arrive. Unless a student is at a very low level of proficiency (in which case (s)he is given the GATE test), (s)he is given the ALI/GU battery: Listening Test, English Usage Test, and Vocabulary and Reading Test. The tests take about 2 1/2 hours, and are scored immediately. In determining appropriate class placements, the Coordinator for Placement and Scheduling uses the test results along with other considerations such as class size, probable length of stay at ALI, native language and national origin of students in classes. The Coordinator was said to make every attempt to set up a mix of cultural and linguistic backgrounds in each class, other things being equal. This is done to promote the use of English among students and to provide opportunities for cross-cultural adaptation. Students usually manage well in the group to which they are assigned, but if there is any problem there are alternative groups which they can switch to, as occasionally happens. Frequency of testing is restricted in order to maintain test security. Only if a student is to remain at ALI for more than six weeks may (s)he be tested again after completing three or more weeks of study. All students leaving the Institute are again tested before they leave. Weekly assessments of achievement are made by the teachers in the classrooms, using short quizzes and overall performance as gauges of progress. Teachers felt that they know the students' progress very well after 15 hours or more a week in small groups with them.

For students whose placement schools require TOEFL scores, an institutional TOEFL test is administered by ALI during the months of December and August. The tests are corrected immediately and the scores related to the Program Officers the following day. When asked what happens if a student does not pass the TOEFL test before leaving ALI, the director gave this explanation: If a student achieves a score lower than that required, the PO calls the university with the scores and asks if they will accept the lower score, given the fact that the student has completed x number of months of study and is recommended by ALI. If the answer is no, the PO will look for a

university that will accept the student. Often it happens at mid-semester that a PO will call and ask if a certain student will make the required score on the TOEFL. If the judgment is negative, another university is sought. As far as ALI is concerned, there should be no surprises when a student takes a TOEFL exam. Sometimes ALI will call a university if requested by the PO, to recommend a participant on the basis of work done at ALI. Often the first-hand observation is accepted and even preferred to a test score, especially one from another country and with the date unknown.

2. Scheduling

ALI classes meet five hours daily, five hours a week throughout the year regardless of the regular university calendar of semesters and vacations. The five instructional hours are usually distributed as follows:

- Three hours of small group instruction. Class size normally ranges between 10 and 15 students, who meet in small seminar rooms under the direction of an EFL instructor.
- One hour of language lab practice, under the supervision of the language lab instructor.
- One hour of special activities geared to prepare the student for academic work.

Occasionally the regular schedule is changed for particular student groups. Beginning classes may have a second hour of language lab work, in place of the special activities hour and advanced students may get extra skill-building help in technical reading or in writing research papers.

The scheduling process appeared to be running smoothly.

3. Methodology

Because students come to the Institute from varying academic backgrounds and with different levels of English proficiency, the methodology varies with each class. There are no prescribed curricula and no predetermined materials. Instructors are free to choose from what is available in the ESL field and many supplement these with teacher-made materials designed for individual needs. In general, ALI students are preparing either for

advanced study at U.S. universities or for technical training in their profession. They all need to develop communicative skills and high level academic skills, and the methodology used at ALI is believed by the faculty there to be the most effective way to develop these skills.

For each class, (10-15 students) one instructor is responsible for planning and teaching the three hours daily and for assigning the supportive language laboratory activities, all of which are to integrate listening, speaking, reading and writing. At the lower levels, greater emphasis is on listening and speaking. At the higher levels, listening and speaking are reinforced but greater attention is given to an analytical approach to reading and writing.

The classroom observations for six 50-minute periods helped to verify much of the program information gathered by interviews and documents. Students appeared well motivated, perhaps too relaxed at times, and cooperative. Teachers appeared well prepared, creative, and generally effective. Pronunciation was not stressed; individual and group work was. Teachers varied in their being able to get students to practice speaking English during class hours. When students worked in pairs or in groups during class, there was no observed use of a language other than English.

4. Language Lab

ALI has the use of a language lab provided by GU, with 40 listening and recording booths and a master console. The lab supervisor, an ALI staff member, is on hand for lab periods and until 5 p.m. for students who wish to do extra lab work. Lab activities are selected by the instructors, and are supposedly tied in with the current lesson. In the one instance where it was checked, this was verified. The lab materials manual describes numerous tapes available from which to choose. Students have their own tape recorders and may request copies to be made of lessons covered for use at home or in the lab. This is an advantage for new students to catch up. Most beginning and intermediate students use the lab two hours a day. Advanced students tend to use it for reinforcement related to outside activities such as the National Town Meetings.

5. Skills Center

The skills center was furnished and equipped by GU as a center where small groups or individuals may receive specialized assistance. ALI instructors use it for remedial work with students after class hours, with groups or on a one-to-one basis. Then and during class hours it is used for work on specific skills or for catch-up. One of the ALI instructors is said to be particularly skilled in this type of teaching, and especially in diagnosis. Thus the skills center is seen as one way to take care of continual enrollment. Books, games, and teacher-made materials are available in the Center for skill-building in reading, writing, study skills and in English for Special Purposes. Here as in the classroom, emphasis is on preparation for academic work. A GU graduate student works in the center from 3 to 5 every day to assist anyone who needs help.

6. Georgetown University

Support from Georgetown University for ALI has been shown in various ways and is judged to be adequate. As mentioned earlier, Georgetown University has provided a fully equipped language lab and a furnished skills center. Additionally, ALI students may take part at reduced rates in the Yates Field House Athletic Program; and they may use the regular university library resources and the library's Audio Visual Department videotape, record, tape, and television facilities. These latter reportedly have been popular with the participants. The GU Office of International Programs regularly includes ALI students in their trips and other social activities, and they arrange for some of the student housing as needed. There is a weekly informal gathering for foreign students sponsored by this office, and for those with wives whose English proficiency is limited, the office has organized classes and shopping trips.

7. Washington International Center

For students who wish to visit American families, through ALI the Washington International Center arranges dinner invitations with them. About half of the students have taken part in this and in the WIC orientation program.

IV. CURRICULUM CONTENT

The Coordinator of Instruction (COI) reported that the Institute had developed objectives and an overall curriculum plan for its English as a foreign language program. The instructional materials employed in this curriculum plan made use of (1) a wide range of commercial materials, which were used selectively, and (2) a large amount of instructional materials developed by the staff (handouts and specialized exercises). In response to questioning, the COI indicated that the institute had no interest in publishing its own materials. She pointed out that it would be unwise to try to "fix" the English language curriculum by publishing it because the nature of their students and their EFL and related needs tended to change gradually over the years.

By way of background, the COI pointed out that the institute staff began to perceive basic changes in the composition of their students and their needs some four years ago. The staff found it necessary to adapt instructional materials with a greater emphasis in instruction on such matters as "skill building," "academic skills" and "technical writing." Additional instructional materials were acquired or developed consequently to suit the changing nature and needs of students.

A. Instructional Objectives

The ALI teaching staff provided a set of instructional objectives which are shown in Exhibit III-5. The chart itemizes general objectives in the four language skill areas, the academic preparation at each level, and commercial materials currently being used. It was emphasized by ALI staff that this chart represents general objectives and curriculum features, and that it could be revised for new groups of students with differing needs.

B. Reading/Writing for Technical Purposes

Faculty at ALI recall a time when their students were in some ways very different from those coming in recent years. According to ALI as reported in interviews, in the past students seemed to have an academic background more in line with what was expected at U.S. universities, and ALI faculty did not feel the same urgency as they do today, particularly as AID reaches out to "the poorest

EXHIBIT III-5

ALI
Teaching Objectives
November 1981

	*Beginning (0-10 weeks)	Intermediate (10-30 weeks)	Advanced (40-48 weeks)
<u>Listening</u>	Heavy emphasis on oral-aural skills involving basic sentence patterns and sound systems.	Exposure to more extensive listening texts. Listening for specific information in informal conversational discourse as well as short formal academic discourse. Samples of authentic discourse.	Extensive listening to authentic discourse in a variety of registers
<u>Speaking</u>	Heavy emphasis on oral-aural skills involving basic sentence patterns and sound systems.	Continued work with oral communication to develop fluency. Develop ability to express oral data presented visually via graphs, diagrams, etc. Appropriacy of usage stressed.	Continued practice in fluency with grammatical control. Appropriacy regarding style and register. Oral presentation of research data as well as defense of thesis.
<u>Reading</u>	Re-enforcement of listening/speaking materials. Introduction to reading strategies such as skimming, scanning for specific facts, and contextual guessing.	Expanded emphasis on reading skills and strategies such as skimming, scanning, and reading for the central idea. Introduce patterns of contrast, exemplification, etc., which occur in academic reading. Authentic reading from texts, popular articles, etc.	Review and refinement of all reading strategies in more extensive reading of authentic and academic materials.
<u>Writing</u>	Re-enforcement of grammatical study. Introduction of basic organization principles through controlled composition.	Emphasis on writing which is less controlled. Descriptions of more complex structures. Introduce notions of description and contrast exemplification. Emphasis on synthesizing and summarizing data into well-organized paragraphs.	More extensive, non-controlled writing including complex grammatical structures and basic organizational principles. Emphasis on a well-developed paper with content and appropriate rhetoric.
<u>Academic Preparation</u>	Dictionary work and reading or graphic representations.	Introduction to Higher Education. Introduction to note taking with controlled practice. Introduction to library use.	Use of library and other sources to produce research paper or technical report. Extensive note taking practice with authentic discourse. Other skill developments as appropriate.
<u>Materials</u>	Grammar & Speaking: <u>CAE I</u> , 2 units/1 week + workbook; <u>CAE II</u> , 2 units/1 week + workbook; <u>CAE III</u> <u>Oxford Picture Dictionary</u> + related exercises and quizzes <u>Concepts in Use</u> : Introduce towards end of <u>CAE I</u> <u>Exploring Functions</u> may be introduced after 6 weeks. <u>Elementary Composition Practice</u> , Blanton: Introduce after students familiar/comfortable with <u>Concepts</u> . Use either I or II; not both.	<u>CAE IV</u> <u>English Structure in Focus</u> (Davis): May not use all of each lesson. <u>Exploring Functions</u> and <u>Discovering Discourse</u> <u>Readers Choice</u> : All odd numbered units. Some selections from Units 13, 14, 15 for longer readings if time. <u>Reading English for Academic Purpose</u> may be used if a class is recycled and has used most of <u>Readers Choice</u> . <u>Intermediate Composition Practice</u> or <u>Writing for a Specific Purpose</u>	A variety of texts are available, depending on the needs of the class. <u>Discourse in Action</u> (Widdowson) <u>Reporting Tech. Info.</u> (Piersall) <u>Sentence Combining</u> (Pact) <u>Modern English II</u> (Rutherford) <u>Breaking the Word Barrier</u> (Gilbert) <u>At Your Command</u> (Licklider) <u>Guide to Language & Study Skills</u> (McChessney)

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of the poor," to concentrate on academic preparation. Formerly a greater percentage of participants were in the humanities, and appropriate reading materials were frequently drawn from literature. Today, however, the focus is on technology; participants' training needs therefore are for reading skills that are analytical and for writing skills appropriate to their area of study. ALI instructors report that they are finding that even though students can decode reading in English, many of them have never learned to look for meaning in the written word. It is felt that once in their academic program they will be at a distinct disadvantage if they cannot handle reading assignments. ALI, therefore, has put together a number of exercises to develop skills in reading for technical purposes. The lessons focus on such skills as various graphic elements (graphs, tables), descriptive statistics, machinery instructions, analysis of expository writing, and others. Because students typically find it very difficult to read newspaper articles, some time is spent on how to analyze and get information from articles. An example of this type of exercise is provided in the appendix.

C. Textbooks, Materials

Instructors stated that they are free to choose whatever available textbooks they feel serve their students best. The prevailing philosophy in regard to a text or instructional material is that if it works, use it. When something new comes on the market if a teacher can make a case for it, (s)he can usually get it. The content of the texts used, particularly for the advanced students, reflect a strong emphasis on skills needed for technical reading and writing.

D. Mini-Courses

As ALI students near the end of their language studies a series of mini-courses is introduced into their program in order to meet their special needs directly. These courses last from two to four weeks and they are intended to pull together the language skills developed so far, and to present subject matter the students will need after leaving ALI. Topics covered in the mini-courses include summary writing, the U.S. newspaper, technical report writing, higher education, library use and research, note-taking, test-taking, vocabulary and dictionary. ALI's perception of participants' needs in this regard appear to be in line with the discussion at the Conference on Academic Relevance for

Foreign Students held at Shakertown, Kentucky, March 24-25, 1981. Two of the problems discussed were related to the needs addressed in the ALI mini-courses: (1) testing programs (GRE, etc.) for which students are unprepared, are required, and (2) there is an erroneous assumption that students at the graduate level have research skills.

E. Related Activities

As students become more proficient in English they participate in activities designed to bring them closer to academic work and to their specializations. One of the tools used for learning is the Town Meeting series; another is the guest lecture program. These have included topics on computer science, agriculture, economics, medicine, and what to expect as graduate students. These are used in classrooms as occasions for discussion, note-taking, analysis, and further investigation. In describing these activities the director noted that students often become very involved in the topics and seem to feel that they are more like peers than like students. For groups of students in the same field of study, ALI has arranged visits to the specialized libraries nearby, such as the National Agricultural Library, the NOAA library, and the Science and Technology Section of the Library of Congress. Students learn what is available and how to get it by request from any place in the world. Many of them will utilize the services of these libraries from their home countries, especially if they do their degree-related research in their countries. Lists of the guest lectures and library visits are found in the appendix.

V. TEST DEVELOPMENT

A. ALI/GU's Test Development Program

This section describes the test development program at ALI with a view toward highlighting its major technical aspects. The concluding part of this section gives a review and assessment of this test development effort.

ALI employs a full time staff member to provide the testing services required under their contract for AID and ICA, namely: (1) to develop new forms of English language tests, and (2) to report on any relevant research findings to these agencies and generally remain in consultation with them. In the past, a former director and associate director who were test specialists, performed these functions.

The ALI/GU tests of English as a Second Language are designed primarily for use abroad in rating the English proficiency of proposed participants for AID training programs and of applicants for U.S. Government grants and student visas. They are also used at the American Language Institute as part of its regular process for placing students in English classes at the appropriate levels. For reasons of test security, no other use of these measures is permitted.

The current staff member who is responsible for testing services has the position of Assistant to the Director for Test Development. This position was specially created for him at ALI. He has been on the job for a about a year. He has been involved in the area of EFL testing for some 12 years.

B. ALI/GU Test Development Procedures

All test items are prepared by the Assistant for Test Development and are subjected to careful pretesting. Most of the pretesting is conducted in Institute classes, although occasionally test materials are sent for try-out to other college-level intensive programs in English as a second language. Such outside pretesting is used primarily to supplement the sample obtained at the Institute

when the Institute student body does not represent a sufficiently broad range of English proficiency levels.

In the preparation of equivalent forms of a test, equating items from the "base form" are included in the pretests so that item statistics may be adjusted to yield comparable test data. Items in new forms are matched for difficulty level and content with items in the "base forms."

New test forms are prepared as needed, and as these are made available to the field, old forms are retired. Generally, the ALI test development staff plans to develop at least one new form a year so that three forms will be available in each of the three tests.

"Cutting points" for the tests are established on the basis both of field experience and of concurrent-validity studies carried out by the ALI/GU Test Specialist.

ALI/GU test forms currently available (as of November, 1981) for AID regular testing are:

English Usage Test: M, N, O, P
 Listening Test: E, F, G
 Vocabulary and Reading Test: C, D
 Oral Rating Form (no form designators)

Two new forms of the Vocabulary and Reading Test (Forms E and F) will be available in the late fall of 1981.

Usage Test forms available (as of November, 1981) for facilitative testing are: U-B, U-C, U-D, U-E, U-F.

All other forms of the ALI/GU tests have been retired; that is, they are no longer available for shipment.

The ALI/GU test battery consists of four separate tests:

- English Usage Test
- Oral Rating

- Listening Test
- Vocabulary and Reading Test

The first three are used in the screening of applicants for both academic and non-academic programs. In addition, the advanced-level Vocabulary and Reading Test is administered to those applicants who are being considered for academic study programs.

The interpretation of test scores presented in Table III-1 is based on the procedure established by AID and followed by ICA.

TABLE III-1
INTERPRETATION OF ALI/GU TEST SCORES

Name of Test	Minimum Scores for Immediate Call-forward		Not Recommended for call-forward When Scores Are BELOW Levels Indicated
	Academic Programs	Non-academic Programs	
English Usage	80	70	65 Academic Programs 60 Non-academic Programs
Oral Rating	75	70	65 Academic Programs 60 Non-academic Programs
Listening	75	65	60 Academic Programs 55 Non-academic Programs
Voc.-Reading	65	--	55 Academic Programs

In AID terminology, a call-forward is issued to overseas missions when a participant's program in the U.S. has been arranged and a date for his travel has been set. Thus, in effect, an academic participant qualified for immediate call-forward is judged by AID to be capable of commencing a program of study in a U.S. college or university. As shown in Table III-1, the following minimum ALI/GU scores are recommended for such students: 80 for English Usage, 75 for the Oral Rating and Listening, and 65 for Vocabulary and Reading. Though these criteria cannot, of course, be regarded as foolproof, they reflect the Institute's and AID's cumulative experience with thousands of academic participants over a period of many years.

Participants scoring below these minimums are sometimes called forward to the U.S. to receive additional intensive English training until they achieve scores appropriate for university entrance. Recommended ALI/GU minimums for this type of call forward are shown in the last column of Table 1.

Table III-2 taken from the Interpretive Manual for the Test of English as a Foreign Language (1980), shows the results of the analysis of one representative form of each of the three ALI/GU objective tests. Data are based on the performance of a common sample of 100 students of diverse language backgrounds and proficiency levels attending the Institute in 1977 and 1978. This analysis generally shows the ALI/GU tests to have fairly positive psychometric characteristics.

TABLE III-2

STATISTICAL CHARACTERISTICS OF REPRESENTATIVE
FORMS OF THE ALI/GU OBJECTIVE TESTS

	Usage N	Listening LT-D	Voc.-Read. VR-D
Mean Score	74.10	68.85	53.25
Standard Deviation	14.56	17.35	15.88
Reliability	.93	.86	.87
Stand. Error of Measurement	3.85	6.49	5.73
Median Item Difficulty	.77	.71	.51
Median Item Discrimination	.50	.56	.45

In Table III-2, mean score statistics are reported in terms of percentage scores. standard deviation statistics are likewise reported in terms of percentage-score points. The mean scores -- particularly for the Usage Test -- appear high and the variability of mean scores, as indicated by Standard Deviation, somewhat low. This is somewhat unusual because it was based on a sample of students of "diverse language backgrounds and proficiency levels."

Reliability was computed by Kuder-Richardson Formula 20. The STANDARD ERROR of measurement was therefore based on the reliability indices derived through this formula; the standard error is reported in percentage-score points.

Reliability for the Usage Test appears satisfactory but somewhat low for Listening and the Vocabulary-Reading Test. Also, the standard error of measurement of the Usage Tests appears to provide a high degree of precision in using its results to make decisions about students; the other two tests appear to provide less confidence in making such decisions.

Item difficulty is the percentage of students in the sample who answered an item correctly. Item discrimination is an index of how well each item discriminated between high- and low-level examinees, using the total test score as the measure of an examinee's general ability.

Table III-3, also from the ALI/GU Manual, shows the intercorrelations of the three objective tests and the correlation between total scores on the ALI/GU tests and the revised Test of English as a Foreign Language (TOEFL). The ALI/GU test intercorrelations are based on the sample of 100 students described above. The ALI/GU correlation with TOEFL is based on the scores of 60 students attending the Institute in 1979.

TABLE III-3
INTERCORRELATIONS OF THE ALI/GU TESTS AND
CORRELATION BETWEEN ALI/GU AND TOEFL

Tests Correlated	N	n
ALI/GU Usage Test and Listening Test	100	.67
ALI/GU Usage Test and Vocabulary and Reading Test	100	.65
ALI/GU Listening Test and Vocabulary and Reading Test	100	.55
Combined ALI/GU Usage, Listening, and Vocabulary and Reading Test scores and total scores on the revised Test of English as a Foreign Language (TOEFL)	60	.87

Generally, these statistics reflect quite favorably on the ALI/GU tests.

Special practice tests have been recently constructed to give examinees practice in working on items of the type found on the ALI/GU tests. Regular ALI/GU test forms are not to be used as practice tests.

A Practice Test is usually given to examinees at least one day prior to administration of the examination itself. Currently, only a Practice Test for Usage is available; a Practice Test for Vocabulary and Reading will become available in the fall of 1981.

ALI/GU test scores are valid for complete evaluation or for prediction of TOEFL scores only if all three sub-test scores are reported: Usage, Listening Comprehension, and Vocabulary and Reading. All three scores are necessary to give a complete picture of the examinee's English language ability. Oral ratings are not included in this group because of the subjectivity involved in scoring. The Oral Rating is sometimes included in score reports, however, as supplementary information for admissions officers. Test scores are usually reported in the following fashion, with single letters designating the test form used in each case:

Usage P 86
 Listening G 77
 Vocabulary and Reading D 63
 Oral Rating 80

All ALI/GU tests are treated as secure tests. They are kept under lock and key at all times. No more than two staff members have access to ALI/GU tests.

All tests are numbered before shipment. The staff keeps a permanent record of the numbered test booklets and scoring keys and verifies them periodically. If a test booklet is found to be missing or in the hands of an unauthorized person, ALI recommends that the use of that particular test be discontinued. ALI/GU tests are never used for study purposes; nor are they permitted to be used in conjunction with English teaching programs.

ALI/GU tests are not administered to any one student more than once a month. Students who take the tests more often than this may become familiar with, or even memorize, test questions and, consequently, score higher on the test without having actually increased their English proficiency.

Staff maintains records of test administrations in order to avoid letting a person take the same form on two consecutive test dates. Test forms are rotated from one administration to the next.

In group administrations, students are required to write the number of the test booklet on their answer sheets so the proctor(s) can be sure that each student has returned his/her test booklet. Proctors are instructed to check to be sure that all materials have been returned before allowing examinees to leave the room.

Instructions for ALI/GU tests are not translated into the native language or any other language, unless necessary. Under most circumstances, test instructions are to be given in English. Detailed instructions for each part of the ALI/GU battery of tests are found on the Instruction Sheet accompanying each form of the test. Answer sheets are kept on file by staff for a designated period of time and then destroyed; they may not be turned over to examinees.

Strict timing of the ALI/GU tests is essential. Students who are given more than the time allowed are being given an unfair advantage over students who have not had extra time.

The number of examinees in one room is kept small enough to allow ample space between examinees when they are seated so that they cannot look at each other's papers.

In group administrations, proctors are urged to be constantly aware of examinees' actions and not permit any talking or looking at other examinees' papers. Examinees who persist in talking, disturbing others, or cheating in any way should be sent from the room and their answer sheets destroyed.

Tests are not to be scored in the presence of examinees. Examinees are informed of the scores individually.

The test development specialist has conducted preliminary research of certain innovative means of EFL testing in the area of reading, e.g., use of the close procedure. The new listening comprehension tests continued to employ basically the same procedures. The test development specialist consults regularly with the former director and former associate director of the Institute and who were the original developers. The former director is a nationally known expert in EFL testing. The current testing specialist explained that new tests are being developed so that their means are equalized with TOEFL subtests.

The test development specialist indicated that all of his technical needs as a test developer had been provided for under the present AID contract; e.g., the needs for computer service.

He reported that some concurrent validity studies had been carried out on the ALI/GU EFL tests and was of the opinion that it was comparable with the three well known adult EFL tests, vis.,: the Michigan English proficiency tests, the TOEFL and the CELT.

Tests are shipped upon request to AID and ICA. In his opinion these tests were probably not always uniformly administered abroad. There was also the need to develop new forms. There was a need to conduct field workshops in various places around the world.

The test development specialist's other duties include (at times of large enrollment) teaching EFL composition. Also, three times a week he taught a mini-course (1-2 weeks long) on test taking. He also was in the process of developing an instrument to be used in the evaluation of teachers at ALI/GU. He was also working on a computerized data bank on past and current students at ALI. He noted that information on students had been coded for the period September 1975 to 1979 and that the data bank would be brought up-to-date.

Overall Assessment of Test Development

Evidence indicates that the ALI/GU test development effort is quite satisfactorily fulfilling the needs of its contractor. Test development is of a satisfactory technical quality and also is cost effective. If there is any general area of weakness it is at the intersection of these two considerations, that is, technical quality vs. cost. For example there probably should be more validity studies (particularly predictive validity studies) of the ALI/GU English language tests, for example along the lines of those conducted by Michigan's English Language Institute of the Michigan Test of English Proficiency (see results in current Manual).

The ALI/GU test development procedures are generally quite effective. The procedures followed in administering, scoring, interpreting scores appear to be quite appropriate. There are no significant areas on suggestions for procedural changes. Other matters pertaining to the security and handling of the ALI/GU tests appear to be satisfactory. The Assistant for Test Development, who has joined the ALI staff within the past year, is knowledgeable about test development and is capable of carrying out any test development work required by AID.

VI. SCOPE OF WORK IN CONTRACT

The following section examines the progress made in achieving the tasks as outlined in the contract. As each area of work is presented, comments are added in parentheses as to their status.

A. Language Training

ALI does indeed provide to AID participants and ICA/ECA grantees continuous, year-round training in English which includes:

- Small drill classes taught by experienced EFL teachers (these are no longer called drill classes but rather small-group classes);
- A language laboratory for exclusive use under this contract and supervised by a trained technician (GU put in a new lab in 1979);
- Survey class offering lectures and discussion on subjects of orientation value (depending on students' interests these are provided; examples are the talk by the director of GU's computer center, and the tour of Georgetown Hospital for a group of MD's);
- University class visits (the registrar stated that ALI arranges auditing of courses and the University cooperates well but this is done rarely, about four times a year, and when it happens the student often drops out for lack of time; most students are not at a high enough level and are not at ALI long enough for class visits to be useful);
- A small library for participants (students are encouraged to use the library);
- A reading laboratory (the skills center furnished by GU is used and for technical books and journals students are urged to use the university library); and
- Administering tests for (1) placement, (2) measuring progress, and (3) proficiency at termination (described earlier).

B. Special English Language Training

Language training services are provided to AID and ICA/ECA as follows:

- Special courses in English for groups of foreign teachers (there were no requests for this in the current funding period); and

- Regular intensive English language training for groups or for individuals in whom AID or ICA/ECA has an interest for such training. (This has presented no problem; rather it is thought to enhance the program with greater heterogeneity; the ALI director reported that "special" students are screened carefully to fit in with the AID prototype.)

C. Professional Advisory Services

ALI provides consultative services in the following ways:

- Ongoing professional support regarding English language teaching and testing, and ALI student performance (in the beginning of SECID's and RLS's work with OIT, they and ALI met for a formal orientation; also various visitors have come from all levels of OIT and AID Missions, Program Officers and others; this takes about 10% of the ALI director's time.)
- Assistance upon request is answering communications or in evaluating reports from AID Missions regarding English language teaching and testing (all communications from Missions to ALI go through the OIT Program Manager; the only communications that have gone to ALI during this funding period were requests for ALI/GU tests.
- Keep AID informed about ALI's program and relevant new developments in the field of EFL (the Program Officer at OIT and the director of ALI get together regularly every 6 weeks, and are in frequent communication by telephone).
- Assist in assessing the ALI programs by providing staff for such site visits as (1) to U.S. universities to determine the kinds of language problems if any, AID and ICA/ECA-funded students may be encountering (ALI is planning to send several teachers in January to universities where there is a nucleus of such students to do case studies), and (2) to overseas Missions to survey English-teaching methods and testing procedures as requested through AID/W (no requests were made).

D. Tests and Materials Development

The Institute maintains a Test and Materials Development Program to provide:

- New forms of the standardized tests used exclusively by AID and ICA/ECA for screening participant and grantee nominees (an EFL test specialist was hired specifically to develop tests suitable for the ALI students; two new forms of the Vocabulary/Reading Test are nearing completion.
- Classroom materials which, having been developed and tested at ALI, are considered to be of value for use by Mission programs (no requests were received but the director stated that they are ready and willing to share what has been done or to prepare whatever might be requested).

- Reports of ongoing studies of reliability, validity and appropriateness of the ALI/GU standardized tests, and of new EFL testing procedures (a study is in process of the new Vocabulary/Reading tests which were developed as a result of studies of the old V/R tests; a report will be issued when they are ready).

E. Travel

- The contract states that ALI would make domestic and international trips when requested, to further the objectives of the contract. (There were no requests for trips.)
- ALI is to submit requests in writing for any travel related to contract fulfillment. (This is being carried out in relation to the planned January 1982 travel for the purpose of case studies that trace the course of language training and its effectiveness from the time of selection in the home country to ALI to academic training.)

F. Reports

A variety of reports were made as required by the contract and copies are on file at ALI:

- Weekly participant entrance-exit reports, sent to OIT each Monday;
- Monthly attendance reports with an enrollment summary, cumulative student weeks, and a list by name and number of students departing during the reporting period.
- Semi-annual reports, with a narrative summary of activities, average monthly enrollments, and a summary of the test shipments for the reporting period;
- Reports on Special Course Fees, every six months, with student members, weeks in attendance, and fees charged;
- Trip reports, giving the purpose of the trip, accomplishments and recommendations; and
- Special reports as requested by AID (several special reports have been asked for by the Program Officer).

VII. EVALUATION CONTRACT REQUIREMENTS

Among the program aspects to be investigated as stipulated in the IQC are the following: how services are consistent with the policy and program needs of S&T/IT; coordination between OIT and ALI; monitoring; impact of services; and areas of strength and weakness. Each of these is considered separately in this section.

A. Program consistency with policy and program needs of OIT.

Written in the AID manual dated April 24, 1973 is a statement of AID policy regarding English-Language Testing and Training, as follows:

Participants proposed for AID-sponsored training in the United States or other English-speaking country must demonstrate an English-language proficiency adequate to meet technical program requirements. If participants who are qualified in other respects have only marginal ability with English, they are referred to special intensive English-language programs established or arranged by AID.

The draft of the 1980 Revision of the AID Handbook 10 for participant training adds to the previous statement of policy:

12D.1. Under special circumstances when Missions cannot arrange intensive training locally, they may request AID/W to provide it for otherwise qualified nominees at the American Language Institute of Georgetown University (ALIGU).

12D.2. Although the primary purpose is to upgrade marginal English users to the acceptable range, more extensive training can be accommodated at ALIGU.

As an institute which offers special intensive English-language programs geared for participants who have marginal ability with English, the ALIGU program appears to be consistent with OIT policy and program needs.

B. Coordination Between OIT and ALI

Both the director of ALI and the Program Manager at OIT have years of experience with the ALI program and with the requirements of the contractor and they

are in frequent communication by telephone regarding the program. By the same token, monitoring is done also on an structured basis by way of scheduled reports and regular meetings.

C. Impact of Services

During the interviews with teaching and administrative staff at ALI and with OIT staff, respondents were asked what feedback they had on the impact of program services. The general response was, not much. Occasionally former ALI students express their satisfaction by writing (one teacher had heard from four students in the past six months) or by stopping by the ALI office, but these are likely to be students who feel positive about ALI. Many have expressed appreciation for the library skills and study skills components. The general impression is a positive one and is based on a number of indicators. One is the fact the students learn at ALI and the majority get acceptable scores on the TOEFL; they are accepted by the universities and it is assumed that they successfully complete their training. Another indicator is that there has been a lack of negative feedback from the universities, the participants or AID. The reverse is said to be true. The Institute has established credibility among ICA, AID and the academic community. Some universities accept the ALI/GU test scores; others when there is a question regarding a participant's TOEFL score, rely on ALI for a first-hand evaluation of a participant and the decision is based more on this than on the test score.

There is no system for providing feedback regularly. USDA, SECID and RLA program officers occasionally pass on information about how former students are doing, and case studies are planned for January. ALI would like to have regular feedback and even skill-centered feedback so that they can keep the program fitted to realistic needs. It is suggested that program officers be contacted by ALI on a regular basis to get feedback. ALI, on the other hand, has developed a new reporting form for PO's which will give a more detailed evaluation of participants' academic abilities in addition to the ALI/GU reports. A copy is found in the appendix.

The impact of services as reported by ALI students is mixed. Of the 28 students who were interviewed, half of them said they were moderately satisfied with their rate of progress. The rest of the responses were varied. The

majority (11) rated the program as good, 10 rated it fair, 4 as poor and 3 as excellent.

D. Areas of Strength and Weakness

When questioned concerning their perceptions of strength and weakness in the ALI program, the faculty and staff related the following:

Strengths

- Flexibility: This was mentioned most often along with the following reasons;
 1. ALI can accept students at any time and this affords great flexibility to the Mission.
 2. The teaching staff is experienced (average 15 years in the ESL field) and can teach at any level and all skills involved.
 3. Instructors assess the student weekly for progress and because they are not dealing with credits or grades they can make adjustments easily, providing or arranging extra help when deemed necessary.
- Extensive and intensive teacher-student and student-student interactions which promote language acquisition;
- Highly motivated students, with no discipline or attendance problems;
- Time concentrated on learning English without having to do content work at the same time;
- Rapid integration of new students into the program, by having the same teacher for the three core instructional hours;
- Spirit of cooperation rather than competition among the instructors, who are not on a tenure track;
- Strong instructional staff, smooth administrative support, efficiently run program;
- Affiliation with GU facilities, library and the Office of International Programs; and
- Stimulation from living in the nation's capital, near embassies, OIT. etc.

The major strengths as perceived by the OIT Program Manager were the following:

- ALI is the only English language institute in the U.S. (connected with a university) in which students can enter the program any day of the year,

- The highest enrollment comes at a time when other schools are closed (some commercial schools are open but they have fixed entry dates scheduled every three-four weeks).
- Expertise of faculty and test development staff.

Further observations include the following:

- Because the ALI/GU test is the property of OIT, its control and use belongs to OIT. To have to rely on TOEFL overseas (the only alternative standardized English language proficiency test overseas) would require often unpredictable periods of time waiting for TOEFL procedures.
- ALI provides participants new to this country with an experience that is positive. This is important for two reasons. One is the cut-back on services for foreign students on many campuses these days. Another is tied to a study finding in the recent research on the needs of foreign students from developing nations at U.S. colleges and universities. The study, made with 1,600 foreign students, revealed a low level of satisfaction with their treatment by faculty members and by U.S. students.*

ALI's perceptions of the institute's major weaknesses focused on three areas: the inherent difficulty attendant with being flexible; a materials lack; and students' problems. Specifically, these weaknesses were seen as:

- The enter-any-day policy, which greatly increases the complexity of administration and instruction.
- Gaps in the instructional materials, and a lack of coordination of skills packages.
- The need for students to adjust twice, once at ALI and again at the academic or technical study site (although this was seen at the same time as a strength insofar as it provides a valuable dry run experience).
- Lack of adequate follow-up of participants after leaving ALI.
- ALI's lack of decision-making authority regarding participants' length of stay.
- Assignment of students to ALI for too brief a period of time (When students were asked in interviews if they thought they would be prepared to leave ALI at the end of their program, a positive response came from seven of

*From a research report made by Dr. Motoko Lee, Iowa State University, on Unmet Needs of Students from Developing Countries. Presented at the Conference on Academic Relevance for Foreign Students at Shakertown, Kentucky, March 24-25, 1981.

the 10 advanced students, four of the 12 intermediate and one of the beginning students).

- ALI's lack of input regarding placement, particularly when there is a question of a student's ability.

VIII. BUDGET

Without additional information the following budget figures as they appear in the contract could be misleading. An explanation is given below.

<u>Category</u>	<u>BUDGET</u>		
	<u>11-16-79</u> <u>11-15-80</u>	<u>11-16-80</u> <u>11-15-81</u>	<u>11-16-81</u> <u>11-15-82</u>
Salaries and Wages	\$275,532	\$294,553	\$314,935
Fringe Benefits	58,054	62,182	66,605
Indirect Costs	84,784	90,766	97,191
Travel and Transportation	2,000	2,000	2,000
Foreign Student Activities	1,667	1,667	1,667
Other Direct Costs	22,000	24,200	26,620
TOTAL	<u>\$444,037</u>	<u>\$475,368</u>	<u>\$509,018</u>

A total of \$444,037 was budgeted for 1979-80. Of that amount OIT obligated \$404,000, and estimated credits for tuition fees at \$40,037 (paid by other sponsored groups by special approval). For services to ICA-sponsored students and for ALIGU test services, ICA reimbursed one fourth of the obligated funds, a total of \$101,000, leaving a total cost to OIT of \$303,000.

Summary:

Contracted budget 11-16-79 to 11-15-80	\$444,037
Estimated tuition fees to be credited	40,037
Funds obligated by OIT	404,000
Paid by ICA	101,000
Actual cost to OIT	303,000

The actual cost may be further broken down into (1) instructional cost, and (2) the cost of test development and administration services which is currently estimated at 22% of the cost to OIT.

Instructional cost	\$236,340
Test development and administration	66,660
Total	\$303,000

This breakdown is typical of the first two years of the current contract. The third year 1981-82 is expected to differ, however, since ICA funding has been eliminated because of budget cuts.

A copy of the May 1981 - November 1981 report on special course fees can be found in the appendix. ALI is advised by the Program Manager as to amount of tuition to charge each year.

The list below presents relative costs in the D.C. area. ALI has an additional cost of \$28 per student for required x-rays, paid by ALI out of their budget. For costs of all but ALI it is known that they will go up in January 1982. A tuition increase for ALI should be strongly considered.

COMPARATIVE COSTS AS OF OCTOBER 13, 1981

	<u>Tuition Per Week</u>	<u>Cost Per Hour of Instruction</u>	<u>Hours Per Week</u>	<u>Application Fee</u>
Catholic University American Language Academy (10 weeks for \$980)	\$98.00	\$4.23	24	\$35.00
American University English Language Institute (14 weeks for \$1,392)	\$99.44	\$3.61	28	\$25.00
Georgetown University Division as English as a Foreign Language (DEFL) (14 weeks for \$1,275) X-ray \$28 Activities \$12	\$91.07	\$3.80	25	\$15.00
George Washington University	\$85.71	\$4.28	25	--
ALI/Georgetown	\$84.00	\$3.36	25	--

IX. A STUDY CONSIDERATION

One of the major considerations kept in mind during this study is the question of whether it would be better for AID participants to receive their English language training at the placement site rather than at ALI. The question was posed to administrators at OIT and ALI, to the instructional staff, and to ALI students. Given the importance of the question for both OIT and ALI, and the need to view all sides, feedback from the respondents at all levels is presented here.

Administrators

The following are the opinions expressed by OIT and ALI administrators.

- If a participant is assuredly capable of doing partial course work while at the same time enrolled in an English language training program, it would be preferable to go directly to the university. A word of caution was expressed, however, regarding the quality of some English language programs. In some instances ESL has reportedly become a lucrative business for "former Peace Corps-types", often soliciting overseas for business and loosely tacked on to universities. Institutes should be investigated before being used.
- OIT can control ALI, and can get ALI to follow OIT's requirements; they can and do ask for special reports, and for comparative figures; OIT can take issue with ALI which it could not do at other institutes.
- With ALI, OIT has its own standardized tests with scores comparable to TOEFL scores. They continually are being updated and standardized on students -- for OIT to buy a standardized test is neither possible nor practical.
- The total amount of time and money an AID participant spends in English language training is likely to be less at ALI than at the university English training program, where semesters in intensive language programs range in length of time from 12 to 16 weeks. Once students begin, they are locked into the session, and if they fail to receive the minimum language score, they must be re-scheduled for another full session.
- ALI's continuing enrollment policy enables Missions to send participants at any time, allowing more flexible scheduling and programming for the Missions.
- OIT has continuous student evaluation through ALI. OIT is able to receive detailed evaluation and recommendations from the institute, allowing program officers to implement the PIOPs with greater accuracy.
- Committing an AID participant to a campus language program in anticipation that the participant will matriculate into an academic program often does not

guarantee admission into the PIOP-specified program. A move to another university or language program after a "failure" in language will be very unsettling for the participant, not to mention the problems of re-programming. Placement at ALI maximizes program flexibility to enable program officers to place students in academic programs after feedback regarding the level of language achievement predicted possible by instructors.

- The ALI teaching program is developed to meet the needs of the AID participant. The curriculum is designed around technical scientific subject matter with emphasis on academic skills. Many EFL programs in other universities are designed for a wider spectrum of foreign students, e.g., the immigrant refugee, the privately-sponsored foreign student, the bilingual education high school graduate, citizens from Puerto Rico, etc., whose language needs are different from the AID participants.
- Having total immersion into English is often more beneficial to students than being placed in semi-intensive English programs where they may enroll in one or two content courses. Once students start their academic programs, the focus turns to the academics and the language classes may be neglected. It is feared that the student then "limps" through the academics for the rest of the training period, never really having the preparation in language that s/he should have had.
- The student population in many EFL programs, having just graduated from high school, is younger than the average AID participant, which may create problems in class dynamics or teaching materials used in the curriculum or in living accommodations.
- Georgetown University, as an international university, provides strong support and services for foreign students and a stimulating atmosphere for study, with access to a wide variety of technical information.

ALI Faculty

The instructors at ALI offered the following viewpoints:

- In going directly to the placement site for English language training, a participant would immediately get used to the campus where (s)he will stay. The student could get oriented to the library, etc. (It was pointed out that universities are very similar, however.)
- Exceptionally bright participants may succeed going directly to the university, where the strong temptation would be to do course work, but the typical ALI participant at intermediate level would not make it.
- At ALI participants can concentrate on English alone, with teachers whose only job is teaching English to government-sponsored students.
- Because the ALI student body is narrowly defined with students having pre-determined programs, goals are more specific and students can be sure of why they do certain things.

- ALI's flexibility allows for many student needs not found in traditional language programs; the program is made to fit the students (for example, special activities for groups in agriculture, science, etc.).
- For those participants who are less prepared ALI is considered a good trial place before going into an academic program. Trouble areas are noticed and worked on; accurate predictions can be made.
- ALI gives the participant practise in adjusting to the U.S. It is felt that if the participant can adjust in D.C. with its high cost of housing and difficult transportation, (s)he can adjust anywhere. Besides getting a broader feel for universities, at ALI (s)he learns what kinds of things (s)he needs to ask help with and who to ask, how to get help with banks and transportation.

ALI Students

To the question of which would they recommend, that students (a) go directly to their placement sites for English language training, or (b) go to ALI first and then to their placement sites, the 28 students interviewed responded as follows: 16 recommended (a), 9 recommended (b), but one gave no reason, two said they don't know, and one did not respond. Reasons given for recommending (a) were the following:

- Because the student will have to adapt only one time (6);
- To know how the university works;
- To become familiar with the speech of the region;
- So it won't be necessary to move to another city, and to use the time in a better way;
- So the university itself can judge a student's progress without wanting him to take many tests;
- Because when a student changes to another school he will lose his friends and will need to get a new friend;
- It could facilitate studies;
- The student will be more in contact with English;
- The student will be given training according to the special vocabulary of his field;
- The student would have to deal with his real problems; and
- Because it is irrelevant to stay at ALI for 2-3 months without gaining any knowledge.

The reasons given for recommending that students go first to ALI before going to their placement sites were these:

- It is better in the beginning for a student to work on his English only;
- To understand and have more background about the things he is going to learn;
- Maybe it is easier to go directly to the university, but when a student has different opportunities it is excellent training, and a different point of view gives one more experience;
- To understand the lecturer better; the speed of conversation is often very fast;
- It is better to know different cities and universities in the U.S.
- Students can study better;
- To learn the vocabulary and the accent; and
- Students must get used to life at American universities, so instead of being shocked by "a real university" the student must be trained for a while.

Two of the students said they did not know which to recommend, one because he had not been to other universities yet, and the other because he hadn't any other experience of studying English anywhere else to compare with ALI.

X. RECOMMENDATIONS

Development Associates recommends that the American Language Institute be considered for continued funding but that certain modifications be made in the contract and scope of work, as described in the following pages.

Modifications recommended are the following:

- (1) A more aggressive stance should be taken regarding the gathering and computerization of information on participants' both before and after ALI training. Predictors of success could be determined to facilitate screening of candidates at the Mission. A closer fit of ALI's training to participant needs would be possible, and realistic placements could be determined. Follow-up on students would provide information useful to the formulation of policy.
- (2) In contracting universities for AID participant academic programs, AID should stipulate that program officers insist that the ALI/GU test be the one used as a basis for admissions. ALI/GU test scores have been equated with TOEFL scores, and accepted as such by some universities. Different universities have different requirements regarding English proficiency tests. Some have their own, unstandardized test; others require testing only after admission as a special student. One way for OIT to deal with the diversity and at the same time to exercise greater control would be to stress that the ALI/GU test be used as the proficiency test for admissions.
- (3) When contracting universities for participant training, OIT should stipulate that when indicated, intensive English language training in the U.S. be done at ALI under the contract with ALI.
- (4) Utilize the professional staff of ALI in an advisory capacity in the placement of participants whose placement remains uncertain upon their arrival at ALI. In day-to-day contact with participants, instructors are in an excellent position to predict students' language capabilities and also to make observations on their analytical skills, attitudes, work habits, and other indicators. A draft of the new Student Evaluation Form for Program Officers is a step in this direction (see appendix).
- (5) Reformulate and broaden the contract objective concerning ALI's provision of intensive English language training, adding a section on the provision of preparation for academic training in U.S. universities, and a section on provision of short-term English for Special Purposes (ESP) programs.
- (6) For those participants who either before their call forward or after they have begun at ALI are found to be particularly weak in academic preparation, allow a period of intensive individualized pre-academic preparation (approximately 4 weeks). This would permit program officers to have more immediate evaluation and feedback, thus ensuring a placement with more

assurance of a successful completion of the academic program with a minimum of delays.

- (7) OIT should review the travel plans for ALIGU to ensure that funds being expended for both domestic and overseas travel conform to OIT objectives and that maximum benefit are secured vis-a-vis other OIT information needs.

APPENDIX

Date _____

Name _____
(last) (first)

Weeks completed at ALI/GU: _____

Address _____

Period of study at ALI/GU:
from _____ to _____
(date) (date)

Native Country _____

Program Officer _____

Field of Study _____

I. Teacher Evaluation of English skills as of _____:
(date)

	Class level	Progress in Class	Motivation/Effort
Listening Comprehension	_____	_____	_____
Oral Fluency	_____	_____	_____
Oral Accuracy	_____	_____	_____
Reading Comprehension	_____	_____	_____
Writing/Composition	_____	_____	_____
	1 elementary	1 none	1 none
	2 low intermed	2 minimal	2 low
	3 intermediate	3 adequate	3 moderate
	4 high intermed	4 good	4 good
	5 advanced	5 excellent	5 high

II. ALI/GU Test Scores

Entrance	Progress	Progress	Progress	Exit
date:	date:	date:	date:	date:
Usage _____				
List. _____				
V&R _____				

NOTE: Call-forward scores are: Usage (80), List. (75), V&R (65).

II. TOEFL Scores

Date:	Date:	Date:
Score	Score	Score
_____	_____	_____

IV. Special circumstances affecting the student's progress at ALI/GU:

Other comments:

V. Projection

() Progress Evaluation We estimate that the student needs _____ additional month(s) of intensive English language training before being able to take a full academic program.

() Exit Evaluation () We estimate that the student's English proficiency is sufficient to take a full course load without difficulty.
() We recommend further English language training.

Signed:

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Textbooks and Materials Used by Students at the American Language InstituteDictionaries (paperback)

American Heritage
Webster New World

Dell Publisher
World Publisher

Materials

1. 3-ring notebook, 8-1/2 x 11"
2. 3-hole punch lined paper, 8 1/2 x 11"
3. notebook dividers

Textbooks

	<u>Author</u>	<u>Publisher</u>
AMERICAN KERNEL LESSONS	O'Neill	Longman
ELEMENTARY COMPOSITION PRACTICE, Books 1 and 2	Blanton	Newbury
INTERMEDIATE COMPOSITION PRACTICE	Blanton	Newbury
ENGLISH STRUCTURE IN FOCUS	Davis	Newbury
OXFORD PICTURE DICTIONARY	Parnwell	Oxford
U.S.A. and U.S.A.X.	Bigelow & Harris	
CONTEMPORARY AMERICAN ENGLISH	Rossner	Melton Peninsula
READING & THINKING IN ENGLISH: Concepts in Use Exploring Functions Discovering Discourse Discourse in Action	Widdowson	Oxford
READER'S CHOICE	Baudoin	University of
IMPROVING AURAL COMPREHENSION	Morley	University of

NATIONAL TOWN MEETING 2

"Our Changing World"

Listening Comprehension Exercise.

Listen to the introductory remarks of the National Town Meeting. Listen specifically for the information omitted in the following sentences. Fill in the information when you hear it.

1. The moderator of the National Town Meeting is _____
who is a professor at _____.
2. The topic of the National Town Meeting is _____.
3. According to the moderator, _____ has been the most
important factor influencing the changing world.
4. She made _____ points about the effects of technology.
5. The first speaker is _____
who has worked in the field of _____.
6. She has written _____ books and co-authored many others.
7. The co-panelist is _____
who is a _____.
8. He contributes monthly to _____ newspaper.
9. At present he is a _____.

National Town Meeting
"Our Changing World"
Discussion Questions
Page 2

1. According to Dr. Ramey, what are some of the important results of technology?

2. How does Dr. Meade feel about technology itself? How does she feel about our use of technology?

3. How does Dr. Meade
4.
3. What does Dr. Meade believe we must do during the next 25 years?

4. How does Kristol feel about progress and change? Give some examples.

5. What are your feelings about technological progress? Which speaker do you think you agree with? Why?

THE CHANGING NATURE OF WORK

1. Give the names of the three speakers and tell something about their current jobs and their educational background.

2. The moderator of this town meeting opened the program by asking four questions. What were they?
 - 1.
 - 2.
 - 3.
 - 4.

3. According to Dr. Bell, what are the major changes which have taken place in the work world during the past generation?

4. Rep. Spellman talked about the impact of women on the changing work scene. What percentages did she give? What reasons does she give for the increase in the number of working women? What changes will be needed in the work place?

5. Dr. Maccoby discussed the change from self-employed workers to workers for organizations. What percentages did he give? How has this change affected the nature of work? To whom should we look for models of organized labor forces?

LIBRARY MINI-COURSE

A vital component of advanced academic study involves research work in the library. The library mini-course consists of three seminars conducted by professional librarians at the Georgetown University Library. Students are thoroughly familiarized with the organization of a typical university library. Topics include the card catalog, reference materials, and periodicals. A substantial number of exercises are done in class by the mini-course teacher.

The library mini-course is closely coordinated with the special writing project. Students use the library to get the data for their writing project.

During the mini-course, students also have an opportunity to visit and do research at one of the specialized libraries in the Washington, D.C. area. Tours are arranged at the National Agricultural Library, the National Medical Library or the medical library at the Georgetown University Medical School, the Library of Congress, and other academic libraries in the area.

Summary Writing Mini-course

This two-week mini-course introduces the students to the skills of writing paraphrases and summaries. The course begins with a discussion of when and why the ability to write a good summary is important. The students are then given guidelines for paraphrasing and summarizing and they are given an opportunity to examine sample summaries and criticize them. The students practice writing outlines and extracting the main idea of a paragraph in preparation for writing their own summaries. Finally, the students are asked to write their own paraphrases and summaries and comments and criticisms from other students are encouraged.

Technical Writing

Technical Writing Projects introduce the ALI student to the importance of technical writing as a component in his academic or special training program. It re-emphasizes and brings together the reading and writing skills he works on in his core classes, enabling him to express an independent evaluation or conclusion.

Before the student is asked to produce a piece of technical writing such as a recommendations report, a project proposal, or a physical research report, the student reviews the importance of writing (1) What?, (2) For Whom?, and (3) How? Limiting the scope of his writing and planning its development are as difficult as important for the student. Too, points such as exposition, narration, description, and argumentation are reviewed. Related vocabulary is worked on. The use of graphical elements is examined and exercises on tables and graphs are done. A student is given an elementary introduction to documentation.

In addition to regular class periods, each student is assisted by the instructor in individual conferences as needed. Papers are read in class for criticism and suggestions from classmates as well as the instructor, helping to remind the student for the need for clarity, conciseness, and coherency, points aimed for in a Technical Writing Project.

Vocabulary/Dictionary Mini-course

This three-week mini-course is designed to give intermediate and advanced students more intensive practice in dictionary practice and vocabulary expansion. The rationale for having a vocabulary/dictionary mini-course is that knowledge of dictionary and vocabulary skills is essential for students after they leave the American Language Institute and enter various university and training programs.

In the dictionary component, the students are introduced to different kinds of dictionaries e.g. abridged, unabridged, and pocket and the different kinds of information which can be found in a dictionary. Then the students practice using the dictionary with exercises on pronunciation, syllabification, definitions, usage labels, inflected and derived forms, synonyms, and the various tables and charts which are found in a dictionary.

The vocabulary component of the mini-course provides the students with practice in various word attack skills such as guessing the meaning of words in context, recognizing common stems and affixes, and learning how to form compound words and different parts of speech; idioms; and vocabulary expansion. In addition, the students are encouraged to put their dictionary skills to use and this serves as reinforcement of the dictionary skills which are practiced in the dictionary component. Some of the texts which have been used in the vocabulary component are Breaking the Word Barrier, Guide to Language and Study Skills for College Students of English as a Second Language, Study Skills for Students of English as a Second Language, and Advanced English Practice.

NEWSPAPER MINI-COURSE

The purpose of this course is to introduce the students to the American newspaper in a systematic way. The newspaper is a valuable tool for foreign students not only as a source of information on current events, but also as a means of getting practical information, such as apartment availability and entertainment schedules. It can further serve as a vehicle for practicing language skills, such as skimming, scanning, and vocabulary in context.

Content of the mini-course includes presentation of terminology and patterns used in newspaper headlines as well as an analysis of a typical news article illustrating the headline, byline, lead, and supporting details. Practice is given in extracting important information from news articles.

Each section of the newspaper is presented, with special attention given to the display and classified advertisements. Practice is given in comparison shopping using the display ads. Advertisements for apartments are thoroughly analyzed.

A number of newspapers are used to illustrate the differing editorial points of view and treatment of news items.

The reading of the newspaper is often viewed by foreign students as a difficult if not impossible task. Through this structured approach, they learn to extract information relevant to their own needs. It is expected that when the students leave their language program, they will continue to use the newspaper to somewhat facilitate the adjustment to their new environment.

The AV/Notetaking Mini Course

The Audio-Visual/Notetaking Mini Course affords the ALI student the opportunity to apply and refine his listening skills in a simulated academic or training program context. The AV format provides a wide range of visual clues for note-taking practice. The AV material which is used consists of practical and theoretical lectures in the students' fields of interest.

Each lecture is listened to a minimum of three times. Each time the student is given a different task to perform. These tasks range from (1) listening for specific facts , (2) listening for major points, to (3) noting connectors, transitional devices, and the overall plan and organization.

By concentrating on specific tasks before taking notes on a formal lecture, the student gains needed confidence in his ability to take useful notes in a second language, English.

Higher Education Mini-Course

Major Objective: To introduce students to the terminology and procedures they will meet when they arrive at institutions of higher learning.

Secondary Objective: To give an overview of the U.S. educational system, thus permitting our students to see how their future classmates have been prepared for further study and how this preparation differs from their own.

A chart illustrating the typical progression (ages, number of years) through elementary and secondary schools, and bachelor's, master's, and Ph.D. degrees provides a framework for comparison with ALI students' own educational systems. The decentralized nature of U.S. public education, the lack of achievement tests to determine progression to higher levels, the tuition costs of private and public colleges and universities, and admissions procedures and policies at colleges and universities seem to be striking points of difference. Lectures, readings, and class exercises and discussion are used in presenting and clarifying this information.

Terminology associated with colleges and universities (e.g., advisor, prerequisite, elective, audit) is presented and its relevance to them discussed. Exercises to guide students in reading and using a college catalogue and in figuring out grade point averages are done. The Foreign Student Advisor at Georgetown University is invited to speak to the students about how this person at their own university can help them. The Georgetown Foreign Student Advisor also arranges through his/her office for a foreign student currently enrolled at Georgetown University to come to class to speak to ALI students about what it's like to be a foreign student at an American university.

MINI-COURSE ON TEST-TAKING STRATEGIES

The mini-course on test-taking strategies prepares ALI students to take multiple-choice standardized tests--specifically, the TOEFL. In this course, students are not taught grammar, vocabulary, reading, writing, or anything specifically to upgrade their English. Rather, the course is designed to help students cope with the mechanics of multiple-choice standardized tests such as the TOEFL. Many ALI students come from countries where they have had little, if any, exposure to multiple-choice tests; they need to become familiar with how to take such tests, before they get into a real testing situation, so that they can do their best when they take an actual test. Following are some of the points students become familiar with in the course:

- a. computerized answer sheets
- b. process of elimination in choosing answers
- c. wisdom of answering every question
- d. familiarity with general directions for the test
- e. doing easy questions before difficult ones
- f. self-timing, to complete all questions

CHAPTER IV

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSION OFFICERS

I. BACKGROUND

A. Overview of AACRAO/AID Project

In June 1964 the Office of International Training at the Agency for International Development (OIT/AID) contracted with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for specific support services for the AID Participant Training Program. The services to be provided under the contract are specifically related to the obligation of AID to present as candidates for study at U.S. institutions only those who are eligible for such study. The AID Manual Order of January 24, 1972 states that AID/W is to determine "the suitability of the participant for the scope of training proposed." Under the terms of the contract, AACRAO is to provide professional assistance in achieving the most effective selection, admission and placement of AID participants in U.S. universities and colleges. The professional assistance provided has taken many forms, including advising AID with regard to trends and developments in admissions, program offerings, and college costs; preparing reports of academic calendars, and directories of key admissions personnel; analyzing academic credentials of AID participants; conducting research on the progress of participants in U.S. universities; holding annual conferences for AACRAO and AID representatives; and preparing special reports and bibliographies. These and other activities carried out in the AACRAO/AID Project are described in this report.

Association members number 7,200 registrars, admissions officers, and graduate deans, representing approximately 2,000 universities and colleges. All of the institutions where AID academic participants are placed for study are members of AACRAO.

B. Purpose of the Study

The objectives of the contract under which this study was done are: (1) to evaluate the progress made by the service provider, AACRAO in this case, toward achieving its objectives; (2) to assess the utility of the support services to S&T/IT; (3) to identify areas of strength and weakness in the delivery of services; and (4) to provide recommendations on the use of services to improve the AID participant training program. The study contract also requires that Development Associates interview AACRAO consultants in order to identify specific activities and their relevance to participant acceptance and placement. In developing a work plan based on these contractual objectives, Development Associates aggregated the following objectives: (1) to assess the effectiveness of support services; and (2) to determine whether and how the services can contribute to the effective and efficient management and administration of the participant program.

C. Technical Approach

In gathering the information needed for this study, Development Associates used two primary means: (1) interviews; and (2) a review of documents and publications. Various staff members of OIT were interviewed. Several interviews were conducted with the Project Officer at the Academic Advisory Services Office (AAS) at DS/IT, which is the office which coordinates the contract with AACRAO. Additional interviews were with other OIT staff, the AACRAO/AID Project Director, the Executive Director of AACRAO, and credentials analyst consultants from the University of Wisconsin, the University of Minnesota, and American University of Washington, D.C. The review made of documents and publications relevant to the AACRAO/AID Project included the following: (1) contract and financial reports from 1979 to 1981; (2) annual reports for 1978-79, 1979-80, 1980-81; (3) reports of the annual advisory conference for 1979, 1980 and 1981; (4) publications of the project since 1972; (5) the 1971 participant selection and placement study; (6) various dossiers from the International Education Resource File; (7) AACRAO newsletters and journal; (8) the institutional studies at AAS; (9) various office forms used for gathering information, and (10) documentary correspondence regarding advisement services.

II. DESCRIPTION OF AACRAO

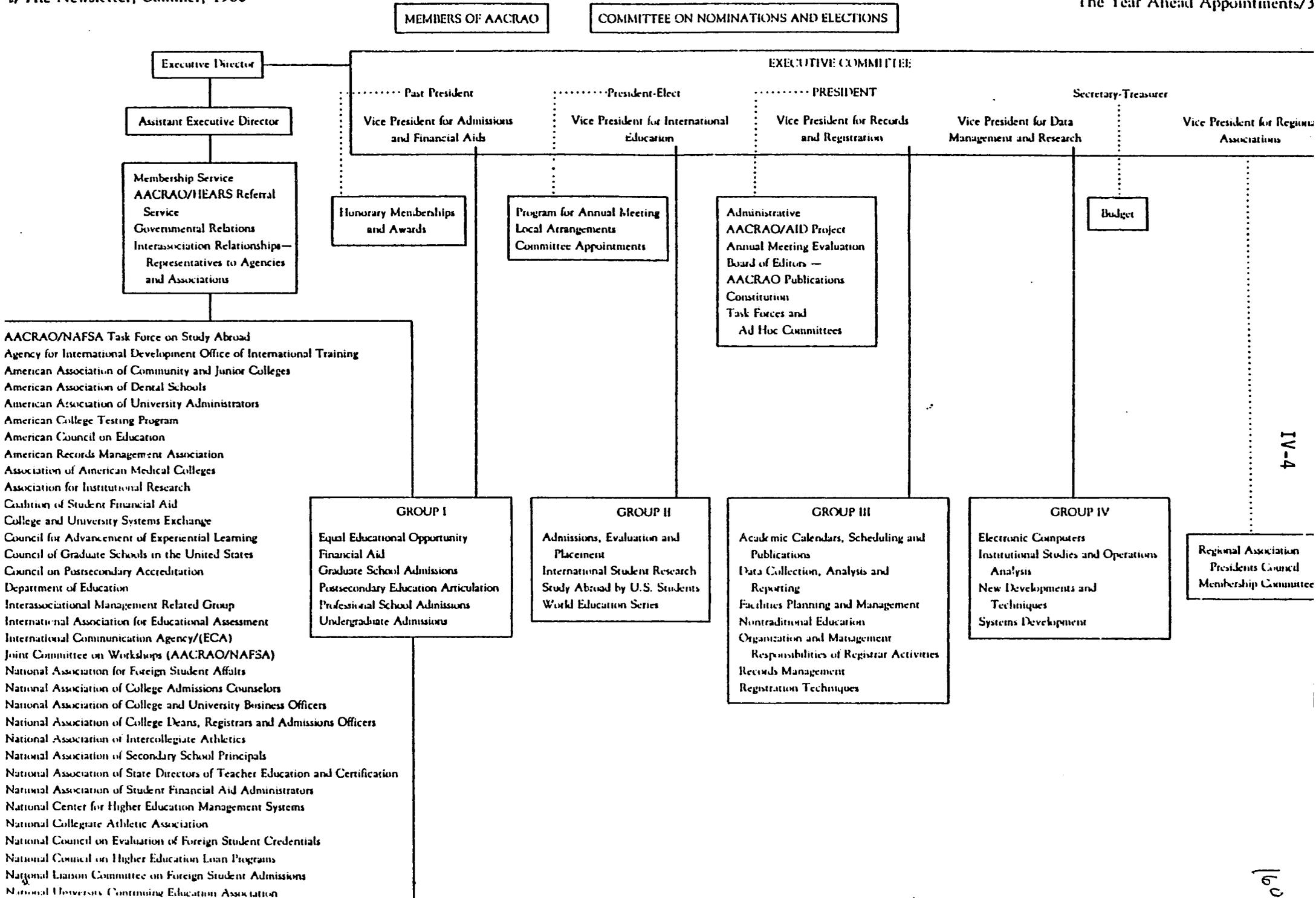
AACRAO is a non-profit professional organization of college and university registrars and admissions officers. The Association has grown since its beginning in 1910 to a membership of about 2,000 institutions and 7,200 individual members. The goal of the Association is to advance and support higher and post-secondary education by promoting greater professionalism in the areas of admissions, registration and records, financial aid, and institutional research.

In its work of enhancing the professional growth of its membership, AACRAO carries out the following activities:

- Holds an annual conference for the professional improvement of the members.
- Maintains an office in Washington to provide services to individual and institutional members.
- Co-sponsors the Higher Education Administration Referral Services to assist institutions in filling vacancies in the relevant areas.
- Publishes a quarterly journal and newsletters, monographs, books, and reports.
- Conducts and cooperates in research designed to further the purpose of the Association.
- Promotes regional associations of members and implements their close cooperation with AACRAO.
- Establishes committees to attend current problems and concerns.

A. Organizational Structure

The Association performs its work through committees coordinated by the President and five Vice Presidents. A Vice President coordinates each of the professional areas: Admissions and Financial Aid, International Education, Records and Registration, Data Management and Research, and Regional Associations. There are also Task Forces and ad hoc committees to accomplish specific Tasks. Committee members are appointed by the officers. In addition, AACRAO maintains liaison with 37 organizations and agencies such as NAFSA, ICA/ECA, and ACE. Exhibit IV-1 presents a global view of the Association with its liaison groups, officers and committees.



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Prior to the AACRAO/AID collaboration, many problems were reportedly evident in the admission and placement of AID academic trainees, such as inadequate documentation, poor communication with academic institutions, and incorrect placements. AACRAO was brought into the picture in order to support the work of the new (1964) OIT Office of Academic Advisory Services (AAS). AACRAO was a new professional arm for OIT and provided advisory services, research, and credentials evaluation on a consultant basis. Within DS/IT, the AACRAO/AID Project is coordinated by the Project Officer, and from within AACRAO, the project is coordinated by an advisory committee headed by a project director who reports to the President. The AACRAO/AID committee members are AACRAO's past President, President-Elect, President, and Secretary-Treasurer, and the Vice Presidents for each of the five professional areas.

B. Membership

Membership in AACRAO is institutional. Only accredited post-secondary institutions may become members.

Individual active members are those professionals designated by each member institution. Individuals may not become members on their own but only by appointment made by a member institution. In this sense AACRAO is strictly a professional organization. Once individuals are designated by the member institution as AACRAO members, they are eligible to vote, hold office, serve on committees, and participate in other ways. The amount of annual fees to be paid and the number of individuals each member institution may designate depends upon the student enrollment of the institution. For example, with an enrollment under 500, the annual fee is \$85, with one individual to be designated as member; with an enrollment of over 20,000 the annual fee is \$355 and seven individuals may be designated members. Institutional members may designate additional individual members for a fee (\$55) without limit.

There are in addition about 60 organizations which are not universities but which find it helpful to belong to AACRAO as affiliate members. Only non-profit organizations are eligible. Among the organizational affiliates are IIE, AMIDEAST, and the International Education Research Foundation. Affiliate membership is subject to the approval of the executive committee.

C. Consultants to the AACRAO/AID Project

Two of the important ongoing activities of the AACRAO/AID Project, both of which are specifically indicated in the contract, are those of advisement services and of evaluating academic credentials of AID participants. Experienced credentials analysts who are members of AACRAO are selected by the AACRAO/AID Project Committee. These consultants serve throughout the year for periods of two to three weeks each.

The qualifications of AID participants proposed for academic study are examined in the Office of the Academic Advisory Services (AAS) at OIT in Rosslyn, Virginia. Although any of the 7,200 AACRAO members may apply for the assignment by sending in a biodata form to the project director, (see Exhibit IV-2) only the best qualified applicants are selected. Criteria for selection are: (1) consultants must have knowledge of evaluation of foreign academic records at the graduate level as well as the undergraduate level; (2) they must be from institutions where AID participants are placed; (3) they must have experience in working with foreign student admissions; and (4) there must be a commitment from the institution to participate by providing release time. Many consultants return year after year. The project director and the program officer determine the schedule for consultants. Between 15 and 25 consultants are contracted in a year's time. A consultant can process a maximum of 8-10 dossiers in a day but the variation of time requirements is considerable. A single dossier may take from ten minutes to more than a day to complete, depending upon the problems that need to be worked out. In their work at AAS the consultants work on and make frequent use of the International Education Resource File and other resources located there.

D. Activities in International Education

As an association, AACRAO is strong in the international education field. At its annual meeting in 1980, 25 of the sessions dealt with international education. Four of the professional committees within the association report to the

EXHIBIT IV-2
 SURVEY OF BACKGROUND AND COMPETENCIES FOR
 SELECTION OF CREDENTIAL ANALYSTS

AACRAO-AID Project

Your Name _____

Title _____

Institution _____

Mailing Address _____ Zip Code _____

Telephone: Office () _____ Home () _____

Directions: Fill out and mail promptly as indicated below.

1. Please indicate on back of this sheet any background or competency you have related to the analysis and evaluation of foreign credentials such as special training, study or work abroad. Include knowledge you may have of a particular country or area of the world.

2. Years of experience in evaluating credentials:	Part Time	Full Time	College, University or Agency
Foreign Student Admissions-Graduate Level. . .	_____	_____	_____
Undergraduate Level . . .	_____	_____	_____
Other work in higher education	_____	_____	_____

Do you evaluate foreign graduate credentials at your institution? _____

Approximately how many such credentials have you evaluated in the past year? _____

3. Foreign Languages:	READ (Check)			SPEAK (Check)			WRITE (Check)		
	<u>Well</u>	<u>Some</u>	<u>Little</u>	<u>Well</u>	<u>Some</u>	<u>Little</u>	<u>Well</u>	<u>Some</u>	<u>Little</u>
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. Degrees held and where earned _____

5. On which level of foreign student admissions do you feel qualified to serve?
 Undergraduate _____ Graduate _____ On Both Levels _____

6. Are you interested in an assignment of two or three weeks in Washington, D.C. as a credential analyst? Yes _____ No _____ Possibly _____

7. Are you a member of AACRAO? Yes _____ No. of Years _____ No _____

If you have any questions or wish to supply further information, attach a page.

Date _____

MAIL TO: E. E. Oliver, Director
 AACRAO/AID Project
 312 Illini Tower
 409 East Chalmers
 Champaign, IL 61820

Vice President for International Education. AACRAO is a member of the National Liaison Committee, along with NAFSA, the College Board, the Council of Graduate Schools, and the Institute for International Education. In addition, AACRAO participates in the Council on Evaluation of Foreign Student Credentials, the Joint Committee on Workshops, the Joint Task Force on Data Selection, and has additional liaison with the American Council on Education and ICA.

III. ACADEMIC ADVISORY SERVICES (AAS)

The AAS office staff of one person is primarily responsible for: (1) providing advisory services to DS/IT, participating agencies, contractors, overseas Missions, and U.S. universities, concerning the admission and placement of academic participants; (2) administering the AACRAO/AID and the ALIGU contracts; (3) maintaining resource materials; and (4) originating studies to improve the general quality and control in the selection and placement of AID participants in U.S. academic programs and to improve the total process of choosing training sites. In addition to making recommendations for admission and placement to agencies and contractors, AAS supplies information and test materials to overseas Missions. The office also answers questions from institutions regarding the validity, completeness, and level of transcripts, and provides reference sources. Everything is done to ensure that the AID participant is given a reasonable opportunity for success, and that he/she is prepared for the level and field of study recommended in the PIO/P.

The AAS office had in the past a staff of seven, then after 1974 the staff was cut to four, and since 1977 the staff has been operating with one member, who described the staff situation as "not good". Of necessity the AAS staff member must depend on assistance from the outside, as well as the contacts and good relations with the universities and colleges, which facilitate the work.

IV. SCOPE OF WORK IN AACRAO/AID CONTRACT

The following section examines the Scope of Work in the contract between AACRAO and AID, and the extent to which progress in completing the work required has been achieved. The contract, written with assistance from the contracts office, has been kept intentionally broad but limited in scope because of the unpredictability of needs that come up. Of the eight broad-brush areas of work outlined in the contract, five deal with advisement, one with academic credentials evaluation, one with research, studies and analysis, and one with publications development. Also indicated under the Statement of Work in the contract is a requirement for three kinds of reports: (1) an annual report to summarize activities, evaluate the results of completed projects, and make recommendations; (2) a summary of the Annual Advisory Conference; and (3) a quarterly financial report showing expenditures for the period and cumulative to date. According to the AACRAO contract project officer, these reports have all been submitted as required.

Article I of the contract, Statement of Work, includes the objective of the contract and the Scope of Work. As stated, the contract objective "is to provide professional assistance in program development of AID participants selected for academic study in the U.S. as it relates to the admission, level of placement, and the enrollment of AID participants in the U.S. universities and colleges." Each of the areas of work is then outlined in the contract as stated and discussed below.

A. Advisory Services

- "1. Advise AID with regard to trends in admission requirements, particularly at the graduate level, including tests needed, timing, minimum documentation needed for decision regarding eligibility, and in all other areas relating to the admission, level of placement, and the enrollment of AID academic participants in U.S. universities and colleges.
2. Advise AID with regard to trends in program offerings, significant changes, and special program offerings."

AACRAO provides advisement to AID in a number of ways. Information and assistance are provided by means of the two conferences (AACRAO-AID Advisory Conference and AACRAO Annual Conference), by frequent communication between the

project director and the program officer, by the working of the AACRAO/AID Project Committee in conjunction with the Executive Committee of AACRAO. Frequent, non-scheduled occasions arise which require advisement from AACRAO for AID. Several examples of such are cited here.

Example 1 of Advisement Assistance

A telegram from Zambia to AID/W regretted the loss of a prospective participant because of a delay due to DS/IT's request for TOEFL scores. Because English is the country's official language the TOEFL requirement was resented and considered degrading. Therefore, a waiver was requested for the future. The return telegram from the Academic Advisory Service at AID said the matter would be investigated. In a case such as this, or in any case where a prospective applicant is found to be ineligible, sensitivity is extremely important, and every effort is made to fully document what is said. AACRAO members are called on for advisement, in this case to make telephone calls to institutions across the country to ascertain what their TOEFL requirements were. As a result of the investigation, a detailed report was telegraphed back to Zambia.

Following the telegram a reply from Zambia expressed appreciation for the "thoughtful response" from DS/IT. While they would comply as required, further investigation of the situation in Zambia convinced them that English was not a problem. They, therefore, suggested that DS/IT approach U.S. institutions, AACRAO, and NAFSA to review the TOEFL policy as it applies to countries such as theirs.

Example 2 of Advisement Assistance

AID/Malawi sent to DS/IT papers for 12 prospective participants, each of whom had as training objective of a master's degree, 5 of them in engineering. The credentials of the 5 proposed for engineering, however, could not qualify them for a master's degree level. Supporting facts had to be gathered from U.S. schools so that the AID Mission would be in a position to explain to the host country the reasons for the ineligibility. At the request of AAS, an AACRAO member working in admissions at a nearby university called 30 schools across the country to investigate supportive evidence. As a result of the information

gathered, not only was the Mission enabled to handle a delicate issue but, reportedly due to the AACRAO/AID relationship, the five participants were admitted into engineering programs at the bachelor's level, shortly before the beginning of the fall.

In addition to the as-needed advisement from personal contacts among AACRAO members, the scheduled activities of the AACRAO/AID Project are occasions of significant interchange between AID and the universities. The consultants who work on credentials evaluation in the AAS office are resource persons who are qualified and experienced in areas relating to the admission, level of placement and enrollment of AID participants in U.S. universities and colleges.

A major means of advising AID regarding trends is the annual AACRAO/AID Advisory Conference. The purposes of the conference are: (1) to advise AID of trends and developments in U.S. universities and colleges as they pertain to the admission, placement, and enrollment of AID Academic Participants; (2) to acquaint AACRAO with recent developments in AID, particularly regarding the academic participant training; (3) to review the activities and services of AACRAO related to the current AACRAO/AID contract; and (4) to consider the needs of AID/OIT, and to explore ways to respond to them within the AACRAO/AID contract. The conference room is provided at no charge to AID. The 1981 conference had 25 in attendance, including high level administrators of AID/DS/IT, officers and other AACRAO members, and representatives from USDA, RLA and Public Health Service (PHS). As is obvious, the conference was intended to be an occasion of intensive interchange.

3. "Advise AID with regard to the proper person(s) to contact about admission to undergraduate, graduate, and professional schools."

It is important that AID persons charged with placement of the AID participants know the appropriate person to contact at the colleges and universities on both the graduate and undergraduate levels and for particular fields of study. Every two years, AACRAO members participate in a survey of approximately 420 selected institutions to compile an up-to-date university/college directory to be used by OIT/AID. The directory contains names, titles, addresses and phone numbers of staff members who work directly with

the admission and placement of foreign students at each of the surveyed institutions. It is compiled every other year because this information tends to be more stable than calendar and cost information, which is gathered annually. A member volunteer handles the correspondence and survey returns, and the cost to AID has been minimal. The response to the survey has been over 90%. A sample return is shown in Exhibit IV-3.

4. "Advise AID of school calendar and cost information by July 1 preceding the academic year beginning in the fall."

To date, five editions of the annual directory have been compiled by AACRAO members for the Academic Advisory Services office for use in obtaining the most accurate and current data on costs and calendars. In 1981 the survey went to the 420 institutions most likely to enroll AID participants, and more than 90% responded. Because much of the work was voluntary the cost of the directory was modest. In 1980 it was approximately \$400. While IIE produces a similar directory, theirs does not appear until September and AID needs the information by July 1. Exhibit IV-4 provides a sample information form.

In the surveys for both the personnel and the calendar/cost directories, response has been high. The high rate of response is reportedly due to the good relationships developed between AACRAO members and AID.

In addition to the two surveys just described, which have been done on a regular basis, a textbook cost survey was done in 1980 at the request of AID. AACRAO members surveyed 28 institutions to obtain estimated annual cost of textbooks for graduate students in selected fields of study. Survey results were reported to OIT to assist in their review of the adequacy of the book allowance provided to AID participants.

B. Credentials Evaluation

The contract reads as follows:

"Interpret academic credentials of AID participants from cooperating countries in terms of the educational system in the U.S. and admission requirements in U.S. universities and colleges."

CAN/ID/1 IV-3
 INFORMATION FOR AACRAO/AID PERSONNEL
 DIRECTORY INFORMATION

Please return the completed form in the enclosed stamped envelope as soon as possible. Provide complete information and use additional sheets as necessary.

UNIVERSITY OF COLORADO, BOULDER CAMPUS
 Name of College or University Title Code

Boulder Colorado 80309
 Address: Street City State Zip Code

(303) 492-6665
 Telephone: Area Code/number Esther B. Jurgens, Coordinator
 Graduate and International Admissions
 Name and title of person completing Form

FOREIGN STUDENT ADMISSIONS FUNCTION	NAME AND TITLE OF PERSON TO BE CONTACTED (Show Address and/or Telephone Number if Different Than Above Listing.)
A. Undergraduate (UGR)	Esther B. Jurgens, Coordinator Graduate and International Admissions (303) 492-6665 <small>Telephone Number</small>
B. Graduate (GR) If same as undergraduate, check here. <input checked="" type="checkbox"/> GR programs not offered. <input type="checkbox"/>	Esther B. Jurgens, Coordinator Graduate and International Admissions. <small>Telephone Number</small>
C. Professional Programs (PROF)	As above
Business Administration UGR Program Same as UGR <input checked="" type="checkbox"/> Not offered <input type="checkbox"/> GR Program Same as GR <input checked="" type="checkbox"/> Not offered <input type="checkbox"/>	As above <small>() - Telephone Number</small>
Education UGR Program Same as UGR <input checked="" type="checkbox"/> Not offered <input type="checkbox"/> GR Program Same as GR <input checked="" type="checkbox"/> Not offered <input type="checkbox"/>	As above <small>() - Telephone Number</small>
Engineering UGR Program Same as UGR <input checked="" type="checkbox"/> Not offered <input type="checkbox"/> GR Program Same as GR <input checked="" type="checkbox"/> Not offered <input type="checkbox"/>	As above <small>() - Telephone Number</small>
Journalism UGR Program Same as UGR <input checked="" type="checkbox"/> Not offered <input type="checkbox"/> GR Program Same as GR <input checked="" type="checkbox"/> Not offered <input type="checkbox"/>	As above <small>() - Telephone Number</small>
Public Administration UGR Program Same as UGR <input type="checkbox"/> Not offered <input checked="" type="checkbox"/> GR Program Same as GR <input checked="" type="checkbox"/> Not offered <input type="checkbox"/>	As above <small>() - Telephone Number</small>
Public Health (on Boulder campus) UGR Program Same as UGR <input type="checkbox"/> Not offered <input checked="" type="checkbox"/> GR Program Same as GR <input type="checkbox"/> Not offered <input checked="" type="checkbox"/>	As above <small>() - Telephone Number</small>

EXHIBIT IV-4

FORM 9

INFORMATION FOR AACRAO/AID PERSONNEL
CALENDAR AND COST INFORMATION FOR 1980-1981 ACADEMIC YEAR

Please provide complete information and use additional sheets as necessary. Return the completed form in the enclosed stamped envelope (to Calvin Cumbie, Registrar, Texas Christian University, Fort Worth, Texas 76129) as soon as possible.

University of Colorado, Boulder
Name of College or University
Boulder, Colorado 80309
Address (City, State, and Zip Code)
Esther B. Jurgens, Coordinator, Graduate and International Admissions
Name and Title of Person Completing This Form

PART I. CALENDAR INFORMATION: Type of Academic Calendar
 Semester Quarter Other (Describe) _____
 (Please indicate dates that are tentative with a "T" and if dates are unknown mark space with a "U".)

	DATES THAT CLASSES MEET (INCLUDING FINAL EXAMINATIONS)	NORMAL REGISTRATION DATES FOR NEW STUDENTS	APPLICATION DEADLINE DATES FOR INTERNATIONAL (SPONSORED) STUDENTS	INSTITUTIONAL ORIENT PROGRAMS, IF ANY, FOR INTERNATIONAL STUDENTS
1. <input checked="" type="checkbox"/> First Semester <input type="checkbox"/> Quarter <input type="checkbox"/> Other _____	START Sept 3, 1980 END Dec. 19, 1980	START Aug. 27, 1980 END Sept 2, 1980	DATE Mar 1 <input checked="" type="checkbox"/> UGR Apr 1 <input checked="" type="checkbox"/> GR ----- <input type="checkbox"/> PROF	START Aug 26 1980 END Aug 28, 1980 (incl)
2. <input checked="" type="checkbox"/> 2nd Semester <input type="checkbox"/> Winter Quarter <input type="checkbox"/> Other _____	START Jan 21, 1981 END May 19, 1981	START Jan 15, 1981 END Jan 20, 1981	Oct 1 <input checked="" type="checkbox"/> UGR Oct 1 <input checked="" type="checkbox"/> GR ----- <input type="checkbox"/> PROF	START Jan 13, 1981 END Jan 15, 1981 (incl.)
3. <input type="checkbox"/> Spring Quarter <input type="checkbox"/> Other _____	START END	START END	----- <input type="checkbox"/> UGR ----- <input type="checkbox"/> GR ----- <input type="checkbox"/> PROF	START END
4. <input checked="" type="checkbox"/> 1st Summer Term <input type="checkbox"/> Summer Quarter <input type="checkbox"/> Other _____	START June 8, 1981 END July 10, 1981	START June 5, 1981 END June 5, 1981	Mar 1 <input checked="" type="checkbox"/> UGR Apr 1 <input checked="" type="checkbox"/> GR ----- <input type="checkbox"/> PROF	START None END
5. <input checked="" type="checkbox"/> 2nd Summer Term <input type="checkbox"/> Other _____	START July 14, 1981 END Aug. 14, 1981	START July 13, 1981 END July 13, 1981	Mar 1 <input checked="" type="checkbox"/> UGR Apr 1 <input checked="" type="checkbox"/> GR ----- <input type="checkbox"/> PROF	START None END
Christmas Vacation 1981 1st Day Dec 20, 1980 Last Day Jan 14, 1981	Spring Vacation 1981 1st Day March 23, 1981 Last Day March 29, 1981		Additional Vacation (if) 1st Day Nov 27, 1980 Last Day Nov 30, 1980	

Information about dates that are unknown, "U", will be available on the following date: _____

PART II. FEES AND TUITION FOR FULL-TIME INTERNATIONAL STUDENTS FOR 1980-1981

	AMOUNT		ADDITIONAL INFORMATION CONCERNING FEES AND TUITION
	UGR	GR	
1. APPLICATION FEE	10.00	20.00	
2. TUITION AND REQUIRED RELATED FEES <input checked="" type="checkbox"/> Per Semester Per Quarter <input type="checkbox"/> Other (Describe) _____	1676.50 106.50 1782.00	1759.50 106.50 1866.00	
3. a) Is medical insurance required for international (sponsored) students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No b) Is this fee included in PART II, 2? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No c) If required, can this fee be waived for insured students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

approved by the Board of Regents.
 Fees and tuition are not yet established. This information will be available on the following date:
 July 1, 1980

In a separate article the contract requires AACRAO to furnish:

"Highly qualified members of the Association, who are specialists in the interpretation and evaluation of academic study outside the U.S. for purposes of admission to graduate level study in the U.S., to participants from cooperating countries in terms of the educational system and admission requirements in the U.S."

As a regular, ongoing service, AACRAO members -- admissions officers and graduate deans -- are appointed as consultants for periods of two to three weeks each throughout the year, to work in the Academic Advisory Services office at OIT/AID in Rosslyn, Virginia. Between June 1980 and September 1981, 18 experienced credentials analysts representing 17 institutions, worked a total of 53 weeks. Consultants' duties at AAS are to review AID participants' files, evaluate their academic credentials, and make recommendations concerning their admission and level of placement. Consultants will recommend for placement in a U.S. school only participants for whom there is reasonable assurance of success in the proposed fields of study in the U.S. A final review of the evaluation is made by the AAS office, which has the ultimate responsibility for the process.

C. Research, Studies, Analyses

By contractual agreement, AACRAO is to:

"Undertake research projects, studies, or analyses, designed to assist in improving the academic participant training program as it pertains to the admission, level of placement, enrollment and the performance of AID participants in the U.S. universities and colleges."

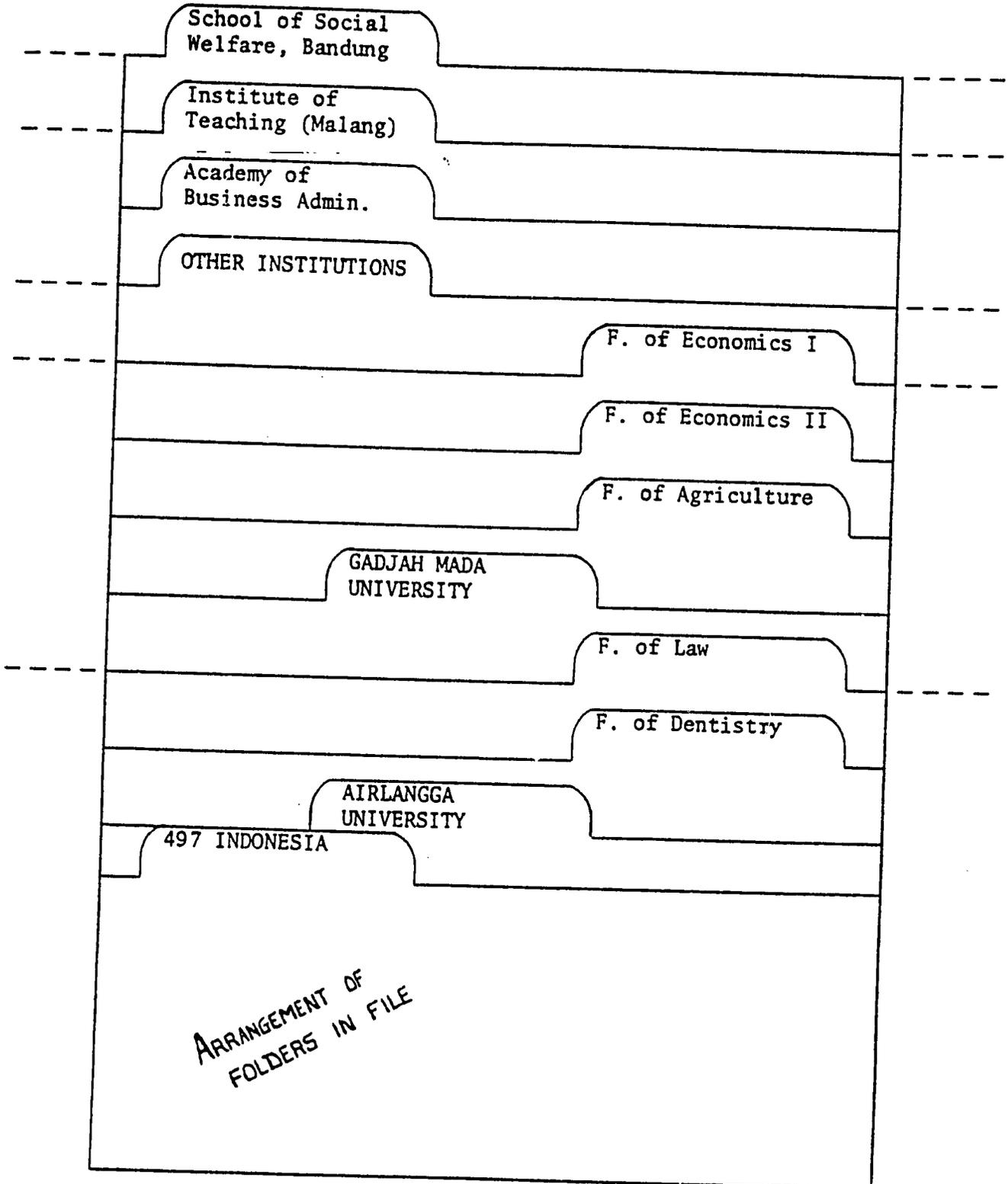
The resources to be found in the AAS office provide the setting for much of the consultant work done in research, studies, and analyses. The resources there include a comprehensive collection of current university and college catalogs, a series of programming guides, a wide variety of reference materials for the evaluation of credentials, the International Education Resource File, and the institutional studies. The latter two resources are described in the following paragraphs.

The International Education Resource File (IERF) is comprised of the records of about 15,000 AID academic participants received since 1964. Each dossier contains transcripts, background information about the participant, a copy of the CAW, and in some instances, information on performance at the U.S. training site. The file is used and augmented in the course of the work of AACRAO credential analyst consultants. As written in a conference document its purposes are as follows:

- (1) "It enables analysts in the office to compare the cases they are evaluating with dossiers of all previous AID participants who presented transcripts from the same faculty of the same university, or other type of educational institution. Not only can the transcripts be placed side by side and compared, but evaluations and recommendations made by previous analysts can be considered, thus assuring greater consistency of evaluation. In addition, when U.S. transcripts are added to the files, the analyst can see what success was attained by previous participants with the same degrees and similar grades. These things mean analysts' evaluations are expedited and made more reliable and more useful to AID, the participants, and the universities.
- (2) It enables analysts from universities who make evaluations in the office under the AACRAO/AID contract to gain a breadth of understanding of education in the participating countries that they could not gain if they saw only the cases they evaluate for the current year. By comparing these cases with previous cases they acquire and take back to their own universities a perspective that could hardly be achieved in any other way or at any other place.
- (3) By assembling in one place a large number of documents from the same institution, the file enables personnel in the office to find answers to questions such as grade distribution that may be certified with one dossier but not included in others.
- (4) The file has enormous potential for research of various sorts.
 - a. A study of foreign student success in U.S. higher education can be generated using data that have been organized according to the previous educational background of the students represented.
 - b. AACRAO and other persons preparing volumes for the World Education Series may find here a great body of examples that would be useful in preparing a study on any of the countries represented in the file.
 - c. Doctorial candidates and other persons wishing to do research for approved purposes might be allowed to use the file as a source of data.

Dossiers in the IERF are arranged by country, institution and faculty within the institution, as shown in Exhibit IV-5.

SAMPLES SHOWING THE ORGANIZATION OF THE
INTERNATIONAL EDUCATION RESOURCE FILE



A second project of ongoing research and compilation of information is that of the institutional studies. These consist of analyses of the educational background and achievements of academic participants from a specific overseas university (or faculty within a university), compared with their record of achievement in a university in the U.S. A sample blank page is shown in Exhibit IV-6. Much work has been done by consultants and by AAS but much more remains to be done if the studies are to be useful.

D. Publications

The contract requires that AACRAO:

"Develop publications of reports, monographs and directories related to the admission, level of placement, and the enrollment of AID academic participants in U.S. universities and colleges."

Four specific publications produced through the AACRAO/AID contract are described in the following pages. Two have been "out on the street", one has yet to be printed, and a revision of the fourth is being planned.

(1) Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States

The purpose of this publication is to assist AID overseas Mission staff members and cooperating country personnel to determine the minimum academic records which should be included with the documentation of participants proposed for study in the U.S. At the same time the report should be of use to foreign student admissions officers in the U.S. since it identifies the credentials which need to be available for applicants. Eighty-four countries were documented and additional entries from 42 more countries have been prepared since first publication. Copies were sent to each Mission overseas and to each member institution of AACRAO. In addition, AAS has documented receiving more than 500 individual requests, some from overseas, for the publication, indicating a specific need for this kind of information.

The need was particularly acute at the Missions. Between June 1980 and June 1981, DS/IT had to send telegrams requesting specific additional

academic credentials on 35% of the cases received in Washington during that period. With recent reductions in funding for higher education, adherence to deadlines for submitting proper documentation when requesting academic placement in U.S. institutions is being more strictly enforced and so delays are costly. In addition, the competition for available spaces is increasing in many of the fields of study of particular interest to AID projects. Therefore, any facilitating information would be extremely helpful if it is actually used by missions. Exhibit IV-7 lists the countries reported on, and Exhibit IV-8 presents a sample page of information.

(2) Bibliography of Reference Materials for Evaluating Foreign Educational Credentials

Last revised in 1978, a new revision of this bibliography is to come out soon. With over 800 references, it is an outgrowth of the collection of resources located in the AAS office, aided by the recommendations of credential analysts from a number of U.S. colleges and universities who have been appointed by AACRAO as consultants to work in the AAS office. It reportedly has been of significant value in the AAS office and in the U.S. academic institutions.

(3) No Two Alike: The Comparability Question in Foreign Student Admissions

This represents an effort to assist AID in maintaining strong relationships with the academic community by sharing experiences of AACRAO/AID credentials analysts with the international education community, particularly top-level administrators. The purpose of this publication, which is still in preparation, is to advise and inform top college and university administrators as well as government agencies, about the central issues in the field of foreign student admissions. It was written because the increasing number of foreign students, occurring at the same time as a decline in domestic enrollment, is creating a situation in which planning and a sense of responsibility are increasingly necessary. While recognizing the need

FOREIGN EDUCATIONAL CREDENTIALS REQUIRED FOR CONSIDERATION OF ADMISSION TO UNIVERSITIES AND COLLEGES IN THE UNITED STATES

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FOREIGN EDUCATIONAL CREDENTIALS REQUIRED
FOR CONSIDERATION OF ADMISSION TO UNIVERSITIES AND COLLEGES
IN THE UNITED STATES

671

COUNTRY: Algeria (638)

REQUIRED CERTIFICATES, DIPLOMAS, AND DEGREES

REQUIRED DOCUMENTATION

Certified copies of required certificates, diplomas, and degrees, plus the following (with English translation):

Admission to:

I. Undergraduate (postsecondary)

A. Freshman (1st year)

- Baccalauréat de l'Enseignement Secondaire
- Brevet de Maîtrise
- Diplôme de Technologie
- Diplôme d'Etat de Technicien Supérieur (depending upon institution attended)
- Brevet Professionnelle Comptable
- Certificat d'Aptitude & une Formation Artistique Supérieure

- Record of courses and marks earned (transcript); Examination results
- Record of courses and marks earned (transcript)

B. Transfer (possible advanced credit)

- Diplôme de Technicien de l'Institut
- Certificat d'Aptitude Professionnelle d'Education Moyenne
- Diplôme d'Etat de Technicien Supérieur (depending upon institution attended)
- Diplôme de Comédien, Chorégraphie, Musique
- Assistant en Education Physique et Sportive

- Record of courses and marks earned (transcript)

C. Unclassified/Special

- Any of above applicable

- As applicable

II. Graduate (advanced degree work)

A. Master

- Licence
- Diplôme
- Diplôme d'Etudes Supérieures
- Diplôme d'Etat d'Ingénieur/Diplôme d'Ingénieur de l'Institut
- Diplôme d'Etat
- Professeur d'Education Physique et Sportive

- Record of courses and marks earned (transcript)

B. Ph.D.

- Diplôme d'Etudes Approfondies
- Doctorat du Troisième Cycle
- Doctorat d'Etat

- Record of courses and marks earned (transcript)
- Record of courses and marks earned (transcript)
- Record of courses and marks earned (transcript)

C. Unclassified/Special

- Any of above applicable

- As applicable

Note: All related vocational/technical/professional programs not listed above which culminate in certificates or diplomas should be submitted, as they are essential for consideration of admission.

IV-23
HIGHER EDUCATION IN THE U.S.

to maintain the integrity and value of U.S. degrees around the world, the document presents a plea for flexibility in program offerings and in admissions consideration for foreign students. It also addresses the development of institutional policy, the importance of institutional commitment, the resources essential to a program for international students, and the role and responsibilities of the credentials analyst.

Members of the writing staff presented the publication at meetings of the following groups in order to get input from a variety of sources: American Collegiate Schools of Business, AACRAO annual meeting, NAFSA annual meeting, American Society for Engineering Education, and the American Council on Education.

(4) Guidebook for Placement of AID Participants in Academic Programs in the United States

This publication is a management tool for use overseas, in AID/W and in U.S. universities and colleges. It was intended to assist personnel who work with the selection, placement and programming of AID participants in U.S. academic institutions. The 1972 edition is under revision. New sections will address testing (why required, which ones required, when required), and the question of accreditation of U.S. institutions of higher education.

However, the extent of the guidebook's use by missions or by implementing agents in the placement and programming of AID participants should be investigated.

V. CREDENTIALS ANALYSIS WORKSHEET (CAW)

The product of the AACRAO/AID project perhaps most visible but considered by the project officer as "of lesser importance, relatively speaking", is the worksheet prepared by credential analyst consultants working at AAS. Information written on the Credentials Analysis Worksheet (CAW) is based on both the resource materials found at AAS and the personal judgment based on the knowledge and experience of the analyst. It is intended to help the U.S. government, contractors, and collegiate staff members to select and place AID participants in academic programs of U.S. institutions for which they have the prerequisite background and skills, and where they will complete their program objectives successfully and on time.

At a NAFSA regional conference in November 1981, Development Associates observed several sessions, one of them being a session for admissions officers. Presumably all 22 persons in attendance were NAFSA members; it was unknown whether any of them were AACRAO members.

The group agreed that applications coming from AID's AAS office presented no problems and were processed easily.

However, the group complained that there were no CAW sheets for non-AID applicants, and this caused a serious problem. They said that without the CAW they had "no guidance in admitting" the applicant. The example of the Nigerian students was brought up as being difficult to process. This is surprising since historically, Nigerian students comprise a greater percentage of students than most other AID participants as well as non-AID students and, therefore, universities should experience little difficulty in analysis of credentials.

A second cause of stated frustration was that of the work load coming into the admissions offices. One university reported 7,500 foreign student applications received in the past year, making it necessary to process the easy ones first and set aside those that required more time. Applications with a CAW were classified as "easy." However, it may be pointed out here that the source of frustration was the sheer number of applications, of which AID probably comprised very few.

Thirdly, the group expressed a great deal of dissatisfaction with the agencies such as RLA, SECID, AMIDEAST, and others. According to the group, the agencies appear to have no guidelines or training on who to contact or what to do about admissions; their personnel were constantly changing; they sent their materials to the wrong offices; they used their own application forms; and in general, "they don't understand anything about education." Obviously, communication was needed. In view of the successful placements by these organizations nationwide, these comments ought to be placed in some perspective.

During the process of interviewing staff at OIT the value and extent of use of the CAW came into question. Care was taken, therefore, by Development Associates to inquire about the CAW in each of the interviews. Obviously the interview sample was too small to be of general applicability but given the consistency of responses they deserve to be noted. Three of the interviewees were based on campus and two of these were active in the AACRAD/AID project. Four of the five non-AID interviewees were closely involved with AACRAD/AID and were specifically recommended by OIT staff.

Among the questions asked in interviews were the following, with a summary of responses:

- (1) The vast majority of foreign students are not AID participants and they get accepted by schools without a CAW. Why then is the CAW necessary?

Particularly because so many AID participants come from countries and schools not known by universities, the CAW is relied upon to give an interpretation of what the credentials mean. This interpretation, if not accurate, can cause serious problems.

The CAW speeds up the process of admissions and level of placement, because you know the research has already been done by experienced people with access to more resources than we have. Without the CAW, we may have to keep writing for more information to the other country and this takes a long time. The CAW gives you the detail of information you need. It represents credibility to academia.

- (2) It is said that the CAW is not as needed as it once was. Would you comment on that?

I disagree. Many of the institutions which do not have the capability of evaluating credentials of foreign students are accepting foreign students. Services are being cut, not expanded. There's a high turnover of credential analysts all over, so there is a constant need for education.

Some AID placement people do not send the CAW but it would augment in every case. Many of the schools ask for the CAW if it is not sent out in the dossier.

Individual schools have accumulated experience with students from specific countries and don't need the CAW for those particular students. The usual situation is that all over the country people want to learn how to evaluate credentials. A lot is based on judgment. An application must be seen in perspective along with similar programs like it in that country. The CAW is done with resources that help to gain this perspective.

- (3) What are the benefits, if any, to AID/OIT of the CAW?

It provides the occasion for continuing contact with practising credential analysts from institutions where participants are studying, and this assists AID in making judgments regarding placement.

It provides basic information that makes it easier for actual course placement. The CAW makes it possible to know how to apply the course work the participant had previously, how to avoid superfluous courses or too advanced courses, and suggests placement levels.

- (4) What is there about AID participants that necessitates a CAW?

Not only do most foreign students come from places other than where participants come from, but unlike AID participants, most come for undergraduate studies. Besides these differences, the participants are generally more mature and have professional experience, all of which are taken into consideration by the analyst when doing the CAW.

AID applications are usually late and with a CAW the paperwork gets done quickly. Its an entre for an application. There's a great deal of respect for it.

(5) What would be the effect if the CAW were discontinued?

Delay. A school will not review an application until all information is in, and getting it can cause considerable delay.

A CAW indicates a participant's eligibility for the status requested. More participants are turned down because they are not eligible for the status requested in the PIOP than because of their grades. AID has the obligation to present only eligible cases for placement.

Without the CAW a much lower success rate of admissions to the universities is predicted.

AID would no longer have the same access to this group of professionals (AACRAO), but perhaps the biggest loss would be that of training and information for the professional group across the country.

(6) Is the type of information given in a CAW necessary for credentials evaluation?

Yes, and it must be gotten one way or another.

The basic bits of information we can get because we're a big school with resources in international education. But it's time consuming to go through all you need to (some applications come with a copy of every composition he's ever written). It's better to get the information from a reliable source.

(7) Why can't commerical or other firms do the credentials evaluations for OIT?

Some are reputable, others not. They can do the mechanics but the real benefit of the AACRAO/AID work is that it's done by people actively

engaged in the field of academics, and who have a feel for what's going on there.

Outside placement firms do work that is very general, with not enough information for academic placement.

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VI. BUDGET

AACRAO has a cost reimbursement type of contract with AID. The current contract is in the third year of a four-year period from May 7, 1979 to May 6, 1983. The AAS office estimates the number of person-days for both consultants and credential analysts needed for each coming year and based upon that requirement and projects underway or envisioned, prepares an estimated budget which is submitted to the AID contract office.

The individual consultants who provide services to AAS send in their vouchers to the project director. After being reviewed they are forwarded to the contract liaison at the AACRAO office, who reimburses the consultants and on a quarterly basis, submits a reimbursement request for expenses to AID/OIT. The quarterly voucher from AACRAO to AID provides a breakdown of expenditures incurred since the last voucher, using the same general budget lines as in the contract.

The budget has four main categories: compensation, travel and transportation, other direct costs, and indirect costs by way of a fixed amount for administrative expenses in lieu of overhead. The amount budgetted for each category over the past several years has remained fairly standard, as the following table indicates.

AACRAO/AID BUDGET OBLIGATED FUNDS

<u>Category</u>	<u>5-7-79</u> <u>5-6-80</u>	<u>5-7-80</u> <u>5-6-81</u>	<u>5-7-81</u> <u>5-6-82</u>	<u>Cumu-</u> <u>lative</u>
A. Compensation				
1. Advisory Services Honoraria	\$10,200	\$8,500	\$9,800	\$28,500
2. Credential Evaluation Honoraria	15,400	15,400	17,000	47,800
3. Secretarial/Administrative Asst.	1,250	5,280	4,000	10,530
B. Travel and Transportation				
1. Domestic Travel	12,500	14,500	16,000	43,000
2. Per Diem	14,400	15,900	21,200	51,500
C. Other Direct Costs				
A. Telephone, Telegraph, and Postage	500	600	600	1,700
B. Reproduction and Printing	5,300	4,900	3,000	13,200
C. Materials and Supplies	600	700	800	2,100
Total Direct Costs	\$60,150	\$65,780	\$72,400	\$198,330
Fixed Amount for Administrative Expenses in Lieu of Overhead	15,037	16,445	18,100	49,582
Total	\$75,187	\$82,225	\$90,500	\$247,912

For services provided, whether advisory or in credential analysis, consultants receive a stipend or honoraria of up to \$100 a day.

VII. EVALUATION REQUIREMENTS

As stipulated in the IQC for this study, specific program aspects to be investigated are (1) how services are consistent with the policy and program needs of S&T/IT; (2) coordination between OIT and AACRAO; (3) impact of services; (4) areas of strength and weakness; and (5) utility for OIT.

A. Program Consistency with Policy and Program Needs of OIT

The AID Manual Order dated January 14, 1972, addresses as follows the obligation to screen for eligibility.

IV. Developing the Training Program

- A. Upon receipt of a PIO/P and appropriate supporting documents, AID/W or the third-country Mission reviews the training proposed to determine the suitability of the participant for the scope of the training proposed.
- B. If a review of the training documentation and available facilities results in a determination that the proposed training program is feasible, AID/W notifies the requesting Mission of the difficulties and makes action/recommendations.

Based upon observation at the AAS office, and careful reviews of case documentation of recent action in serving the Missions' needs with individual candidates, Development Associates is of the opinion that the work carried out under the AACRAO/AID project is in accord with the policy and program needs of OIT.

B. Coordination Between OIT and AACRAO

A model of government/university cooperation at the extreme end of cooperation may be the AACRAO/AID Project. An interviewee called it a "mutual admiration society". There is no data substantiating that the relationship is detrimental to the AID Participant Training Program and in the sense of AID's dependence on cooperation at the institutional level for much of the work as described earlier in this report, it would appear to be beneficial to AID's participant training program.

C. Impact of Services

According to both AAS and AACRAO members interviewed, AACRAO's services as contracted are said to be of mutual benefit. The dialogue created is believed ultimately to benefit foreign students and AID participants in particular. AACRAO members learn about AID/OIT during sessions on AID at annual meetings. There is exchange of information. Increased familiarity with AID on the part of the membership was said to increase compatibility for individual participants and to better prepare admissions personnel to handle cases from other parts of the world.

D. Areas of Strength and Weakness

Interviewees consistently cited as a strength of the AACRAO/AID Project, the positive learning experience on both sides. AID is kept in active contact with the universities and they in turn are informed about AID and participant training. There are secondary effects also in assisting all foreign students through the project publications.

An area of weakness pointed out by the executive director of AACRAO was that in the future it may be more difficult to obtain the consultant services of AACRAO's credentials analysts. As retrenchment sets in at the universities and colleges, credentials analysts will find it more difficult to get their school's cooperation in releasing them from their regular work to go to AAS. The problem in getting release time will worsen as university staffs are diminished.

E. Utility for OIT

The usefulness of the AACRAO/AID Project has been implied in the description already provided. In short, it appears that what needs to be done to fulfill the terms of the contract gets done and a definite need exists for what is done. The project contract is clear in its Statement of Work, that activities done in advisement credentials interpretation, research, studies or analyses, and publications, all are done upon request of the OIT Project Officer. The latter assured Development Associates in interviews that each activity requested is

done to fill a specific need of DS/IT, and that the products are utilized to improve the AID participant training program.

Without the present arrangement OIT would still need to hire consultants or contract the work of credentials evaluation of prospective AID participants, by reason of its obligation to present only eligible candidates for study in the U.S. Unless learning is done by trial and costly error, the analysts would probably still need to use the resources and the IERF at AAS, said to be the most complete set of resources in the country. There are a number of firms which do credential evaluation. They are generally more concerned with people who are looking for jobs or who are working on their immigration status and less concerned with admissions to colleges or universities, though if asked, they would probably do work for admissions purpose.

Other cost-effective aspects of the AACRAO/AID project cited in the interviews were: the data collection at 203 institutions over a period of three years for the AACRAO/AID participant study, done by AACRAO members without charge; the conference facilities for the annual AACRAO/AID Advisory Conference, provided gratis; the well established network in AACRAO across the country, disposed to respond to needs as they arise (cost/calendar/personnel surveys are examples); OIT can get out anything they wish in AACRAO's newsletters.

The AACRAO/AID project provides access to a group of professionals who in turn publicize the work of the contract in a number of ways such as publications dissemination and conferences. The project creates a close working relationship of OIT with the academic community. The result is an intangible but real advantage for the AID participant.

VIII. RECOMMENDATIONS

Given the fact that poor placement wastes time, money and effort and leads to great frustration on all sides, Development Associates recommends that AID/OIT continue its efforts to improve the process of selection, admission and placement of AID participants. In doing so it is recommended that AID continue its contract with AACRAO but that it be carefully reviewed. Specific modifications recommended are the following:

- (1) Once it is known who the new omnibus contractor is to be, conduct a feasibility study to determine contractor's qualifications to take over all or some of the work presently being done by AACRAO. Pro's and con's should be carefully weighed and documented, among them the consideration of the fact that the majority of foreign students gain admission to U.S. universities without the CAW.
- (2) AACRAO and OIT should set up a Task Force to study the advisability of implementing a system whereby the CAW might be done on a more selective basis in instances where the need for a CAW might be greater.
- (3) Promote greater communication between the AACRAO credential analyst consultants and the program officers who are responsible for participant placement. This could be done partly by having greater representation of those program officers at annual AACRAO advisory meetings but also by other means. Perhaps several pages monthly in the AACRAO newsletter could be devoted to the current experience and insights of program officers in their placement efforts. Avenues of communication should be explored and implemented.
- (4) In the International Education Resource File, continue to document the incoming participants and make a greater effort to document follow-up with records of graduates who have returned to their countries.
- (5) Consider continuing the work of the institutional studies by means of graduate students but specific value objectives must be established.
- (6) Determine by a study what the actual role is of credentials evaluation in the effective placement of AID participants in universities and colleges of the U.S. In 1971 when only 28.6% of the 1,142 participants studied were given formal placement tests when they enrolled*, the academic credentials evaluation was a major factor in placement.

*AACRAO-AID Participant Selection and Placement Study, March, 1971.