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*Cooperative Extension Service  
Michigan State University*

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# INTERNATIONAL EXTENSION TRAINING PROGRAM

1980

## Abstract

A training program for Michigan Cooperative Extension Service personnel was established to increase their capacity to contribute to food production in developing countries. Funds for the training came from an USAID Title XII Strengthening Grant and from the Michigan Cooperative Extension Service. Fourteen trainees were selected. They represented the four training areas of Agriculture-Marketing, Family Living, 4-H/Youth, and Resource Development.

Five seminars of two days each were conducted on the MSU campus from May to July 1980. The themes of the seminars were: (1) Self-Clarification of Goals in International Extension, (2) Impact of Change Agents in Global Situations, (3) Technology Transfer, (4) Understanding Small Rural households, and (5) Extensionists Abroad—My Impact.

The seminars provided opportunities for the trainees to meet with foreign nationals who spoke about their countries' development and culture. They met with MSU officials working with the university's many efforts in foreign assistance. The participants also heard from other Americans who have served abroad. The issues presented and the experiences gained during the campus training program helped shape the expectations and attitudes of the trainees.

The 15 day field training component was held in September 1980 in Belize (9 days) and Costa Rica (5 days). Belize was selected because it is an English speaking country. Belize has had a ten-year history of working with MSU through the Michigan Partners of America program. Costa Rica was selected because of MSU contacts with the Instituto Interamericano Ciencias Agricola (IICA) and the Universidad Nacional.

In Belize, trainees were assigned to local counterparts to become familiar with their roles, responsibilities, and job conditions. MSU trainees met with officers from extension-related ministries to learn about the local extension infrastructure. A tropical storm interrupted part of the schedule but gave stress management experience in an LDC.

In Costa Rica, the trainees learned about the role of IICA. They observed the Universidad Nacional's involvement with a land resettlement cooperative of 60 families and saw how this cooperative was involved in social organization, leadership training, agriculture, and nutrition extension. They also visited the CATIE Tropical Research Station.

The trainees concurred that (1) cultural understanding is necessary, (2) extension delivery systems are very fragmented, (3) rural families are interested in extension contact, (4) foreign personnel must have a good grasp of local working languages, (5) it is necessary to be able to work with limited resources and communication means.

The trainees found the entire training program to be most rewarding. Many have indicated an interest in working in developing countries. They have conducted many activities in their own work that reflect new sensitivities, knowledge, and attitudes towards developing countries and that use their training experience.

The training was evaluated using a pre-training/post-campus/post-field training instrument. Trainees completed field assignment reports and narratives of their field experience. A survey, Inventory of International Involvement, was prepared for all Cooperative Extension Service personnel to gauge the extent of international experience in Michigan extension and willingness to serve in extension abroad. The survey will also help to provide a basis for comparing the effectiveness of agents with and without international experience as they work in local extension.

**INTERNATIONAL EXTENSION TRAINING PROGRAM**

**Annual Report**

**1980**

**Cooperative Extension Service  
Michigan State University  
48 Agriculture Hall  
East Lansing, MI 48824**



## ACKNOWLEDGEMENTS

The International Extension Training Program owes its appreciation to many institutes and organizations for the commitment of their members and their contribution to the success of its first year of operation. The support, both moral and financial, of the US Agency for International Development, the Cooperative Extension Service of Michigan, and the Institute for International Agriculture at Michigan State University meant that the training ran smoothly and that participants were able to profit from the experience and enthusiasm of their leaders. The US office of the Instituto Interamericano Ciencias Agricolas (IICA) also greatly assisted the program.

The Office of the Dean of International Studies and Programs at Michigan State University provided us with valuable expertise and encouragement. The field training component in Belize could not have been held without the cooperation of the Ministry of Natural Resources, the Ministry of Labour and Social Development, and the Development Finance Corporation. These organizations contributed a great deal to increasing the trainees' understanding of extension efforts in Belize. In Costa Rica, the training was arranged by the Instituto Interamericano Ciencias Agricolas, the Universidad Nacional, and Centro Agronomico Tropical de Investigacion y Enseñanza. These organizations maintained a high interest in training issues. Gratitude is also due to the Kellogg Foundation for their assistance. Anderson International Travel provided dedicated assistance in making the many travel arrangements.

There are many individuals to whom the program owes its deepest gratitude. The program benefitted greatly from their personal commitment to the need for such training. Speakers at the various training sessions, administrators, and staff members each in their own way enriched the program and helped to make it possible for it to be continued another year.

Frank Madaski  
Mary Andrews  
Frances Cosstick

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## TITLE XII AND INTERNATIONAL EXTENSION TRAINING

### Background

The Title XII Amendment to the International Development and Food Assistance Act of 1975 deals with the need to more extensively involve US universities in bilateral development assistance programs in agriculture, food, nutrition, and rural development. The amendment, which provides a new link between land grant universities and other eligible institutions and the US Agency for International Development (USAID), recognizes the need to strengthen the development of agricultural institutions that offer research, teaching, and extension activities so that these are appropriate to the needs of poor countries. The problems on which US universities work at home and the ones to which they commit themselves abroad need to be related to each other in such a way that success in either location will contribute towards progress in the other.

### MSU Involvement

In 1979, Michigan State University received a Strengthening Grant from USAID. The grant, which was based on a percentage of the total funding for MSU's more than 30 Title XII projects, is intended to strengthen MSU's capacities in teaching, research, and extension as they relate to international projects. It is expected that this will enable the university to play a major role in developing institutional and human resource skills in lesser developed countries (LDCs) and in conducting and supporting long- and short-term research related to development needs.

### MSU Extension Involvement

Although MSU Extension's present level of involvement in international projects is limited, the extension service at MSU has a direct interest in international development. Staff members have participated in training and development programs for LDC staffs in Latin America; trained 4-H youth agents, home economists, agricultural agents, and supervisory personnel in extension techniques; and worked with Partners of America programs in Belize and the Dominican Republic.

Extension services throughout the world are functionally different from US services. In many LDCs, such services operate through a national Ministry of Agriculture that is responsible for assisting farmers and families. MSU extension staff members need to develop a better appreciation of the ways in which LDC extension services deliver technology and information to needy farmers. It was the recognition of this need that led Dr. Gordon Guyer, Director of the Cooperative Extension Service (CES), to encourage the development of the current program.

## THE INTERNATIONAL EXTENSION TRAINING PROGRAM

The first year of activity of the extension component of MSU's Title XII Strengthening Grant was devoted to identifying and developing an international interest and commitment among the campus and field staff members of the Cooperative Extension Service. A major activity was the International Extension Training Program which involved 14 extension staff members in training at MSU and in a developing country.

The goals of the training were:

- To increase the number of extension personnel interested in and prepared to work in developing countries;
- To increase awareness of other extension systems in the world and of how they operate;
- To develop awareness and a means of analysis for identifying and solving problems in food production, family nutrition, and quality of life in different cultural settings; and,
- To increase the international dimension in county programming.

To realize these broad goals, the International Extension Training Program had as its specific objectives:

- To present a comprehensive picture of extension systems abroad, working with rural families, rural marketing and production, and the impact of US extensionists;
- To provide trainees with opportunities for formal and informal interaction with foreign nationals and Americans with foreign experience;
- To acquaint trainees with ongoing development programs offered through MSU and other US institutions; and,
- To provide trainees with opportunities to understand local needs in an international perspective.

### Staffing

The responsibility for organizing and managing the training program was given to Frank Madaski who has had years of experience as an agricultural agent and field supervisor in Michigan and has worked in Central and South America. He was assisted by Frances Cosstick who has spent several years working in Africa and South-East Asia and who is now in a graduate program in adult education.

An interdepartmental planning committee of faculty and staff affiliated with CES developed the basic curriculum concepts and provided ideas for sequencing, resource people, and activities.

An evaluation task force designed the evaluation component of the training program and produced instruments for use during the project.

### Selection Procedure

Applications were invited from all board-appointed CES campus and field staff who had more than one year of experience and were more than two years away from retirement. Applicants were asked to state their prior international experience, language skills, and reasons for applying. They were then screened by regional supervisors and program directors. The 30 who passed the screening were randomly chosen to represent the four program areas. Of the 14 who were selected, 6 were agricultural and natural resource agents, 4 were home economists, 2 were 4-H/youth agents, and 2 were specialists. (See Appendix I for information about the trainees, their counties, and their expertise.)

### Group Profile

Of the 14 participants, 43 percent (6) were female and 57 percent (8) were male. The ages of the agents ranged from 28 to 61 years. The average age was 45 years with 21 percent (3) of the group below 31, 43 percent (6) between 38 and 47 years, and 36 percent (5) between 53 and 61 years. The group as a whole was probably older than the average extension agent. The younger members were single, and the older ones had grown children which enabled them to participate with their spouses. Many of those with grown children felt themselves to be in a more flexible position to make a decision about taking international assignments.

The second language facility of the group was negligible. Most had had some exposure to a second language (most frequently Spanish) but none had conversational ability in it. One participant could converse in French to some degree. During the training program everyone realized their unilingual handicap. Some began Spanish lessons as a result of the experience. Almost all recommended that future training sessions include language training.

Half (50 percent or 7) of the group had never traveled abroad before, and 43 percent (6) had been abroad for less than six months in work-related activities. Of this portion, 36 percent (5) had traveled in the region they visited. Only 7 percent or 1 person had worked abroad for more than six months. In short, traveling or working abroad was a new experience for half the group. The training provided them with experience in traveling procedures, acquiring passports, surviving airports, etc.

## Spouses

CES staff and spouses were invited and encouraged to participate in all of the activities to any extent possible. Six spouses attended regularly and an additional two attended occasionally. Eight spouses joined the group during the field training. In all cases, spouses were considered to be peers or colleagues and were asked to participate fully. The spouse component was perhaps unique to this program, but was felt to be necessary in light of the family support needed for successful international work.

## Budget

The total budget for the 1979-1980 training program was \$62,486. Title XII funds totalling \$28,498 were matched by \$33,348 from the Cooperative Extension Service.

## Campus Training

### Purpose

A pre-training questionnaire indicated that most of the agents and their spouses had had limited exposure to international development activities prior to participating in the training program. For example, 72 percent indicated that they had not had much contact with foreign nationals, and 83 percent had not had much involvement with international development projects. The questionnaire also indicated that 39 percent had "much interest" in development issues, and 17 percent had "much experience" in working with cultural subgroups in the United States.

The campus training portion provided trainees with an opportunity to explore many of the issues in international development by interacting with a wide range of experienced people on the MSU campus. They were also exposed to many of the international activities that take place on the MSU campus or are sponsored through the university.

The trainees learned about issues through presentations and readings, interacting with a host of campus-based people from a variety of disciplines, and exchanging ideas with foreign students who were willing to share their experiences and expertise. During this period the trainees were alerted to living and working conditions in the LDCs, different approaches to development problems, and past US and MSU involvement in development efforts.

## Training Site

The training was held on or near the MSU campus. Three international picnics were held in a local park and private residences. The trainees also visited the Islamic Student Center.

## Speakers and Resource People

Most of the resource people were students, staff, or faculty at MSU. West Indian, African, Latin American, and Middle Eastern students freely gave of their time. Leaders of MSU international activities described their programs, and spouses of overseas consultants explained their perceptions of life abroad and the role they played while living in another country. On several occasions, participants met with international guests such as those who came to attend the Special Institute on Non-Formal Education, the annual meeting of Partners of America, and training programs in international agriculture.

## Curriculum

Most of the campus training took the form of lectures followed by discussion. Films, case studies, simulation games, and guided informal discussions were also used. In one instance, the trainees were asked to visit a minority low-income family in order to do a family needs assessment. In this way they were able to undergo a cross-cultural experience.

The training was organized into 5 two-day sessions, each of which focused on, but was not limited to, a particular theme. Articles and papers were distributed in advance to help the participants prepare for the sessions. Many of the speakers also distributed handouts. The content and goals of each of the sessions are outlined below.

### Session 1 Self Clarification of Goals in International Extension

This session was designed to develop an understanding of other extension systems, past MSU experiences in working with other systems, and of the participants' own goals in participating in international extension programs.

### Session 2 The Impact of Change Agents in Global Situations

This session presented concepts related to what happens when change is introduced by members of another culture. Resource persons offered insights based on their experiences in Belize, several African countries, the Philippines, and Uruguay.

### Session 3 Technology Transfer

Through a simulated game and an analysis of actual cases, participants focused on issues in cross-cultural communication. Resource persons provided examples of methods and means of transferring technology and discussed their experiences in working with different programs.

### Session 4 Understanding Small Rural Households

Participants investigated the production and marketing aspects of rural households with respect to both farm and non-farm activities. West Indian resource persons discussed cultures in the Caribbean as a means of preparing participants for their field trip to the Caribbean - Central American region.

### Session 5 Extensionists Abroad—My Impact

The emphasis during the last session was very personal so that trainees would seriously consider their own possible impact within the political and social settings they had studied. Resource persons stressed the need for adjusting to tropical and developing areas. (See Appendix II.)

## Reactions to Campus Training

Based on their ratings and written comments, participants were very pleased with the training program. They felt that the content and format were excellent; the resource persons exceptional; the opportunities to interact with foreign nationals important and profitable; and the interaction with each other very stimulating and supportive of growth. The general flexibility and responsiveness of the coordinators was appreciated.

Shortcomings included the time press and over-scheduling of early sessions. These factors not only made it difficult to absorb ideas, but also to manage responsibilities back home. The group recommended that the sessions be spread out over a longer period of time, be more activity/involvement oriented, involve other international visitors/events on campus, and definitely repeat or expand the involvement of key resource persons.

## Field Training

### Purpose

The two-week field training component of the International Extension Training Program was an essential complement to the MSU campus training. Anticipating a learning trip to a developing country sharpened the trainees' interest in the program; otherwise, they might have seen the discussions of international issues as purely academic exercises. The field training component provided an opportunity for the agents to observe how other extension-like systems are organized, how they operate, and the advantages and constraints with which they must contend. The training also provided participants with a two-week glimpse of the physical, social, economic, and political aspects of life in a developing country. The agents were able to gain a feeling of how successfully they could adjust to those conditions. The field visit stimulated all of them to think about the impact they could have while working in the types of conditions they experienced.

### Training Sites

In order to be selected as training sites, countries had to be:

- LDCs where participants could gain adequate hands-on field experience,
- Willing to cooperate with the training program,
- Close enough to minimize travel costs, and
- LDCs in which contacts could be made easily in order to set up the training visit.

In selecting two countries, the project staff also looked for:

- LDCs with distinctly different cultures so that participants could observe differences in developing countries with respect to culture, technology, organization, approaches to problem-solving, etc. and
- At least one country in which speaking English would not be a handicap.

Belize and Costa Rica were selected as the training sites because they met the above criteria in almost every respect. Jamaica was also considered but was eliminated because of the political disturbances that preceded the national elections.

Frank Madaski, the project coordinator, made a planning trip to Belize to arrange basic activities for the field training. Lodging, transportation, and itineraries suited to each participant (including some spouses) were prepared. Continuing close contact with officials from the Ministry of Natural Resources and the Ministry of Social Development made possible their participation in group orientation sessions, the assignment of counterparts, and educational trips.

Planning for the Costa Rica trip was carried out by telephone and by correspondence with Mr. Hector Murcia, Director, Instituto Interamericano Ciencias Agrícolas (IICA)/Costa Rica; Dean Fernando Rivera, Universidad Nacional; and Dr. A. Erickson, Centro Agronomico Tropical de Investigacion y Enseñanza (CATIE).

## Belize

The basic purpose in visiting Belize was to provide agents with the opportunity to observe development in a country that has been actively involved in modernization efforts for about 25 years. MSU has had a close affiliation with Belize for the past 10 years. 4-H leader and member exchanges have been conducted for many years through the Partners of America program and with the assistance of many 4-H organizations in Michigan. 4-H leaders from both countries have grown because of the experience, and the youth development program (including the training facilities at the 4-H Center) was greatly enhanced during the period of exchange. Participants in the International Extension Training Program were thus able to observe 4-H at work in another country.

MSU has had ongoing agricultural extension training and agricultural projects in Belize for the past 8 years. The university has also completed a recent agreement to exchange home economics staff members. Contacts with ministry officials have been very common, and relationships for exchange were excellent. The International Extension Training Program provided an opportunity to continue these exchanges. In this case, Belize provided the training for our staff.

**Orientation.** Before the Michigan agents were sent to their two-day field assignments, a staff orientation seminar was held in San Ignacio. Representatives from the Ministry of Natural Resources, the Ministry of Labor, and the Ministry of Social Development and from the Development Finance Corporation discussed the development policies of their organizations and described activities designed to implement those policies.

There was a great deal of dialogue at each presentation. Trainees had the opportunity to gain insights about the country's future plans, the changes government agencies hope to encourage, and the interrelationships between regional development agencies (such as the Caribbean Agricultural Research and Development Institute (CARDI) or the Caribbean Development Bank (CDB)) and government agencies in Belize. Agents questioned staff members about the country's infrastructure and its ability to support agriculture or economic business development. The

orientation session enabled to trainees to better understand the complex process of integrating different development efforts in order to encourage modernization in a developing country like Belize. The session also helped to prepare the agents for their visits to other sites in the country.

**Field Assignments.** The itinerary planned with Mr. Belisle and Mr. Gill provided for agents from Michigan to visit the 4-H Center enroute to work in Belize City, Corozal, and Orange Walk Town.

Family living agent plans were completed with Mr. Belisle and Mrs. Harrison of the Social Development Ministry. Home economics officers or their representatives hosted the Michigan home economists in Orange Walk, Corozal, Belize City, and Stann Creek. A Partners of America sponsored training program in child development coincided with the training tour. Two Michigan home economists provided training for Belize home economic officers. The home economist assigned to Stann Creek could not reach that site because of a washed out bridge. Instead, she worked with 4-H Peace Corps workers in San Ignacio.

Agricultural agents were assigned to work with counterparts in the vicinity of Central Farms, Spanish Lookout, San Ignacio, and Dangriga. An MSU-MUCIA Feed Project is in progress at Central Farms. This project, which seeks to develop a protein feed-base concentrate for the poultry and swine industries, is intended to expand the livestock industry in Belize. (The industry at present is basically a beef industry.) The Michigan agricultural agent was assigned to work with the Swine Project. This project is supported by a grant from International Minerals and Chemicals through the Michigan Partners program.

A second agricultural agent was assigned to work with an agricultural officer in San Ignacio. Another agent was assigned to work with a Mennonite community in Spanish Lookout. This community has the most advanced agricultural development program in the country.

Two university specialists—one a veterinarian, the other an entomologist—were matched with counterparts for their assignments. A crops agent worked with a Belizean crops specialist from Central Farms. The remaining agricultural and natural resource extension agents were assigned to work with the Development Finance Corporation. This agency makes loans to farmers and cooperatives.

The field assignments were planned to provide trainees with a wide exposure to various aspects of Belize extension. The agents also spent a pleasant weekend at a resort area located near San Pedro on Ambergis Caye off the east coast. While there they visited a successful fish marketing cooperative. The cooperative has researched the possibilities for developing a fish meal feed product that could serve as a protein source for livestock feed.

**Spouses in Belize.** Plans for the spouses of the trainees took several different directions. Wives of the agriculturalists assigned to the San Ignacio Central Farms were guests of the wives of staff members.

They observed the staff's living conditions and gained experience in learning to live at a reasearch station in a developing country. The wives also were given a tour of the experimental farms.

Wives of agents assigned to Belmopan, the capital city, had an opportunity to visit schools and the community hospital. They too were family guests of their host counterparts. Living in a newly-developed city (Belmopan is only 10 years old) for four days was an awakening experience.

The husbands of two of the home economists accompanied their wives to Orange Walk and Corozal Town. One spouse visited with a honey producers cooperative and the other worked on community development problems.

**An Unplanned Experience.** The Belize trip was affected by a tropical storm that caused the group to make a hasty retreat from Belize City to San Ignacio. Visits with the Agricultural Marketing Board, the Agricultural Office, and with several home processing industries had to be cancelled.

The storm caused group stress and provided trainees with a chance to see what effect severe weather can have on a country. After ten inches of rain fell in 24 hours, roads became flooded, rivers covered farmland, and the entire transportation network eventually ground to a halt—events that are fairly common occurrences in countries such as Belize.

As a result of the storm, the group had a day to review progress made to that time. The project staff were especially pleased with the ability of the group to handle the crisis. Everyone left Belize on schedule.

## Costa Rica

Costa Rica was selected as the second country site because it provided a cultural setting quite different from that in Belize. Costa Rica is in a different stage of development than is Belize. The country has a more developed agricultural system and a more extensive infrastructure. More resources are available for training and observation, and Costa Rica has been affected by a greater input of development resources from organizations, institutions, and government programs.

Michigan State University has a number of contacts in Costa Rica. The university has a memorandum of cooperation with the Instituto Interamericano Ciencias Agricolas (IICA), and Dean Fernando Rivera of the Department of Land and Water at the Univesidad Nacional de Costa Rica, Heredia, invited the MSU training program to visit his country.

Instituto Interamericano Ciencias Agricolas (IICA). All of the trainees met with Mr. Hector Murcia, Director of IICA/Costa Rica, at IICA's regional headquarters in San Jose. Dr. Malcolm McDonald met

with the trainees and provided background information about the origin and organization of IICA. IICA, which is part of the Organization of American States, has as its main focus helping countries achieve a development thrust in agriculture. The organization provides technical assistance in 26 countries (including the United States). Current plans include developing programs for women and youth. The group did not clearly understand the objectives of the agency.

Hector Murcia cooperated with Dean Rivera and Albert Erickson to provide a four-day training session for the agents. Six staff members from the Universidad Nacional, Heredia, explained their work with cooperatives. The university team later accompanied the Michigan group on a visit to a cooperative at which 60 families operated a 2,200 acre farm.

Centro Agronomico Tropical de Investigacion y Enseñanza (CATIE). The agriculturalists and their spouses visited the CATIE Tropical Research Station in Turrialba. Dr. Locatelli, Associate Director of the station, traced its origin and background. The station has two major functions: 1) training personnel for advanced degrees and offering vocational skills training in tropical agricultural skills and 2) researching small-farm cropping systems in forestry, cattle, fruits, and vegetables.

The participants observed practices that could be transferred to many small farms in tropical countries. At several presentations they commented that the extension transfer function was not as evident as it is in the US system. They recognized that extension and research functions are not well coordinated in many developing countries, and that research often is not readily transferred to small farmers. There appears to be a basic communication gap between small farmers and research stations. The research and teaching facilities, as well as the living conditions, at the station were excellent. Dr. Erickson acted as the host for the tour.

Ministry of Agriculture Extension Service. The 4-H agents and home economists were guests of the Extension Service of the Ministry of Agriculture. Hosted by Edgar Mata and Julieta Colvo Leon, the trainees toured the countryside in Ministry vehicles. They visited farms and 4S (4-H) projects. These projects mainly focused on raising chickens for sale in the market. The group also visited a new house built on credit from the 4S Foundation.

Cooperative El Silencio. Two days of the Costa Rica visit were spent with the faculty team from the Universidad Nacional. The group traveled to the southwestern part of the country to visit the Cooperative El Silencio.

The visit to the cooperative enabled the trainees to observe a process for organizing small farmers into a voluntary group that could become a vehicle for technology transfer. Leadership training, responsibility, acceptance, and family development were visible benefits of this method of assisting small farmers achieve a degree of stability.

The group had the opportunity to visit with the cooperative's officers and to become familiar with its various departments. The cooperative

held a barbeque feast (asado) for the trainees.

Once again trainees were exposed to a language barrier. All communication was through an interpreter. The need to know the local language came to be seen as a basic ingredient of foreign service.

Spouses. The spouses participated in all group functions in Costa Rica. In country and travel arrangements and accommodations were well organized and, except for a very tight schedule and travel fatigue, the experience in Costa Rica appeared to achieve its objectives for the group.

### Reactions to Field Training

At the conclusion of the field training the participants still had enough energy to emphatically state that the entire training program had been a fantastic experience. They claimed that the field training more than brought to the fore the issues discussed during the campus training, and that they had been well prepared for the field experience.

The participants identified several issues in their replies to an evaluation questionnaire. A key economic issue was the linkage between the US economy and those in some developing countries. The trainees realized just how closely the economy of Belize was related to that of the Caribbean as a whole and to the US economy. They also saw how problems in the United States tended to be magnified in Belize.

The apparent lack of resources with respect to skilled manpower, energy, technology, education, communication, and transportation made an impact on the Michigan agents. They learned what it was like to work under those conditions. They also learned that raising productivity beyond the subsistence level was not simply a matter of infusing technology. A majority of the agents concluded that the US needs to be more involved in international development efforts.

Regarding extension education, a key issue was the difficulty of delivering educational programs when research and extension were parts of different institutions, and there was little coordination between institutions. This issue reflects the universal problem of communication between government institutions. The agents also saw that change agents need to work with people where they are and to have full respect for the host country. On the other hand, people in developing countries need to work closely with or study the experiences of developed systems in order to help avoid costly mistakes.

The Michigan agents observed that the agricultural, home economic/ social welfare, and 4-H officers had limited formal training but were making progress in their work in spite of this. For example, the agricultural officers had begun to persuade farmers to diversify their farming practices. Participants also noted that while there was a great need for extension programs, this need could be better met by improving two-way communication among the different parts of the delivery system (research-extension-clientele).

Partly because of the friendly, warm atmosphere created by the people they met in Belize and their receptivity to the information offered by the Michigan agents, the participants felt that CES did have something to offer the people of developing countries. Extension agents could offer training, resource development, and educational methods for local professionals who could then work with their clientele.

## EVALUATION COMPONENT

For the purposes of evaluation, the International Extension Training Program is viewed as both a long-term, multi-faceted endeavor focusing on the entire Cooperative Extension Service; and as a specific, structured, in-service training program for select staff members. The overall goal of the project is to improve and strengthen the capacity of Michigan's Cooperative Extension Service to participate in international development projects aimed at increased food production, improving family nutrition, and bettering the quality of life in developing countries. The program also seeks to incorporate an international understanding in Michigan CES programs.

### Evaluation Design: Larger Project

The evaluation design for the larger project is based on the development of record-keeping systems to document key indicators of capacity for service in 1980 (baseline) and periodically thereafter. Changes in these indicators would reflect institutional changes caused and/or associated with participation in the Title XII Strengthening Grant. The indicators of capacity for service are:

- Number of professional CES staff available (i.e. trained and willing) for international assignments and range of expertise
- Number and type of international opportunities for CES staff involvement;
- Total staff years of effort provided for international projects;
- Organizational commitment to international involvement as reflected in:
  - personnel assignments
  - administrative support
  - availability of communication channels/networks
  - staff awareness of international activities

- Number and diversity of domestic programs that include an international dimension or reflect a transfer of technology/understanding from an international experience.

One step towards establishing the records for the baseline period (1980) has been initiated through a comprehensive survey of the present CES staff. The CES Inventory of International Involvements was distributed in the fall of 1980 to all board-appointed CES staff. This inventory documents past international experience, language proficiency, education and job-related experience, perceived expertise available for international service, and history of past opportunities to participate in international involvements. Staff interested in being placed in an active International Resource File have been asked to supply additional information concerning their preferences for international involvement. These data are in the process of being collected and processed. It is anticipated that periodic surveys will be conducted to update the records in the future.

The data to document the other indicators of capacity will be derived from administrative records and interviews with key administrators. Although few staff members have had the opportunity, as yet, to participate in international projects, a format for a "site report" and a "counterpart evaluation form" are being piloted to be used as a way of documenting staff involvement in the future and of providing feedback for administrative purposes. Likewise, a major expectation of this project is that ongoing domestic programs will benefit from enlarged international dimensions. To document these activities, staff members will be alerted to use existing reporting systems as a means of communicating about these efforts.

### Evaluation Design: Training Program

Both a formative and a summative evaluation component were designed as means of providing information about participant satisfaction with the training program and changes that occurred as a result of participation in the program.

The formative component included informal discussions and short beginning and end of session forms that helped to focus on participant expectations, suggestions, and reactions to particular aspects of the training experience. These comments were used in planning the training sessions and helped the staff adjust the program so as to maintain the participants' interest and enthusiasm. As has been reported in the sections on the campus and field training components, most of the participants were very pleased with the open, receptive manner in which their suggestions were received and acted upon.

The summative evaluation component consisted of documenting participant perceptions of their own level of comfort, competence, and willingness or readiness to participate in international development activities. These indicators were measured at three points in time—before campus

training, after campus training, and after field training. Changes in these indicators of personal capacity for international involvements reflect the impact of the training experience.

An additional indicator was incorporated into the field training materials. It documents participants' expectations and confirmation of success in the field experience. Such a measure helps to describe the attitudes and/or anxieties of participants as they encountered what was for many the new experience of being and working abroad. The measure was used to evaluate the extent to which the campus training program truly prepared participants for field experience.

The ultimate purpose of using these procedures was to try to determine whether the training indeed helped staff to prepare for and expand their understandings and self-assessments of what would be required to be effective on international development assignments.

### Perceived Impact of Campus Training

Based on their comments and written feedback received at the end of the campus training, participants indicated that the program had had a noticeable impact on them. Although individuals entered with a wide range of previous interests and experience in dealing with international issues, they all felt that the training program had been useful and had helped them to grow. The most common perceptions of the participants were that the experience:

- Heightened individual sensitivity to cultural issues and groups (locally and internationally);
- Provided a more realistic, less glamorous impression of international development involvements;
- Helped individuals more critically examine their own motives and expectations; and,
- Helped participants become more comfortable and knowledgeable about international development and extension education systems.

Because of the focus of much of the content, participants also began to appreciate the interrelatedness of issues and to view development from a total family perspective—a view that was not necessarily part of their usual approach.

Although this has not been documented in written form, another impact of the campus training was the awakening of resource persons and international program staff members at MSU to the potential that the extension staff represented.

## Results of Measures of Change

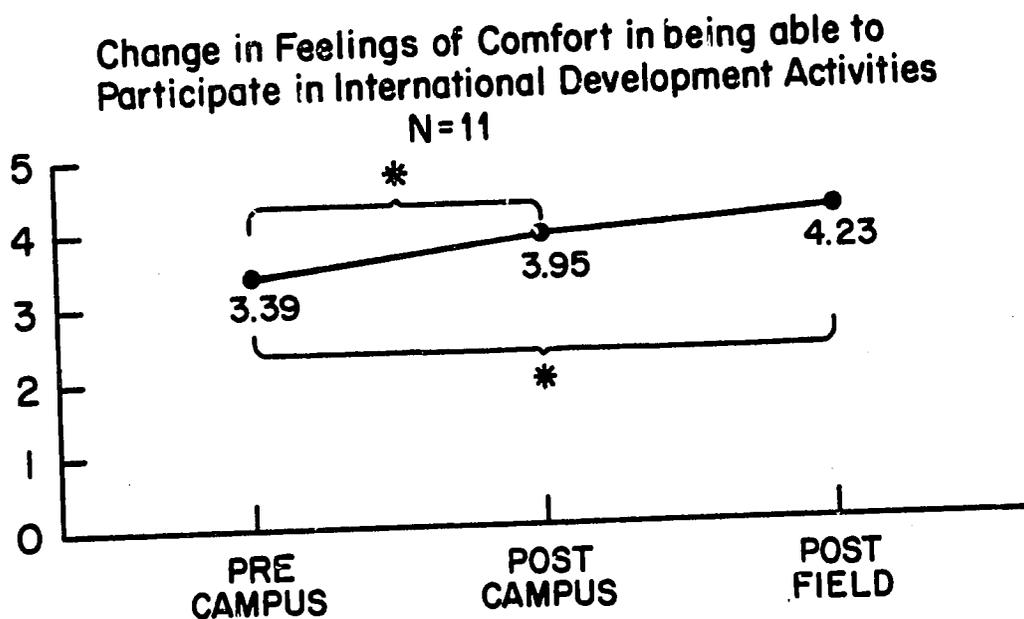
The three primary indicators used to measure the impact of the training program on participants were derived from scales included in a self-report questionnaire completed before campus training, after campus training, and after field training. The scales measured the trainees' perceptions of their:

- Comfort,
- Competence, and
- Willingness or readiness to participate in international development activities.

The first two scales consisted of four items each, while the last scale consisted of two items. The response format was a five point rating scale ranging from a positive to negative feeling about each concept. (See instruments in Appendix ) These scales were designed by the evaluation specialists on the staff in consultation with the evaluation advisory committee.

The analysis strategy used to determine statistical change was a dependent T-test. A level of probability of .05 or less was considered significant. Eleven of the thirteen sets of participant's data were complete and able to be included in the analyses. Separate tests comparing pre- to post-campus training, post-campus to post-field training, and pre-campus to post-field training were run. The mean ratings on the three scales across the three points in time are illustrated in Figures 1, 2, and 3.

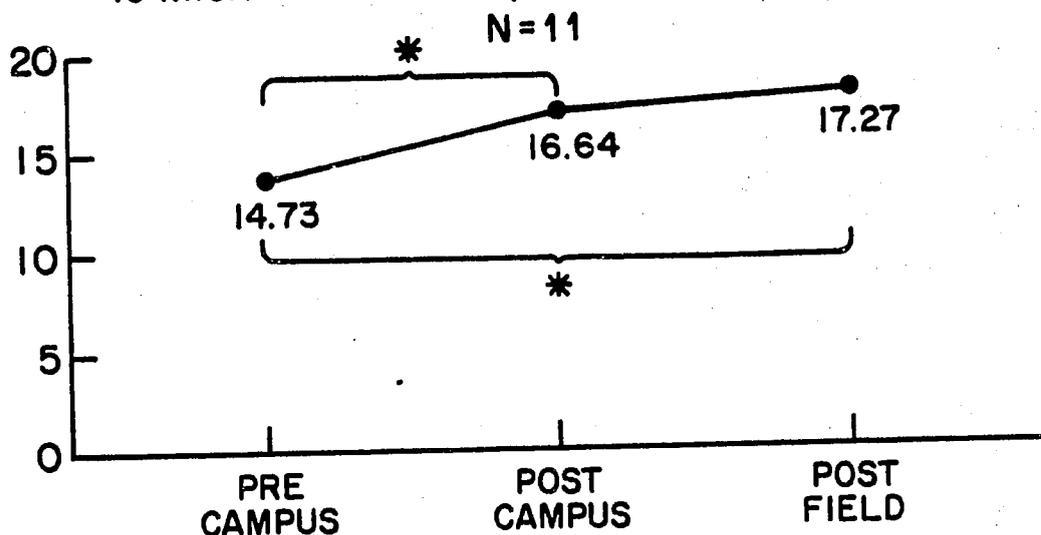
Figure 1



\* Significant at .05 level of probability or less.

Figure 2

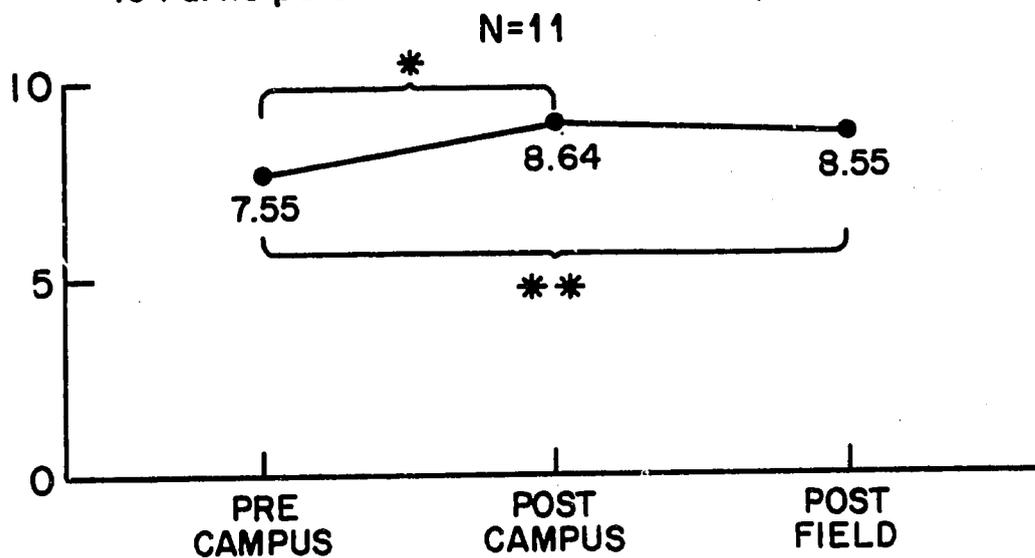
### Change in Perceptions of Competence to Contribute to International Development Activities



\*Significant at .05 level of probability or less.

Figure 3

### Change in Perceptions of Willingness or Readiness to Participate in International Development Activities



\*Significant at .05 level of probability or less.  
 \*\*Significant at .06 level of probability.

As noted, significant positive change was observed on all three scales during the period from before to after campus training. However, the additional period of time from campus training to post-field training did not produce significant changes in trainees' perceptions of comfort, competence, or willingness to participate in development activities. On the whole, from the beginning to end of both phases of training, significant positive change in perceptions was observable. The most intense change occurred during campus training for increased feelings of competence (+1.91) and increased willingness or readiness to participate in international activities (+1.09).

This trend is evident when analyzing individual items. In general, when significant change was observed on individual items of the questionnaire, the most intense change occurred during campus training. (See Table 1.) Continued positive change occurred between campus and post-field training but this was not usually sufficient enough to be significant.

The one item that reflected strong positive change during the field experience was the trainees' perceptions of their ability to apply their skills in new settings. Trainees became even more confident of their ability to transfer information while in the field as compared with the campus training period.

On the other hand, trainees became less confident of their ability to be sensitive to cultural issues during the field training, perhaps reflecting more realism or greater awareness of their own limitations and lack of international experience.

It is interesting to note that although trainees as an aggregate became more willing and ready to participate or apply their skills in development activities during training, the change in willingness to apply their understanding to domestic programs contributed most to the significant change observed. (See Table 1.) Trainees perhaps became more realistic during the training; their ratings reflect less enthusiasm for participating in international projects after field training as compared with the post-campus rating. During campus training, their willingness for both domestic and international participation increased. Another perspective may be that trainees, although willing to participate, were more realistic about their readiness to participate. When asked if they were willing to participate in a field experience similar to their field training, 75 percent responded with an unqualified "yes." The remaining 25 percent had qualifications or expressed concerns about their readiness.

The significant nature of the changes observed on these scales suggest that the training program had an impact on individuals and in directions that could be considered consistent with the objectives of the program. Participants gained in the confidence and understanding necessary to be able to make informed choices about future international involvements.

Table 1  
 Ratings of Individual Items for Comfort, Competence, and Willingness to Participate  
 in International Development Activities Over Time  
 N=11

Item	Mean		
	Pre-Campus	Post-Campus	Post-Field
<b>HOW COMFORTABLE DO YOU FEEL. . .</b>			
1. About initiating conversations and interacting with visitors from other cultures/countries?	3.64	4.45	4.54 b
2. About being able to make friendships and "fitting-in" to the social networks within another culture?	3.45	4.00	4.45 b,c
3. About being able to adjust to lifestyle changes in another culture (i.e. food, housing, climate, language)?	3.27	3.73	4.09 c
4. About your spouse or dependents being able to adjust to lifestyle changes in another culture?	3.20	3.60	3.70
<b>TOTAL COMFORT</b>	<b>3.39</b>	<b>3.95</b>	<b>4.23 a,b,d</b>
<b>IF ASKED TO PARTICIPATE IN AN INTERNATIONAL PROJECT RIGHT NOW, HOW COMPETENT WOULD YOU FEEL ABOUT YOUR ABILITY. . .</b>			
1. To relate to the culture?	3.36	3.73	4.00 c
2. To contribute to a team effort?	4.09	4.55	4.55 b,c
3. To apply your knowledge and skills to the new setting?	3.64	4.00	4.55 c,d
4. To recognize and be sensitive to issues that may affect the appropriateness of suggestions?	3.63	4.36	4.18 b
<b>TOTAL COMPETENCE</b>	<b>14.73</b>	<b>16.64</b>	<b>17.27 b,d</b>
<b>HOW WILLING AND READY ARE YOU. . .</b>			
1. To participate in an international project, here or abroad?	3.82	4.18	3.91
2. To use your skills and international understandings within extension programs domestically?	3.73	4.45	4.64 c
<b>TOTAL WILLINGNESS</b>	<b>7.55</b>	<b>8.64</b>	<b>8.55 b,d</b>

<sup>a</sup>A summed total divided by number of items to correct for missing data in Item 4.

<sup>b</sup>Significant change was observed from pre-campus to post-campus.

<sup>c</sup>Significant change (.05) observed from pre-campus to post-field.

<sup>d</sup>Significant change (.05) observed from post-campus to post-field.

Another scale, adopted from Canadians in Development: An Empirical Study of Adaptation and Effectiveness on Overseas Assignments (1979), was administered before and after the field training to document expectations and confirmations of success. This quick survey of expectations for individual success on the field trip was conducted immediately after the participants arrived in Belize. A rating of returning impressions was taken at the completion of the trip and the results were compared. The scale included four items and used a five point response format. Table 2 summarizes the post-campus and post-field findings.

Table 2  
Changes in Trainees' Expectations for Success  
Before and After Field Training  
N=10

Item	Mean*	
	Post-Campus	Post-Field
1. Expectations for a positive experience	4.70	4.90
2. Adequately prepared	4.00	4.40
3. Concern about adjusting	3.50	4.10 a
4. Confidence of success	3.90	4.40 a
TOTAL EXPECTATIONS OF SUCCESS	15.10	17.80 a

\*Range 1-5

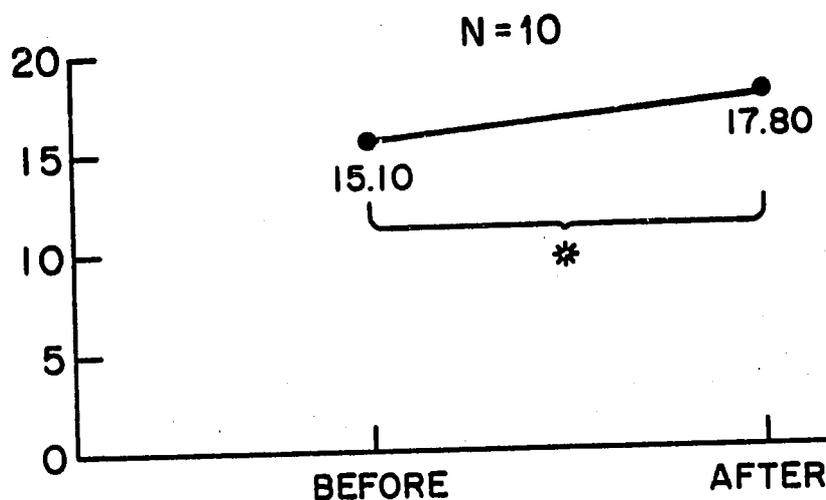
<sup>a</sup>Significant at .05 level of probability

As noted above and in Figure 4, significant change was observed on the total scale. This suggests that the experience was even more positive than expected. As can be seen from Item 1, participants had extremely high expectations for a positive experience and this was confirmed.

The trainees did have concerns about adjusting to another country prior to the trip. These concerns were apparently unfounded for a high number of responses after the trip indicated that they had no trouble adjusting. A significant difference also appeared in the item on confidence of success. The trainees initially were not very confident of their ability to do well. After the trip, they were satisfied that indeed they had done a good job on their assignment.

Figure 4

### Change in Expectations and Confirmation of Success before and after Field Experiences



\*Significant at .05 level of probability or less.

Overall, the trainees felt that they were actually more successful on the trip than they had anticipated. This resulted in a significant change on the total scale. These data would suggest that the training program had indeed prepared participants adequately for the experience; and, if anything, the program overemphasized the difficulties associated with "culture shock." Even though the actual experience was trying, given the unexpected tropical storm, participants felt good about the experience, about themselves, and about their ability to manage in a different culture.

### CONCLUSIONS AND RECOMMENDATIONS

On the whole, the training experience was viewed by participants as being a positive, growth enhancing experience. It served to introduce CES staff to some of the potentials and challenges of international development activities while helping participants get to know themselves better and anticipate how they might respond to an international experience. The increased confidence and willingness to participate (observed in the measures used to document change) reflect positively on the program's ability to motivate involvement while at the same time creating more realism and recognition of one's limitations.

The participants have maintained their enthusiasm for the program and the awareness it has created in them. Besides the lasting friendships that have been formed among the participants and their host country

counterparts, the program has resulted in many significant activities in the agents' counties and changes in the agents themselves:

- Many agents have given presentations about their training. Often they show slides of the field trip as they talk to church and community organizations. Both the campus and the field training have helped the agents to arrive at a deeper understanding of the experiences reflected in the slides.
- Agents have become more interested in international exchange programs for their clientele and have been more aggressive in encouraging clientele to apply for such opportunities.
- A group of participants met to discuss how they could encourage international interests within the Cooperative Extension Service. The agents were concerned about building this interest within their work in the counties, broadening the perspective of their work, and reinforcing the worth of their training in their efforts to be accountable to the counties. Several suggestions came out of this meeting.
- The agents' clientele recognize their international experience and turn to some of the agents for guidance in determining priorities for mission dollars or funds for overseas activities.
- Some of the agents have said that they now have a broader perspective in their outlook on social and technical situations. The training helped them to think through stereotypes that form attitudes and reduce flexibility. The agents now feel more at ease in dealing with foreign visitors.
- The lack of resources in the countries they visited forced the agents to realize that they could work with even less than they do now, and that they should perhaps work more with low-income families. They realized that the one-on-one contact, as is the case with low-income clientele here, is a very effective means of change in low-income countries such as Belize.
- One participant stated that the training was one of the most significant experiences in his life. He plans to help place Belizean students in his university department and to encourage new US graduates and faculty members to do internships in Belize where there is a great lack of manpower trained in his profession.

These are but a few of the concrete changes in attitudes, behavior, and activities that occurred as a result of the training. One of the more important results would be to place some of the participants in overseas positions. This ambition will take more time to realize. The project director is making contacts with ongoing and future extension projects overseas in which participants may possibly be placed.

## Recommendations

The trainees and staff have developed the following recommendations as a result of discussing and reflecting upon their training experience. It is hoped that these recommendations will be considered as ways of supporting an international dimension in Michigan's extension service.

Recommendation 1. Advocate a legitimate international role for extension agents by gaining visibility for extension international involvements and applying international understandings in local programs.

Recommendation 2. Systematize the sharing of ideas and communications between and among the various offices of international development on campus and among the food production and family-related international development efforts across program areas and within extension.

Recommendation 3. Expand the resources and/or technical assistance available to extension staff to incorporate an international understanding in local programs.

Recommendation 4. Within the in-service training structure, provide opportunities for extension staff to develop the skills needed to work with low-income farmers/families. These skills could be applied both domestically and in developing countries, and might be developed through methods such as integrated task forces and group involvement in self-help projects.

Recommendation 5. Explore the expansion of opportunities for extension staff to participate in international projects/assignments.

Recommendation 6. Continue to encourage extension staff participation in international assignments as part of the continued employment policy of MSU.

## Conclusion

The comments received from resource persons and the counterparts in the field experience reinforce the fact that extension trainees have expertise, enthusiasm, and sensitivity—necessary ingredients for successful contributions to international development activities. This training program helped to channel those qualities into thinking and learning about international development and the integration of an international dimension in domestic programs. Much more needs to be done; but, as this program has shown, the interest and the willingness to become involved in international development activities are there.

## APPENDIX I

### List of Participants

1980

#### Agriculture and Natural Resources

- RICHARD KIRCH                      County Extension Director, Osceola County  
Expertise: Soil conservation, land-use  
planning, soils
- JAMES KRENEK                      County Extension Director, Baraga County  
Expertise: Small-owner woodland management,  
production of forage crops and certain grains,  
small farm vegetable production, soils manage-  
ment
- RICHARD MILLER                      Resource Development Agent, Livingstone County  
Expertise: Organization and evaluation of  
community development, management training,  
vocational-agricultural education
- DON PELLEGRINI                      County Extension Director, Delta County  
Expertise: Soils, soil and water conservation,  
small fruit
- JAMES SWART                      Extension Field Crops Agent, Calhoun and  
Hillsdale Counties  
Expertise: Field crops production, marketing,  
pest management
- VERNON VANDEPOL                      County Extension Director, Missaukee County  
Expertise: Vocational-agricultural education,  
farm credit management, sheep farming

#### Home Economics

- MARGARET BUCKLIN                      Extension Home Economist, Ingham County  
Expertise: Sewing, management supervision,  
nutrition education

MARLENE CASZATT

Extension Home Economist, Antrim County  
 Expertise: Foods and nutrition, teaching methods, leadership development, media programming

PEGGY HOUCK

Extension Home Economist, Sanilac County (added)  
 Expertise: Nutrition education for low resource families, child development and family communication, consumer education, cultural differences in family development

CONNIE REED

Extension Home Economist, Van Buren County  
 Expertise: Foods and nutrition, nutrition education, maternal and child nutrition, housing and interior design

MARGARET ANN ROSS

Extension Home Economist, Eaton County  
 Expertise: Food preservation, leadership development, child development, home gardening, clothing construction, resource planning and management

## 4-H/Youth

JAN BARKER

4-H/Youth Agent, Kalamazoo County  
 Expertise: Nutrition education, food preservation, small farm skills, marine ecology, leadership development, sewing, taxidermy

RONALD PLETCHER

4-H/Youth Agent, Cass County (resigned)  
 Expertise: Classroom teaching, small farm operations, coordinating work experience programs

## Specialists

CHARLES GIBSON

Herd Health Programs for Food Animals Specialist  
 Expertise: Animal reproduction and diseases in cattle and swine

ANGUS HOWITT

Fruit Insects Specialist  
 Expertise: LV and WLW spraying, fruit and vegetable insect biology and control, host plant resistance

## APPENDIX II

### Agendas for Campus Training Sessions

1980

#### Session I: Self-Clarification of Goals in International Extension

##### Thursday, May 29

12:00 p.m. - 1:30 p.m.	Check in at University Inn Lunch	
1:30 p.m. - 2:30 p.m.	Welcome/Introduction (Purpose of training, administrative details, assignments)	Frank Madaski
2:30 p.m. - 3:00 p.m.	Hosting International Visitors	Ken Harder
3:00 p.m. - 5:00 p.m.	Culture and Comfort	Christy Allen Dr. Joe Spielberg
6:00 p.m. - 9:00 p.m.	Dinner and speech on "MSU, Extension, and Foreign Aid"	Dr. John Hannah

##### Friday, May 30

8:30 a.m. - 11:45 a.m.	Extension Education: A World- wide Phenomenon - Part I	Dr. George Axinn Dr. Michael Moran (resource person)
12:00 p.m. - 1:45 p.m.	Lunch and speech on "The Value of International Extension to Michigan"	Dr. Gordon Guyer
2:00 p.m. - 5:00 p.m.	Extension Education: A World- wide Phenomenon - Part II	Dr. George Axinn
5:30 p.m. - 7:30 p.m.	Dinner and speech on "Agricul- tural Development Assistance in IICA"	Dr. Michael Moran
8:00 p.m. - 10:00 p.m.	What We Saw in Belize and the Dominican Republic	Margaret Ann Ross and Ronald Fletcher

Saturday, May 31

8:30 a.m. - 10:00 a.m.	Ready to Travel (passport, visa, health regulations)	Pat Riley
10:15 a.m. - 12:00 p.m.	Change Agent (case study)	

## Session 2: Impact of Change Agents in Global Situations

Thursday, June 12

1:00 p.m. - 2:45 p.m.	Passport Pictures	Staff
3:00 p.m. - 5:00 p.m.	Cross-Cultural Encounters in Belize, Passport Photos (continued)	Mrs. Harrison Renee Montero Norma Niles
6:00 p.m. - 7:15 p.m.	Dinner	Dr. Irving Wyeth, Institute of International Agriculture
7:30 p.m. - 9:30 p.m.	Reception with Special Institute on Nonformal Education	Jan Barker Ken Harder

Friday, June 13

8:30 a.m. - 12:00 p.m.	"People are Many, Fields are Small" (film on case study)	Nancy Axinn Dr. Linda Nelson Cecilia Dumor Stu Stover
12:00 p.m. - 1:00 p.m.	Lunch	--
1:00 p.m. - 3:00 p.m.	Working with Farm Families	Nancy Axinn
3:00 p.m. - 5:00 p.m.	Animal Agriculture in Central America	Dr. Robert Deans
5:45 p.m. - 7:15 p.m.	Dinner and speech on "Counter- part Views of Foreign Advisors"	Robert Morris
7:30 p.m. - 9:00 p.m.	Extension in Uruguay	The Ned Nethertons Eduardo Cardozo Richardo Rymer Carlos Vecino

Saturday, June 14

8:00 a.m. - 9:00 a.m.	Breakfast with Partners of America	Warren Huff
9:00 a.m. - 10:00 a.m.	Administration/evaluation	Frank Madaski
10:00 a.m. - 11:30 a.m.	Partners Project Workshops on Agriculture, 4-H/Youth, Community Education, Culture, Sports	--
11:30 a.m. - 12:30 p.m.	Informal meetings with Partners Exhibits	--

## Session 3: Technology Transfer

Thursday, June 26

1:00 p.m. - 5:00 p.m.	Introducing Change: A Case Study (lecture/workshop)	Joan Claffey, Director, Nonformal Education Information Center, MSU
5:45 p.m. - 7:20 p.m.	Dinner and speech on "The Role of Foundations in International Development"	Dr. Robert Kramer, Vice President in Charge of Programs in the Southern Hemisphere, Kellogg Foundation
7:30 p.m. -	Film on Jamaica	

Friday, June 27

8:30 a.m. - 9:45 a.m.	Visit to Islamic Students Center	Abu Malik, Sabah
10:00 a.m. - 11:45 a.m.	Bafa Bafa (cross-cultural simulation game)	Ken Harder Frances Cosstick
12:00 p.m. - 1:20 p.m.	Lunch and speech on "MSU and International Programs"	Dr. Ralph Smuckler, Dean of International Studies, MSU
1:40 p.m. - 3:00 p.m.	Community Development in Guatemala (health, agricul- ture, education)	Mark Kapenga, former volunteer worker, 4-H program assistant, Allegan County

- 3:00 p.m. - 5:00 p.m. **Panel:** Bucklin, Ross, Curtis, Brown, Taboada, and Coy **Frank Madaski, moderator**
- 4:00 p.m. - 5:00 p.m. **Workshops (choose one)**
- |   |                                  |
|---|----------------------------------|
| 1. Family Living in Belize                                  | 1. Margaret Bucklin and Ann Ross |
| 2. An International Dimension to County Programs            | 2. Arvella Curtis                |
| 3. Agriculture Communications in Lesser Developed Countries | 3. Roger Brown and Oscar Taboada |
| 4. Animal Care in Swaziland                                 | 4. Dr. Charles Coy               |
- 6:00 p.m. - 9:00 p.m. **Picnic Supper (Middle-Eastern Fare) and Volleyball**

Saturday, June 28

- 7:30 a.m. - 8:00 a.m. **Breakfast** --
- 8:30 a.m. - 10:30 a.m. **Political Overview of the Caribbean—Highlighting Jamaica** **West Indian Students**
- 10:30 a.m. - 11:30 a.m. **Staff Review/Evaluation** **Frank Madaski  
Frances Cosstick**

**Session 4: Understanding Small Rural Households**Thursday, July 10

- 1:30 p.m. - 3:00 p.m. **Extension Systems in Francophone West Africa** **Jim Bingen, Agricultural Economics Specialist**
- 3:00 p.m. - **"Rural Life in Indian Villages" (training and visit extension) Film and discussion** **Dr. George Axinn, Assistant Dean for International Programs**
- 6:00 p.m. - **Dinner** --

Friday, July 11

- 7:30 a.m. - 8:30 a.m. **Breakfast and speech on "International Development and the Department of Agricultural Economics"** **Larry Connor, Chairman, Department of Agricultural Economics**
- 8:30 a.m. - 9:45 a.m. **Rural Non-Farm Employment** **Carl Liedholm, Professor of Agricultural Economics**

10:00 a.m. - 11:45 a.m.	Marketing and Small Rural Households—Cases from Brazil	Mike Weber, Assistant Professor of Agricultural Economics
12:00 p.m. - 1:00 p.m.	Lunch and speech on "Trends in MSU's Involvement in International Rural Development"	Dean James Anderson, College of Agriculture and Natural Resources
1:30 p.m. - 3:00 p.m.	Working with Rural Households (Discussion of home visit assignment)	Tom Thorburn, Program Leader, Agriculture Marketing Program
3:00 p.m. -	Culture in the Caribbean	James Krenek, CED, Baraga County
3:00 p.m. - 5:00 p.m.	Culture in the Caribbean	Norma Niles, Graduate Student, College of Education
6:00 p.m. - 9:00 p.m.	Picnic (beans and rice and beans)	--
<u>Saturday, July 12</u>		
7:30 a.m. - 8:00 a.m.	Breakfast	--
8:30 a.m. - 11:00 a.m.	Exploring Belize	Cathy and Eddy Tillet (and Eddy Jr.), Belizean nationals
11:00 a.m. - 12:00 p.m.	Administration/Evaluation	Frank Madaski Frances Cosstick
<b>Session 5: Extensionists Abroad—My Impact</b>		
<u>Thursday, July 24</u>		
1:30 p.m. - 3:00 p.m.	Political Setting in the Caribbean and Central America for Foreign Advisors	Jose Laluz, Labor Specialist, School of Labor and Industrial relations
3:00 p.m. - 5:00 p.m.	Preparing Learning Aids for Rural People—Experiences in El Salvador	Earl Threadgould, 4-H/Youth Agent, Ingham County
<u>Friday, July 25</u>		
7:30 a.m. - 8:30 a.m.	Breakfast	Harold Riley, Professor of Agricultural Economics

8:30 a.m. - 10:00 a.m.	Ecuadorian Family Ecology— A Success Story in Working Abroad	Peter Gladhart, Assistant Professor, Family and Child Ecology  Emily Gladhart, Ph.D. candidate, Education
10:00 a.m. -	Mental and Physical Well- Being Abroad	Nancy Axinn Frances Cosstick Amalia Gladhart
12:00 p.m. - 1:15 p.m.	Lunch and speech on "Female Consultants Abroad"	Pat Barnes-McConnell, Associate Professor, Crops and Soil Science
1:30 p.m. - 2:30 p.m.	Where Do We Go from Here?	George Axinn, Assis- tant Dean, Interna- tional Programs
3:00 p.m. - 5:00 p.m.	Belize Explored Some More (Presentations)	Trainees
6:00 p.m. - 9:00 p.m.	Picnic (Indonesian Fare-- Get Your Goat)	--
<u>Saturday, July 26</u>		
7:30 a.m. - 8:00 a.m.	Breakfast	--
8:30 a.m. - 10:00 a.m.	Evaluation	Mary Andrews
10:00 a.m. - 11:30 a.m.	Wrapping Up	Frank Madaski Frances Cosstick

## APPENDIX III

### Reactions to Campus Training

1980

This section includes some of the participants' comments on the campus training portion of the training program.

#### F. What were the "pluses" of the program?

Sequence of topics good—overview, then specifics.

Excellent, experienced resource people.

Fundamental, functional information. Took the glamour out, got down to the "nitty-gritty."

Frank and Frances' flexibility and responsiveness to participant suggestions—the ongoing evaluation component was good.

Frances provided a woman's perspective in development—a good balance in perspectives.

Foreign nationals very important resource—good to have had an opportunity to interact with so many different foreign nationals.

The variety of experiences.

The interdisciplinary nature of the group and discussion of issues—good to see the total family perspective.

Provided an appreciation for different cultures as well as our own.

Opportunity to interact and learn from each other. Diversity of personnel is a strength.

The situation with Jamaica vs. Belize provided a good illustration of the difficulties of working abroad—helped us to be patient and not get frustrated when things don't happen in a timely manner.

#### G. What were the "minuses" of the program?

Sessions were too closely spaced—hard to cover work commitments back home. A lot of information crammed into a short time line. Couldn't really absorb the readings.

Early sessions were overscheduled.

Goals and objectives not too clear in the beginning.  
Hard to see what you were getting into.

Not enough action/involvement, hard to sit for long periods.

Some resource people either strayed, repeated, bored us with statistics, or presented a too idealistic picture.

Too many evenings and especially Saturdays committed to the program.

Hard to see how Specialist fit in—yet hearing presentations from a wholeistic and whole family perspective good.

#### H. Recommendations to improve the campus training component

Allow time for interaction and relaxation, don't schedule too tightly.

Need more written information about MSU international programs since WWII to absorb and use back home to support MSU.

Have available MSU international programs organizational chart to help place resource persons.

Have a world map available to identify places speakers are referring to.

Try to get group familiar with each other earlier. Perhaps hold sessions in a rustic setting/do-it-yourself retreat to get acquainted fast—or more ice breakers and relaxation.

Simulation game was excellent—use it or others. If using it—lengthen the time period so players can really get into it. Films were also good to get a feel for international work.

Involve non-MSU resource people (Partners, Crop, business persons, etc.).

Perhaps concentrate in (2) one-week sessions or spread out over longer period of time.

Repeat—expand people like the Axinns, Dean, and Riley.

Take advantage of other MSU events/international visitors/programs as components of the training.

Assign a group photographer and secretary to record and share highlights of the training program with the group.

#### I. Suggestions for Phase II for this group

Have available conversational Spanish lessons.

Make library of resources available

Create regional familiarization teams to explore issues of development in specific regions of the world in depth.

Learn more about how to set up a household in an under-developed country.

Develop a newsletter to share how participants are applying ideas to county programs; announce international conferences/guests/events at MSU; keep each other informed of international involvements of members.

Develop a list of international resource people outside academia, i.e. business.

Have one group meeting upon return from Belize to share experiences and plan for future.

Identify clear roles for spouses to make a real, not just a supportive contribution.

Include spouses in resource file.

Make available short-term assignments overseas.

Develop a training trip to the UN and DC to see how others are approaching "development assistance" i.e. State Department, AID, World Bank, Canada, etc.

Have occasional seminars to address some major international issues such as illegal immigration and effect on agriculture; economic issues surrounding socialist states.

Help us use our training and communicate about the value of this program to people back home (Commissioners, CEDs, etc.)

#### J. Reactions to the spouse component

Nearly unanimous support was voiced by participants for spouse involvement in the program in a peer or equal status role. A precedent for such involvement occurred in the "New Horizon-Young Farmer" program. It would seem that since family support is so critical to facilitating international work that it is necessary to include spouses in the training.

Not only do spouses have valuable talents and expertise to offer to international work; their involvement provided a good orientation to familiarize them to the nature of international work and what may be expected. Spouses also provided fresh insights and a broader perspective since they represented varied backgrounds and training from traditional extension personnel. Spouses themselves appreciated the opportunity to be involved and felt well received and welcomed. They also valued the fact that singles and couples were mixed and equally supportive of each other.

K. What has the program meant to you?

More sensitive to subcultural groups in our country—  
can better interpret their needs and what they have to deal  
with to others.

Now have a more realistic (not glamorous) picture of interna-  
tional work. Realize that one really needs a commitment to  
get involved.

Our community has a local history publication that is printed  
every year. This program revived my interest in reading that  
history. I now have new insights about the culture of our  
community and am looking at needs and change in different  
way.

## APPENDIX IV

### Suggestions for Field Training

The participants had some specific suggestions for the organization of the field component of the training program:

- Arrange the site visit early enough so that participants have more time to study about the country and so that host nationals have adequate time to make arrangements in advance.
- Almost all the participants stated that the time spent with their Belizean counterparts was the most valuable of the trip. They suggested that the 1½ days be extended to 5 days. This on-site learning time could replace much of the travel time. This could mean reducing the number of sites visited.
- Rather than arrange for individual itineraries in different locations, it may be more expedient and provide a more balanced experience to have teams of agents from different program areas work together. These teams could explore agriculture, youth, and home economics delivery systems.
- The spouse involvement was a very positive input which must be continued. The spouses brought into the group non-extension skills and views which broadened the extension outlook on working in LDCs. The spouses also provided a more realistic view of working abroad so that they could both be part of a decision to go abroad if the opportunity should arise.
- During the field training there ought to be periodic group meetings at prearranged times to reflect on activities and individual perceptions of what is being experienced.
- There should be more effort to understand average annual family income, income sources, sources of education, and roles of family members before and during the field training.
- Future training should involve language training in preparation for the field site visits.

## APPENDIX V

### Overseas Assignments

#### Selection Criteria

The group was asked what criteria they thought should be key to selecting CES personnel to serve abroad. The most common characteristics identified by the trainees were:

- Desire to help;
- Language ability appropriate to the place of assignment;
- Ability to adjust to the unforeseen;
- Readiness to try to thoroughly understand the system and work slowly in it;
- Good health and common sense; and,
- Ability to listen, learn, and work as part of a team with local people.

#### Preparing Americans and Their Families for Overseas Assignments

The participants gave the following advice for Americans and their families who plan to live abroad in a developing country.

- Know the language, customs, history, and politics of the host country;
- Be friendly;
- Live with the country and not in opposition to it;
- Appreciate why the living conditions are as they are;
- Be prepared to do without the niceties of US life;
- Do not compare your way of life with the host country's;
- Do not pack too much;
- Be careful about food and about drinking the water; and,
- Expect a slower pace of life.

## APPENDIX VI

### General CES Involvement Abroad

The group had these suggestions concerning Cooperative Extension Service involvement abroad.

- CES should have short assignments of 2 weeks to 3 months for training extension counterparts, related departmental staff, and lay leaders.
- CES should seek to develop understanding of other cultures and help communities towards better international understanding.
- CES staff members should have opportunities to work on specific projects as foreign assignments.
- CES staff members should participate in selected language training.
- All CES personnel should be able to speak a second language, preferably Spanish or French.
- There should be an international component in all new agent training.
- Staff exchanges between countries should be further encouraged.

## APPENDIX VII

### Agent Evaluation by Belizean Counterparts

A simple rating scale, adapted from the Canadians in Development study was used to record the Belizean counterparts impressions of the trainees. This instrument would be more valid if used in situations where longer-term contact was established, but even this short experience produced insights that were useful.

The simple feedback process served several purposes. It emphasized to the Belizean counterparts that the Michigan agents were in training and that the Belizeans were the trainers for the 1½ day experience. The survey also provided feedback to the leaders of the training and to the trainees who were able to learn about others' impressions of their interactions. It is hoped that the information will be useful in developing further training programs.

The Belizean counterparts were asked to rate the Michigan agents on a five point scale with regard to twelve questions about how well the agents related to the counterparts and the situation. The rating was based on a 1½ day exposure only. In general, the Michigan agents were very highly rated.

The rating portion of the questionnaire provided direct feedback about the individuals, while the short answer portion gave the Belizean counterparts an opportunity to voice their priorities in developing selection criteria for American technical assistance personnel.

The highest rating scores occurred on Items 12, "Seems to be interested and able to share knowledge with others" (4.8/5) and 4, "Appears to be a good listener who accurately perceives the needs and feelings of others" (4.7/5).

The lowest scores occurred on Items 10, "Demonstrates a factual knowledge of this country such as in history, geography, politics, religion, current events, etc." (3.0/5) and 8, "Seems to be interested in learning to speak and understand the common working language of the country" (3.8/5).

In the open-ended part of the questionnaire, the respondents shared their ideas about selection criteria and what the trainees should consider. They felt that for Americans to be successful in Belize, they should be friendly to all, flexible, able to listen, and command respect. They should also be able to persevere, be creative, share skills and knowledge

—all the while understanding local ways of doing things and realizing how local people regard Americans.

When asked what is expected from Americans in their roles as technical assistance personnel or as individuals, the respondents replied that they should have a good technical background and reiterated the need to use appropriate methods in sharing their technical ability so that local counterparts can continue alone without foreign expertise.

The respondents thought that the most important things that Americans should be told in preparing to live and work in Belize were to be ready to make changes in their lifestyle, to become accustomed to a lack of goods and services (including good roads), and to get used to a hot and humid tropical climate. The Belizeans thought Americans should be aware of the culture, geography, economics, and politics of the country but to be impartial to local party politics. Americans should be ready to accept the cross-cultural differences and conflicts of being foreigners.

These insights of the Belizean counterparts will be useful for planning future training sessions. They provide another perspective on the training program and are perceived as a valuable contribution.

AMERICAN COUNTERPART EVALUATION

This questionnaire is for you to record your observations about your American counterpart. It will help us to know how to improve our selection and training of Extension personnel to serve abroad. Thank you very much for your cooperation.

Please describe the person you are rating by checking ( ) one space for each question. Try not to be influenced by whether you consider these qualities/skills/activities desirable or not.

NAME OF AMERICAN COUNTERPART \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

COUNTRY \_\_\_\_\_

DATE OF ASSIGNMENT: FROM \_\_\_\_\_ TO \_\_\_\_\_

How well does this person:

appear calm, comfortable and self confident? 1

Demonstrate a capacity to build and maintain good relationships with you, your colleagues and clients? 2

Respond with an open mind to the ideas, beliefs or points of view of others? 3

Appear to be a good listener who accurately perceives the needs and feelings of others? 4

Show an interest in others through attentiveness & concern? 5

Demonstrate sensitivity to your national issues and realities, cultural, social and political? 6

To what extent does this person:

Appear to be able to interact with host country individuals as friends? 7

Seem to be interested in learning to speak and understand the common working language of the country? 8

Demonstrate a factual knowledge of this country such as in history, geography, politics, religion, current events, etc. 9

Possess the appropriate technical background for the situation? 10

Appear interested and involved in the working situation? 11

Seem to be interested and able to share knowledge with others? 12

	COMPLETELY	A GREAT DEAL	QUITE A BIT	TO SOME EXTENT	HARDLY AT ALL
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

SELECTION CRITERIA

I. What would you say are the five most important personal attitudes or skills necessary for an American to be successful in this country? (Please rank in order of importance.)

a.

b.

c.

d.

e.

II. What do you expect from Americans in their roles of technical assistance personnel or as individuals?

III. What are the five most important things an American and family should be told to prepare for living and working in this country?

a.

b.

c.

d.

e.

## APPENDIX VIII

### Domestic International Extension Activities

All of the participants in the training program have accepted both a personal and professional commitment to share their international extension training with clientele in their countries. Many are attempting to share their knowledge about agriculture, family living, and 4-H in Belize and Costa Rica. Others are helping groups to identify objectives for increased international involvement. By doing this, they are broadening the views of people who have had little opportunity to travel. They are helping groups to question their present involvement and to examine their underlying attitudes towards people in other parts of the world.

Ways and means of reaching clientele with these messages have ranged from informal face-to-face conversations to newsletters reaching 800 people. Local newspapers have carried columns, agents have been interviewed on local radio stations and have presented talks and slide shows to groups such as agriculture committees, Chambers of Commerce, Rotary Clubs, church groups, extension study groups, homemaker's councils, senior citizen groups, Michigan Partners, Michigan Beef Breeders, Farm Bureaus, public school classes, and others.

Within 3 months after the field experience, a variety of activities with an international scope have occurred in Michigan. The agents claim that they are still much in demand to present their views and experiences. Two agents wrote:

The response of the people to these programs has been excellent and proves the need for these educational efforts which provide better understanding of developing countries. While it appears to be of value to the people to whom we have made these presentations, we find that the International Extension Training Program has had a significant impact upon each of us. In fact, we have grown immeasurably because of these experiences.

## INTERNATIONAL EXTENSION TRAINING PROGRAM

Name \_\_\_\_\_

*Thinking about the way you feel now, at the beginning of this training program....*

A. HOW COMFORTABLE DO YOU FEEL...	<u>very secure comfortable</u>				<u>hesitant uncomfortable</u>
	(circle your rating)				
1. about initiating conversations and interacting with visitors from other cultures/countries?	5	4	3	2	1
2. about being able to make friendships and "fitting-in" to the social networks within another culture?	5	4	3	2	1
3. about being able to adjust to lifestyle changes in another culture (i.e. food, housing, climate, language)?	5	4	3	2	1
4. about your spouse or dependents being able to adjust to lifestyle changes in another culture?	5	4	3	2	1 NA

B. IF ASKED TO PARTICIPATE ON AN INTERNATIONAL PROJECT RIGHT NOW, HOW COMPETENT WOULD YOU FEEL ABOUT YOUR ABILITY.....	<u>very competent</u>				<u>not sure scared</u>
1. to relate to the culture?	5	4	3	2	1
2. to contribute to a team effort?	5	4	3	2	1
3. to apply your knowledge and skills to the new setting?	5	4	3	2	1
4. to recognize and be sensitive to issues that may affect the appropriateness of suggestions?	5	4	3	2	1

C. HOW WILLING AND READY ARE YOU.....	<u>anxious to start</u>				<u>not ready</u>
1. to participate on an international project, here or abroad?	5	4	3	2	1
2. to use your skills and international understandings within Extension programs here?	5	4	3	2	1

D. HOW WOULD YOU RATE WHERE YOU ARE COMING FROM?  
HOW EXTENSIVE HAVE BEEN YOUR.....

	<u>very</u>				<u>not at all</u>
1. past contacts with foreign nationals?	5	4	3	2	1
2. past involvements in international projects related to your professional expertise?	5	4	3	2	1
3. interest (reading, studying, discussing) in development issues related to food /agriculture?	5	4	3	2	1
4. past experience in planning or implementing educational programs or community development projects for subcultural groups?	5	4	3	2	1

THANK YOU

**INTERNATIONAL EXTENSION TRAINING PROGRAM**  
**Reaction to Campus Training**

Name \_\_\_\_\_

Date \_\_\_\_\_

Thinking about the way you feel now, at the end of the campus part of the training....

A. HOW COMFORTABLE DO YOU FEEL....	very secure comfortable			hesitant uncomfortable	
	(circle your rating)				
1. About initiating conversations and interacting with visitors from other cultures/countries?	5	4	3	2	1
2. about being able to make friendships and "fitting-in" to the social networks within another culture?	5	4	3	2	1
3. about being able to adjust to lifestyle changes in another culture (i.e. food, housing, climate, language)?	5	4	3	2	1
4. about your spouse or dependents being able to adjust to lifestyle changes in another culture?	5	4	3	2	1 NA

Comments:

B. IF ASKED TO PARTICIPATE ON AN INTERNATIONAL PROJECT RIGHT NOW, HOW COMPETENT WOULD YOU FEEL ABOUT YOUR ABILITY....	very competent			not sure scared	
1. to relate to the culture?	5	4	3	2	1
2. to contribute to a team effort?	5	4	3	2	1
3. to apply your knowledge and skills to the new setting?	5	4	3	2	1
4. to recognize and be sensitive to issues that may affect the appropriateness of suggestions?	5	4	3	2	1

Comments:

## C. HOW WILLING AND READY ARE YOU....

	anxious to start			not ready	
1. to participate on an international project, here or abroad?	5	4	3	2	1
2. to use your skills and international understandings within Extension programs here?	5	4	3	2	1

Comments:

## D. TO WHAT EXTENT DID THIS PART OF THE TRAINING PROGRAM....

	to a great extent			not much	
1. meet your needs and personal goals in preparation for international involvements?	5	4	3	2	1
2. reinforce or expand your existing knowledge base about Extension Education?	5	4	3	2	1
3. provide relevant experiences and applications to international situations?	5	4	3	2	1
4. help you better understand yourself and your capabilities?	5	4	3	2	1
5. help you pinpoint areas for further training or experience?	5	4	3	2	1

Comments:

## E. TO WHAT EXTENT ARE YOU SATISFIED WITH THE TRAINING PROGRAM IN GENERAL....

	satisfied			dissatis.	
1. with the structure and format?	5	4	3	2	1
2. with the reading assignments/home tasks?	5	4	3	2	1
3. with the resource people?	5	4	3	2	1
4. with the location?	5	4	3	2	1
5. with the content and topics?	5	4	3	2	1
6. with the timing and flow of activities?	5	4	3	2	1

Comments:

F. What were the pluses of the program?

G. What were the minuses of the program?

H. What recommendation would you make to improve the program for other groups?

I. What would you like to see happen for your group in Phase III or beyond?

J. How do you feel about involving spouses in the training program?

Don't agree    1    2    3    4    5    very much agree

Reasons:

Did your spouse participate?

- ( ) a. by attending the sessions. how many? \_\_\_\_\_ full time \_\_\_\_\_ part time \_\_\_\_\_
- ( ) b. by discussing session issues with you at home.
- ( ) c. is interested, but had no time to come or discuss sessions.
- ( ) d. is not interested.

**INTERNATIONAL EXTENSION TRAINING PROGRAM  
PRE-DEPARTURE EXPECTATIONS**

Name \_\_\_\_\_

Date \_\_\_\_\_

**PLEASE RATE YOUR PRE-DEPARTURE EXPECTATIONS.....**

	<u>strongly</u> <u>agree</u>				<u>strongly</u> <u>disagree</u>
	(circle your rating)				
1. I expect my overseas assignment to be a positive experience.	5	4	3	2	1
2. I feel that I have been able to prepare myself for this overseas experience	5	4	3	2	1
3. I am concerned that I may have trouble adjusting to another country.	5	4	3	2	1
4. I am sure I will do well on my overseas assignment.	5	4	3	2	1

**INTERNATIONAL EXTENSION TRAINING PROGRAM  
Reaction to Field Training**

Name \_\_\_\_\_

Date \_\_\_\_\_

Thinking about the way you feel now, at the end of the field part of your training

A. HOW COMFORTABLE DO YOU FEEL....	vary secure comfortable					hesitant uncomfortable
	(circle your rating)					
1. About initiating conversations and interacting with visitors from other cultures/countries?	5	4	3	2	1	
2. about being able to make friendships and "fitting-in" to the social networks within another culture?	5	4	3	2	1	
3. about being able to adjust to lifestyle changes in another culture (i.e. food, housing, climate, language)?	5	4	3	2	1	
4. about your spouse or dependents being able to adjust to lifestyle changes in another culture?	5	4	3	2	1	NA

Comments:

B. IF ASKED TO PARTICIPATE ON AN INTERNATIONAL PROJECT RIGHT NOW, HOW COMPETENT WOULD YOU FEEL ABOUT YOUR ABILITY....	vary competent					not sure scared
1. to relate to the culture?	5	4	3	2	1	
2. to contribute to a team effort?	5	4	3	2	1	
3. to apply your knowledge and skills to the new setting?	5	4	3	2	1	
4. to recognize and be sensitive to issues that may affect the appropriateness of suggestions?	5	4	3	2	1	

Comments:

## FIELD TRAINING COMPONENT

C. What were the pluses of the program?

D. What were the minuses of the program?

E. What recommendation would you make to improve the program for other groups?

F. HOW WILLING AND READY ARE YOU....

1. to participate on an international project, here or abroad?

2. to use your skills and international understandings within Extension programs domestically?

Comments:

anxious to start					not ready
5	4	3	2	1	
5	4	3	2	1	

G. After the field training, How do you feel about involving spouses in the training program?

Don't agree      1      2      3      4      5      very much agree

Reasons:

H. Did your spouse participate?      Yes \_\_\_\_\_      No \_\_\_\_\_

- ( ) a. by coming on the field trip  
 ( ) b. by joining in specific extension activities  
 ( ) c. by seeking out non-extension activities of specific local interest  
 ( ) d. is not interested

I. PLEASE RATE YOUR RETURNING IMPRESSIONS.....

	<u>strongly agree</u>				<u>strongly disagree</u>
	5	4	3	2	1
1. My overseas assignment was a positive experience.	5	4	3	2	1
2. I was prepared for my overseas experience	5	4	3	2	1
3. I had no trouble adjusting to another country.	5	4	3	2	1
4. I did do well on my overseas assignment	5	4	3	2	1



MICHIGAN STATE UNIVERSITY · U.S. DEPARTMENT OF AGRICULTURE & COUNTIES COOPERATING  
OFFICE OF THE DIRECTOR · EAST LANSING, MICHIGAN 48824

October 2, 1980

Dear Co-workers:

The Michigan Cooperative Extension Service has for many years been involved with International projects both at home and abroad. At present there is a renewed interest in the CES staff and in the U.S. Agency for International Development for Extension-type work concerning developing countries.

To help us meet this interest we would like to record the experience and desire of CES staff in living and working abroad.

The enclosed questionnaire will be part of a roster for an inventory of International Development involvement potential within CES. We will use the roster to:

- (a) Announce openings for related work abroad.
- (b) Invite participation in MSU projects in U.S. or abroad.
- (c) Support proposals for MSU projects abroad.

When you fill in the questionnaire, please fold, staple, and return to us before December 1.

Sincerely,

Frank Madaski  
Project Director,  
International-Extension  
Training Program

FM:dr

ID: - - -

CO: - -

CES INVENTORY OF INTERNATIONAL INVOLVEMENT

Please complete the following information to help us summarize the diversity and breadth of the CES staff's International expertise.

ALL board appointed staff should complete Section One. (Pages 1-3)

SECTION ONE

I. Please list any experiences abroad that you have had in the past ten years.

<u>Country(ies)</u>	<u>Length of Stay</u>	<u>Purpose</u>	<u>Organization</u>
---------------------	-----------------------	----------------	---------------------

II. Have you ever lived in a foreign country under any of the following circumstances? For what total length of time? Approx. Total Time

Yes 1	No 2		
( )	( )	6. As a dependent living with family	_____
( )	( )	7. Military service	_____
( )	( )	8. As a volunteer (Peace Corps, missionary obligation)	_____
( )	( )	9. As a student	_____
( )	( )	10. Working professionally	_____
( )	( )	11. Short-term consulting assignment	_____

III. Identify those languages in which you have limited or working proficiency:

Limited 1	Working 2	
( )	( )	12. Spanish
( )	( )	13. Portuguese
( )	( )	14. French
( )	( )	15. German
( )	( )	16. Other European _____
( )	( )	17. Middle Eastern _____
( )	( )	18. Asian _____
( )	( )	19. African _____
( )	( )	20. Other _____

IV. Often staff are requested with specific expertise for involvements in international development projects. Please list what you feel are your strengths or capabilities that could be contributed to development activities: (Be brief)

A. Technical or subject matter expertise:  
(Example: food preservation, storage, general dairy, farm management)

Name \_\_\_\_\_  
 (Last)  
 \_\_\_\_\_  
 (First)  
 \_\_\_\_\_  
 County \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 Office Phone \_\_\_\_\_  
 Home Phone \_\_\_\_\_

B. Community, individual or program development skills:  
 (Example: recruiting and training volunteers - lay leaders - working with youth, such as troubled teens)

C. Leisure time or hobby skills:  
 (Example: biking, mountaineering)

V. Degrees held and/or certifications received:

<u>Institute</u>	<u>Major</u>	<u>Degree</u>	<u>Date Received</u>

VI. Work Experience - Major job assignments: (include main Extension assignments)

<u>Role</u>	<u>Organization</u>	<u>Length of time</u>

VII. Family Status (Optional)

21. Marital status

- : Single
- : Married
- : Widowed/widowed

Of children living at home - check ages that apply.

Ages of Children

- 24. Less than 5 years
- 25. 5-12
- 26. 13-18
- 27. Over 18

III. What expertise would accompanying family members add to an international experience?

IX. In the past ten years, as part of your assignment with Extension in Michigan, have you ever:

	Yes 1	No 2	Comments/Examples
28. Participated on an international development project/program?	<input type="checkbox"/>	<input type="checkbox"/>	
29. Sponsored or organized an international trip/visit/exchange for others?	<input type="checkbox"/>	<input type="checkbox"/>	
30. Hosted an international visitor (more than just visited with)?	<input type="checkbox"/>	<input type="checkbox"/>	

- |  | Yes<br>1 | No<br>2 | Comments/Examples |
|--|----------|---------|-------------------|
| 31. Advised or supervised international students (more than just had them in class)?     | ( )      | ( )     |                   |
| 32. Created a CES program or involved clientele in an international issue/event/project. | ( )      | ( )     |                   |
| 33. Served as a communication link with international personnel or groups.               | ( )      | ( )     |                   |
| 34. Other:   | ( )      | ( )     |                   |
35. Since the beginning of your employment with Extension in Michigan, have you ever been asked to be involved in one of the above activities but were unable to participate? Yes ( ) No ( ) If Yes, please explain:

36. Would you want your name placed in an active resource file for possible involvement in international activities? Yes ( ) Perhaps another time ( ) No ( )

ONLY THOSE WHO WISH TO HAVE THEIR NAMES PLACED IN AN ACTIVE INTERNATIONAL CES RESOURCE FILE NEED TO COMPLETE SECTION TWO.

SECTION TWO

I. What types of international development involvement would you prefer?

Very Much Preferred 1	Accept- able 2	Not Pre- ferred 3	
( )	( )	( )	37. Hosting visitors
( )	( )	( )	38. Short-term travel as resource person (3 months or less)
( )	( )	( )	39. Intermediate length assignments
( )	( )	( )	40. Long-term assignments/in-depth involvements (1 year +)
( )	( )	( )	41. Development of domestic programs involving International understanding ;
( )	( )	( )	42. Other _____

II. Do you perceive that if you were asked to participate on an assignment overseas, that family or personal affairs would prohibit your participation?

43. Yes ( )	No ( )	Depends ( )	As a result, would you prefer:		
1	2	3	Yes 1	No 2	Depends 3
			( )	( )	( )
44. short-term (3 months or less)			( )	( )	( )
45. intermediate (3-12 months)			( )	( )	( )
46. long-term (1 year or more)			( )	( )	( )

III. Personal Information

47. Your present age:

- ( ) under 35      ( ) 36-45      ( ) 46-55      ( ) over 55

48. Total length of employment in Extension:

- : Less than 3 years  
 : 5-10 years  
 : 10-15 years  
 : More than 15 years

49. In Michigan:

- : Less than 3 years  
 : 5-10 years  
 : 10-15 years  
 : More than 15 years

50. CES program affiliation

- : Ag/Mkt  
 : NRPP  
 : 4-H  
 : FLE  
 : Administration

51. Did you apply for the Title XII MSU International Extension Training Program?

- Yes  No  Never heard of  
 1 2 3

52. Do you feel you need opportunities for personal development, staff interactions or in-service training to be more capable of participating in international development activities, here or abroad?  Yes  No  Maybe Comment:  
 1 2 3

IV. 53. If there are any areas in the world you would prefer to work, please state them.

54. If there are any areas in the world you would prefer not to work, please state them.

**ASSIGNMENT REPORT**  
**INTERNATIONAL EXTENSION TRAINING PROGRAM**  
**MICHIGAN STATE UNIVERSITY**

NAME \_\_\_\_\_ DATE \_\_\_\_\_  
JOB TITLE \_\_\_\_\_  
LOCATION \_\_\_\_\_

Complete this form upon completion of any site visit, long or short term assignments or other activity related to the Title XII International Training Program, Michigan Cooperative Extension Service.

ASSIGNMENT \_\_\_\_\_

COUNTRY (IES) \_\_\_\_\_

DATES OF ACTIVITY: FROM \_\_\_\_\_ TO \_\_\_\_\_

BRIEF DESCRIPTION of the experience/activities undertaken. Include setting, length of involvement, type of involvement, name of key persons involved.

**MAJOR ISSUES, CONCERNS, OR CHALLENGES ADDRESSED**

Stated reason/purpose for involvement

State other issues that emerged or needed attention

State your professional observations/reactions to the activity (program) that you were involved in. What strengths, weaknesses, challenges did you observe or face?

What suggestions for continuation of this activity (program) do you have? What changes could be made or actions reinforced?

SELECTION CRITERIA

I. What would you say are the five most important personal attitudes or skills necessary for an American to be successful in this country? (Please rank in order of importance.)

a.

b.

c.

d.

e.

II. What do you expect from Americans in their roles of technical assistance personnel or as individuals?

III. What are the five most important things an American and family should be told to prepare for living and working in this country?

a.

b.

c.

d.

e.

CONFIDENTIALPERSONAL REACTIONS TO YOUR INVOLVEMENT

How do you feel about your overall experience?

What were your personal reactions to the organization, systems or programs that you were involved in? Did you agree or disagree with the directions being taken?

What are your personal recommendations for future CES involvements?

How adequately prepared were you to undertake this experience?

What additional support would have helped you to be more successful/satisfied?

Would you become involved with this or a similar experience again?