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April 25, 1981

Mr. Tom Cornell  
Room 2450 NS  
Department of State  
Washington, DC 20523

Dear Mr. Cornell:

In compliance with the reporting requirements of our contract (Grant No. AID/afr-G-1590, page 11 #3), we are enclosing ten copies of our semi-annual report on the Phelps Stokes Fund's African Paramedical Training program.

If you have any questions about this report, please contact us.

Sincerely,

Marty Burns  
Program Director  
African Paramedical Training Program  
PSF/Washington Bureau

MB/jas

cc: Mr. Stanley Heishman, Contracts/AID  
Mr. Mike Snyder, Contracts/AID

PHELPS-STOKES FUND'S  
AFRICAN PARAMEDICAL TRAINING PROGRAM  
Semi-Annual Report-November 1, 1980

This report is designed to provide a current program overview and to highlight recent program activities. The document is divided into the following sections:

1. Program Overview. Recently submitted to the Department of State, this report not only provides a current assessment of our efforts, but also reviews our program rationale.
2. Facilitator's Report on Enrichment Conference. In the spring of 1980, our first group of students convened for three days in Atlanta to evaluate the program with us. This report summarizes that activity.
3. Report on English Language Training. The Phelps-Stokes Fund conducted a two-month intensive TESL program for participants in June-July, 1980. A staff report on the program is presented.
4. Orientation Report. The Fund conducted several overlapping orientation programs in August, 1980 for three waves of new participants. A report is included.
5. Summary of Student Survey on Re-entry. The questionnaire and initial conclusions drawn from this survey are displayed.
6. Student Health. We are including a brief statement on the health of our participants.
7. Trip Reports. Several of our staff recently visited the new program participants and their observations are presented.
8. Mug Books. We have recently published "mug books" which provide photos and bios of our new participants.

A P T

PROGRAM OVERVIEW

and

RATIONALE STATEMENT

PHELPS-STOKES FUND  
AFRICAN PARAMEDICAL TRAINING PROGRAM

Program Overview

The Phelps-Stokes Fund is currently conducting a vocational-technical education program in the field of allied health for refugees or other needy peoples from Equatorial Guinea, Ethiopia, Somalia and Uganda. Spanning a period of thirty-nine months the program is designed to recruit, select, place, provide on-going support to and negotiate/implement a return to Africa for students from these four countries. U.S. post-secondary institutions which can award appropriate certificates or associate degrees in the required allied health fields have been selected as manpower training sites for the program. The major program areas of Allied Health in which participants are currently enrolled are Physician Assistants, Medical Technology, Nursing, Nutrition, etc.

Rationale

The training of refugee students is a noble and necessary endeavor. It is also consistent with the mandate of our foundation; Education for Human Development. Since the establishment of the Phelps-Stokes Fund in 1911, numerous African leaders have benefitted from our assistance, including James E. W. Aggrey, Kwame Nkrumah and Tom Mboya. Given the fluid African political situation and the impact of the refugee issues on global peace and economic security, the long-term pay-off is incalculable in national and international terms. Hence, the decision to give sustenance to these students is sound long-range planning and constitutes substantive support of our national policy in defense of human rights. Equally substantive would be the self-reliance and economic independence of technically skilled Africans no longer forced to rely on hand-outs and alien patronage.

It would be hard to find skills of more immediate relevance and applicability to Africa than those embraced by the field of allied health. Whether these skills are used to the benefit of individual refugees and their immediate families, or of the refugee camps themselves, of the individuals' own countries of origin, or to the benefit of

"third" countries in Africa, such technical skills once mastered can be and will be used. Continental Africa, the United States, and the individual third world nations of Africa will all be the richer and the healthier for this effort.

We made the conscious decision of limiting our program to a maximum of two and one-half years of training for each student to ensure that the training would have a more practical allied health content and to avoid raising expectations about resettlement in the United States. Specific fields of training were also selected with this pragmatic philosophy in mind—nutrition, health education, physician assistant, nursing, environmental health and medical technology—although among the more than 200 possible careers in allied health these represent a mere handful of possibilities.

#### Phelps-Stokes Fund Tasks

The Fund is responsible for every phase of this project from pre-selection research to the development of viable re-entry programs.

##### *Pre-Recruiting*

Prior to each recruiting trip, our staff surveyed post-secondary institutions which specialized in two-year allied health programs. That survey was submitted to the AID. The Fund also conferred at length with UNHCR and USAID officials as to appropriate recruiting sites; these organizations furnished our teams with useful background information and helped facilitate our travel to and within Africa.

##### *Recruiting*

Recruiting for Phelps-Stokes refugee programs has generally been the responsibility of a two or three person team. Our recruiters have visited Somalia, Sudan, Djibouti, Kenya, Uganda, Cameroon and Equatorial Guinea in efforts to select appropriate participants for the APT program. Similar team recruitment of refugees from Namibia, South Africa and Zimbabwe has been done by Phelps-Stokes officers on the Stokes-Moton Program. Long hours were devoted to briefings from appropriate resource specialists regularly engaged in refugee work, to personal interviewing, to testing and processing selectees, and to logistics prerequisite to getting participants to the U.S.A. These activities

were conducted in less than ideal circumstances — office space was often unavailable, travel was chancy at best and recruiters had painstakingly to explain selection criteria and diplomatically interface with hundreds of anxious young refugees and their earnest advocates. Officials of the World Council of Churches in East Africa were also supportive.

#### *Site-Selection*

Field trips were conducted at over twenty-five U.S. institutions to evaluate, firsthand, program offerings, faculty, community environment and institutional support systems. Housing and local transportation were often critical conditions in site selection.

#### *Orientation*

Every student selected for the program participated in an orientation program in Washington before proceeding to site. Topics covered included budgeting, U.S. education, English language, Pan-Africanism, U.S. culture, etc. TOEFL and ACT exams were administered and used as significant factors in the lengthy process of student placement. Orientation program reports have been submitted to USAID both for the December 1979 and August 1980 orientations.

#### *Participant Support*

Now that all of our students have been selected and placed, our current major responsibility is to facilitate their individual learning activities. Though we rely on institutional personnel for much of the student personal and academic counseling, on a continuing basis, our staff plays these roles during regularly scheduled site visits and through correspondence and telephone exchange. We are still perceived as "in loco parentis" by the students. Problems of personal health, emotional health, cultural adjustment and academic pressures demand full attention and resources of staff.

#### *Conferences and Training Programs*

The Phelps-Stokes Fund organizes enrichment conferences for all of our students at least once a year. These 2-3 day conferences enable participants to share ideas and

experiences, to monitor progress and evaluate skills acquisition, and to focus on returning to work in Africa. We have already organized and coordinated an eight-week TESL training program for participants from Equatorial Guinea, as well as for those from Ethiopia and Somalia who needed to improve their English competence. In the summer of 1981 we hope to conduct another such academic skills development program and to provide a leadership training seminar.

#### *Tutorials*

In conjunction with interested administrators and faculty, the Fund has arranged for a number of individual tutorials. Many of these tutorials are not merely for remedial purposes, but rather are designed to supplement the standard academic program offerings.

#### Current Program Status

Our first group of students arrived in December of 1979 and began their academic programs in January, 1980. Our second and final group, which arrived in August of 1980, has just begun its formal studies.

We now have 115 students enrolled in this program. Thus far two students are no longer in the program. We are attaching a current listing of all our program participants, indicating their countries of origin, fields of study and institutions at which they have been matriculated.

During our first year of program operation (August, 1979 to July 31, 1980), we spent approximately \$650,000 of an \$800,000 budget. This budget supported a total of forty-eight students instead of the sixty originally projected. Our second year grant award is for \$2.1 million and our total grant award figure for the thirty-nine month period has been fixed at \$4.5 million.

In general, we are pleased with the progress of our participants. Most have had difficulties in their first semester primarily because of problems typically attendant to users of English as a foreign language. Though a majority of these students used

basic English through much of primary school and all of secondary school, their English skills had diminished through limited opportunity to use English and consequent neglect. Hence, many have had to take remedial English courses. After the first semester adjustment and relearning period, they have enrolled in full-time programs and have achieved quite acceptable results. They are a serious group of students, and thus far approximately twenty percent of them have made dean's list.

The biggest single threat to program credibility is the ultimate return rate to Africa. We are working assiduously in the area of re-entry; we are in the process of developing an in-Africa post-U.S. training program of one to two months. This program will probably take place in Cameroon or in Tanzania and will focus participants on public health care in Africa. We are preparing a state of the art survey of job possibilities in African public health programs, while exploring with international health agencies possible future placements. However, we recognize the possibility that students may opt to remain in the United States, even as illegal aliens. Relatives and friends of students among large Ethiopian populations in several major U.S. cities provide convenient networks which can easily absorb some of these students. If we facilitate re-entry and develop viable jobs in Africa, we are confident that our return rate will be impressive, but we cannot say this with total certainty until we have completed negotiations on behalf of participants in the first group due to return. That return date is projected for mid-1982.

#### Future Projections

We would welcome bringing more refugee students to the United States for similar training in the future, ideally, to begin in August of 1981. Our focus could be on Ethiopians and Eritreans living as refugees in Djibouti, Sudan and possibly Somalia. Our opinion is that these individuals constitute the most needy English speaking refugees in Africa. We could also mount a similar program for Chadian refugees who, like the present Equatorial Guinean participants, would require initial and continuing

support in English as a foreign language. Most French-speaking students with secondary or lycee education, however, will have met the English as a foreign language requirement anyway. We anticipate submitting a proposal to the Department of State in January 1981, seeking funding for a program of 60-75 students. We have always preferred to operate modest-sized scholarship programs to ensure quality control in our placements and student support systems.

FACILITATOR'S REPORT

APT Seminar, Interim Evaluation, Spring 1980

Clark College, Atlanta, Georgia

Prepared and submitted by Geraldine Brooks to  
Dr. Marie Gadsden of the Phelps-Stokes Fund

## Introduction

Mr. Martin Burns and I met on Thursday, June 29, en route to Clark College. African Paramedical Training (APT) Program data, and the goals of this three day meeting were reviewed, and Mr. Burns shared his perceptions of the role of the Facilitator. This role was defined as:

1. Evaluator of the APT Program to date, utilizing evaluation documents developed by Phelps-Stokes Fund/African Paramedical Training staff; and,
2. To solicit and to assess staff development needs.

## Process

Both formal and informal data gathering techniques were employed during the three day meeting.

Meetings were held with APT staff individually and in group settings. I met with Dr. Gadsden and confirmed the goals of the seminar, the evaluation process, and the role of Facilitator, vis a vis the students and program staff. We reviewed the program's successes and problems since inception and, agreed on a process philosophy to facilitate addressing the problems.

This philosophy, simply, was to create the appropriate climate and support atmosphere that would promote honest sharing of student and staff concerns.

The Facilitator met with students in structured settings (scheduled workshops) and informally in groups and individually.

## Staff Observation

The Facilitator observed staff interaction with students and among themselves. Wherever appropriate staff were employed in all student meetings with the Facilitator:

### Formal processes

Two formal documents were administered. The first, Attachment A, was given to students the morning of day two, directly after the students completed

the TOEFL exam. The second, Attachment B, was administered as the last event of closing meeting.

In small groups students were requested to answer specific questions, and develop group answers. See Saturday notes.

## Events

### Thursday, May 29.

Afternoon: Arrival of students and staff.

The program staff had made excellent arrangements for housing, and all participants arrived in time to have a very fine evening meal together, after they were settled into their rooms.

7:30 to 8:30 p.m.

Dr. Gadsden welcomed the participants, re-introduced staff, and shared data on recent worldwide events which impact on the future of both this program's viability for other refugees, and the roles of the participants in their work in Africa.

The welcome kits and travel reimbursements were distributed. The kits were well received and included news clips of recent events in East Africa. Many students commented on how much they appreciated receiving the news. Travel reimbursements were done swiftly and efficiently.

The APT staff had prepared refreshments, and staff and students spent the balance of the evening in small informal gatherings.

It was an excellent climate setting for upcoming events.

### Friday, May 30.

1. The morning session was opened by Dr. Gadsden, and a welcome address delivered by the Vice President of Clark College.
  2. The TOEFL examination was administered to all students by APT staff.
  3. During the lunch hour, the Facilitator met with program staff to share the goals of the afternoon's agenda items and review the plans for the evening's events.
  4. First evaluation form was administered to students by APT staff.
- A lecture and exercise on *How to Improve Your English*, by Dr. Gadsden

followed. This session was very informative and interesting, but did require concentration and hard work for the students.

5. The Facilitator then met with the students to discuss the role of the Facilitator; the upcoming visits to the homes of prominent Atlantans; and, the next morning's workshop.

The students were exhausted from the days heady exams and exercises, but a lively exchange occurred, led by the Facilitator, in response to student's questions about race relations in the U.S.A.

The session adjourned at 4:30 p.m.

6. Student groups, of up to five students, each accompanied by an APT staff member, were either picked up by hosts or delivered to their homes. It provided an excellent opportunity for the students to see some of the city, meet with some very fine folk, and to enjoy a good, home cooked, meal.

Although many students were reluctant to go initially, all agreed that it was both enjoyable and enlightening. See attached letters.

Saturday, May 31.

The first activity of the workshop was the reporting from the students on their previous evening's visits. One or two members, of each small group, shared with the large group where they had gone and what kinds of foods they had and what had been discussed and learned.

The popular consensus was that everyone enjoyed the evening and were most appreciative of Dr. Gadsden's efforts in making these arrangements.

The large group was divided into five smaller groups, and were assigned the task of selecting a group leader, and writing (in English) a group note of thanks to Dr. Gadsden. See attached letters.

This exercise gave the students the opportunity to identify leadership, work together and develop a group product.

After a short break, letters were shared and exchanged among groups, and original groups re-assembled to begin Task 2.

Task 2--Prepare a group response to the following questions. The goals of Task 2 were to promote dialogue among the students to encourage the free exchange of experiences, identifying those which may have been similar, and to promote informal group support systems.

Each group was encouraged to discuss each question, to exchange experiences and to develop a group consensus response.

The Facilitator observed and joined groups, for short periods of time, to provide clarification of task or role definition of group leader.

Although some of the questions asked in Task 2 were similar to those in the formal evaluation document--the environment of the queries was less formal and less formalized than the evaluation instrument.

The answers included below are those most frequently submitted, both through the group notes and group discussions. These questions were designed to probe problem areas of the students and the responses include some messages and implications for the new group's orientation.

Students seemed to enjoy this exercise and were very task oriented.

REPORT  
OF  
A.P.T SUMMER ENGLISH PROGRAM

FELLOWSHIP HOUSE FARM  
POTTSTOWN, PA.  
JUNE-JULY 1980

## Description,

### Program:

The Summer Language Institute was an eight-week intensive course in English as a Second Language, designed to provide participants with training in the following language skills: listening comprehension, reading, oral proficiency and writing. Such training coupled with a cultural enrichment program (including field trips, festivals, and evening lectures on various aspects of American life) would enable the students to participate more effectively in their paramedical studies this fall.

## Placement

### Initial (Week 1)

The initial screening of participants for placement into classes was conducted on Sunday, June 8. The instrument used was an oral interview in which students had to respond orally to a series of structurally graded questions. On the basis of the ratings attained on the interviews, students were placed into two groups: Basic (low to high) and Intermediate.

### Mid-program (Week 5)

A mid-program assessment was conducted for a two-fold purpose:

1. to assess the current level of proficiency for the entering Ethiopian and Somali group as well as the continuing Equatorial Guineans.
2. to measure the progress of all participants as the same instrument would be used at the end of the program.  
(CELT Listening and Structure Tests)

In the final assessment the NAFSA English Language Proficiency was used to rate student proficiencies in writing, reading and vocabulary, aural comprehension, and speaking.

A rather detailed description of these tests and the scores attained by the participants is included in Appendix A.

## Classes

The participants met six hours a day for five days a week. Essentially,

each student had the following schedule:

Grammar (2 hours) (Paragraph Development/Composition)

Listening/Speaking (2 hours)

Reading/Vocabulary Development ( 2hrs.)

\* The actual distribution of hours/schedule is included in

Appendix A.

**MATERIALS:**

A committee of the teaching staff agreed in Washington on the materials that would be appropriate to the students'

English language proficiency and paramedical related goals.

They included books, workbooks, tape ; and audio-visual aids.

A list of materials used in the program appears in Appendix A.

**TAPES:**

Tapes were often used both inside and outside of class to help

students develop more effective listening skills as well as

better pronunciation.

### Student Evaluation by Teachers

Evaluation of students was made in two areas: 1) English level proficiency and 2) personal qualities.

### English Level Proficiency

The McGraw-Hill Book Company Comprehensive English Language Test for Speakers of English as a Second Language (CELT) was used as a measure of progress for the four-week period July 7-July 30.

The National Association for Foreign Student Affairs (NAFSA) English Language Proficiency Chart was used. See the page following the assessment for explanation of the code.

### Personal Qualities

On the basis of our contact with the students, an evaluation of each was made of character and personality traits which influence, promote, or impede success in academic and job situations.

## TEACHERS' EVALUATION OF PROGRAM

The following comments are presented in outline form according to the major areas of concern we defined as a group. Each topic includes a statement of group consensus on pros and cons, where consensus was achieved. Individual opinions, where these differed from those of the rest of the group, are included marked as such. The areas evaluated are:

- I. Students as a group
- II. Curriculum and group activities
  - A. Classes
  - B. Enrichment program and off-site activities
- III. Textbooks and other teaching materials
- IV. Location
  - A. Site, facilities
  - B. Social aspects
- V. Achievement of program objectives

### I. STUDENTS AS A GROUP

With few exceptions, the students were highly responsive to teachers and teaching methods, and hard-working. On the whole they were conscientious about homework and class preparation and were active in practicing and learning English in social situations outside of class. Group morale was

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generally quite high.

Individual opinions: (a) Regrettably, the two groups never became integrated to any significant degree. The late arrival of the second group probably contributed to (though it did not cause) this separation.

(b) Morale fluctuated, worsening noticeably (i) over uncertainty about program future (new arrivals) and immediately after on-site orientation regarding same, and (ii) before and after final testing.

## II. CURRICULUM AND GROUP ACTIVITIES

### II. A. Classes

On the whole, good coverage of different language skills was achieved. The division of teaching tasks into specific skills blocks assigned to different teachers promoted this and was also advantageous to students, both in exposing them continually to diverse personalities, voices and teaching styles, and in providing refreshing variety in the daily routine.

However, schedule changes occurred too frequently and led to insufficient coordination in coverage and materials; this resulted in some undesirable omissions and repetitions and also caused loss of progress as teachers and classes found each other's level in new subject matters, and established new classroom procedures after each schedule change.

### II. B. Enrichment program and off-site activities

Although they could have been better conceived, the Tuesday-Thursday evening activities were helpful and generally appreciated.

Off-site activities were highly positive, especially the visits to Valley Forge and New York City. In New York the schedule was too full--

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Saturday afternoon free for resting or shopping (in view of the evening's planned tour) would have been appropriate.

Individual opinions: There are many unexplored possibilities here, especially in the use of educational T.V., slides and other such presentations, especially involving the humanities; and/or cross-cultural preparation to deal with specific American and academic situations such as student-professor relations, effective classroom behaviors, general American courtesy norms, etc.

### III. TEXTBOOKS AND OTHER TEACHING MATERIALS

Many of the materials used were excellent, and a variety of possibilities were available for the teaching of most skills. However, the program began with a paucity of materials and too few copies of several texts. Teachers' editions had to be lent to individual students; pronunciation texts had to be shared between classes and therefore carted from class to class (a ten-minute walk) by the instructors. Materials should have been selected by teaching staff, and ordered, several weeks in advance, in order to have adequate supplies in place when the program began. Also, more audio-visual materials would have been helpful.

### IV. LOCATION

#### IV. A. Site and facilities

In general classroom facilities were adequate except for high levels of "noise pollution"--power lawn mowers, building construction, and occasional swimming parties. There were inadequate facilities for individual study. Living and recreational facilities were adequate, although access to the swimming pool was very limited since lifeguard services were generally only available during daytime class hours. Living facilities were tight but

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manageable except for the load of six to eight students per bathroom, which caused some hardship and friction.

Lack of adequate administrative support was a disruptive factor, as when doctor's appointments for students caused teachers to have to cancel a class, leave early, or trade off hours on an ad hoc basis. Farm staff eventually took over some administrative support functions--xeroxing, providing students with small change and buying and selling stamps--but never the ferrying of students to town. The lack of air conditioning led, apparently, to continual problems with copiers, and therefore to disruptions in scheduled class work. Furthermore, office facilities--typewriter, copier, shelves and workspace--were not in place during the first week of the program.

#### IV. B. Social aspects

Language being a social activity, its acquisition is also; hence the inclusion of this section. The farm offered both strong positive and negative aspects as a place to operate socially, and thus learn and practice language.

On the positive side, the humanitarian and "outreach" nature of the farm, and especially the generosity and kindness of certain staff members, gave a sense of group and family which contributed greatly to learning to speak and listen. Special celebrations, the final ceremony honoring the students as participants in Fellowship Farm, and personal interactions between individuals all contributed, as did the interest some staff members took in contributing to specific program activities. Student involvement with farm guests and programs also helped. In general, living on the farm gave a highly favorable impression of American life. For some students, the rural isolation of the farm contributed to better concentration on their studies.

On the whole, however, the location worked negatively on students' learning. It cut them off from many natural English-speaking situations (e.g. buying their own stamps; going to movies; taking the bus; ordering food; access to reading--from road signs to comic books to leaflets to "real" books in their areas of interest; asking and giving directions; dating; etc. etc. ad infinitum--interactions involving necessity and desire which should be forced upon them twenty times a day). They were thrown largely on intra-group resources for conversation.

Individual opinions: (a) The situation fostered a sense of dependence on the teachers (who had the cars, and therefore the only connections with the outside world). However, to learn one's way into a new language and culture, a highly independent stance is necessary.

(b) This situation placed artificially narrow limits on variety and individual choice in social life and in practice of English skills outside the classroom.

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## V. ACHIEVEMENT OF PROGRAM OBJECTIVES

Behavioral objectives were set up at the beginning of the course, based on our best assessment of the current students' immediate needs (autumn study in Puerto Rico), long-term needs (English skills adequate for employment in English-speaking African countries), and the desirable additional goal of familiarity with the American way of life (defined principally as major American institutions). We projected desirable skill levels in three areas: reading, oral communication (speaking and listening), and writing. We also stated as a fourth goal "familiarity with American institutions and way of life." Our summary of desirable goals and competencies is presented below.

### Present Need

1. READING--read college-level material
  - a. Identify main ideas and supporting details
  - b. identify author's purpose
  - c. infer meaning from context
  - d. vary reading speed according to the difficulty and/or the importance of the content
  - e. identify student's purpose in reading and adjust reading techniques accordingly
  - f. recognize general and medical-related vocabulary.
2. ORAL COMMUNICATION
  - a. engage in general conversation without structural or pronunciation errors (in speaking and listening) which would seriously impede communication.
3. WRITING
  - a. summarize in writing what has been read
  - b. reproduce in writing general information such as that used in ordinary conversation.

#### 4. FAMILIARITY with American institutions and way of life

Achievement of the above goals varied widely, given the wide discrepancies in preparation which the students brought to the program. Objective assessment of achievement was largely impossible due to unavailability of tests which would assess our particular objectives, except in the case of listening, which we assessed before and after the second four-week period with the CELT (Comprehensive English Language Test). In listening, nineteen of the twenty-four showed a significant increase of 6 or more percentage points over four weeks. Two demonstrated no noticeable progress, and three showed significant drops in listening scores.

One can assume that CELT scores on both listening and structure are suggestive, though by no means conclusive, as to progress in speaking skills; they assess some necessary components of speaking ability, but not all. Again, as regards reading and writing, structure scores suggest proficiency in only one important factor. Therefore, objective assessment of the degree to which the skills goals were achieved is lacking except in the area of listening.

The admittedly subjective "Assessment of Exit Proficiency," which represents an average of independent scoring by the four instructors, gives some indication of the teacher group's feeling about student proficiency in the four areas at the end of the program. No such assessment was made at the beginning of either group's study; therefore no estimate of progress can be made on this basis. However, to whatever extent this ad hoc scoring process had objective reality, it would appear that only eight of the twenty-four presently possess language skills adequate to cope successfully with a "minimal academic program" in the U.S. as defined by NAFSA. (Basis: 3 out of 4 categories with a score of 4 or higher.) Most of the group studying in the U.S. should have further instruction in basic composition; and several would benefit from further work in reading, particularly in areas 1-a, d, and e listed in the objectives on the previous page.

## Student Evaluation of the Program

Student evaluation was requested in order to learn the student reaction to the program and to receive suggestions for improvement of a similar program in the future. So that the students would be able to express themselves freely on whatever aspects of the program they desired, an evaluation form with very broad categories was presented to them. Included were 1) Location, 2) Classes, 3) Tuesday/Thursday Evening Meetings, 4) Weekend activities, 5) Your opinion of your progress in English, 6) Additional comments.

On the whole the evaluation of the program by the students was very favorable.<sup>1</sup> In considering the first item, Location, most thought the location was well-selected; others did not. Typical comments were: "The place is quite good because students can concentrate on their subjects as well as with a fresh mind." "Very good. The location was very good, with fresh air, open country. . ." "The site--It is a good idea, in my opinion." While admitting the advantages of a quiet place to concentrate on studies, some thought "it would have been better in a place nearer to the city to facilitate contact of the students with everyday street life."

The area which received generally unfavorable comments was the Tuesday/Thursday Evening Meetings. The overall impression is, however, that the meetings were successful because of the degree to which the students remembered and listed the subjects of the meetings, the content and manner of presentation of the topics, and the desire to have been a participant. The comments centered on the content and format of these meetings. Content: "The meetings began at seven and were very

<sup>1</sup>See the end of this section for the original Spanish.

interesting. I only liked two of them: American Dream and the one about women in America. The rest weren't interesting in my opinion." "They weren't very interesting except for three of them, the one about the organization of the United States, and the family in the U. S., the women's revolution, and immigration and emigration; the rest weren't important in my opinion." "These meetings were very successful because they revised our opinion about what we thought was the U.S.A. before we got here." "The meetings were very interesting, especially in understanding." Format: About the meetings, I didn't care for them, since the teachers were in charge of them, in my opinion each student should have had three or five minutes talking in English about some subject." "I think the students, the Tuesday/Thursday evening meeting conferences should be given by the students."

Comments on classes were favorable. One student suggested that there be only morning classes and afternoon cultural activities; another suggested that the afternoon session not start until 3:30; one commented on the fact that slow and fast-learning students were in the same class.

Comments on the Weekend activities were favorable. All noted their personal progress in English; from zero to one hundred per cent was the assessment of one student. Throughout the evaluation, students made note of the hard work of the teachers to assure that students would learn and expressed appreciation for the help and encouragement they received.

Note: Appendix B contains all the evaluations as submitted by the students.

Notes on the quoted student statements

It is not thought useful to reproduce the misspellings of the students who wrote their evaluations in English. Following is the original Spanish of comments translated in this section of the report.

"Sitio--Es una buena idea segun observé yo."

". . . hubiese sido mejor un lugar más anexo a la ciudad para facilitar el contacto de los estudiantes con la masa de la calle."

"Los mitines comenzaban a la 7 de la tarde los miercoles y jueves: y heran de maximo interes. Solo me gustaron 2: American Dream y de la mujeres en America. El resto no fue de interes en mi opinion particular."

"No han sido muy interesantes excepcion de tres de ellos, el de la organizacion del estado U.S. y la familia en U.S., la revolucion de la mujer, y la inmigracion y emigracion, el resto no los encontré importantes."

"Sobre las reuniones han sido interesantes, sobre todo, en el entendimiento."

"En cuanto las reuniones no me han parecido del todo bien, ya que lo han presidido los profesores, en mi opinion cada alumno tenia que tener en la reunion 3 o 5 minutos hablando de lo fue sea pero en inglés."

## RECOMMENDATIONS FOR FUTURE SUCH PROGRAMS

### VI. A. Planning and administration.

The goal of intensive short programs in skills training is for instructors and trainees to immerse themselves fully in the instructional process from day one. Considerable time and effect can be lost if instructors and students alike are beset by large and petty non-training worries during the first three weeks of an eight-week course. Therefore, instructional materials in adequate supply, office facilities and administrative backup systems should be ready to function before the program begins; otherwise, wear and tear due to loss of time, energy and concentration on the work at hand can lead to quite considerable loss of progress.

We therefore recommend earlier planning of these aspects in any future such programs, in order that they may be ready at the time the program begins.

Individual opinions: We know that government contracting can make timing very close. To cope with this admittedly difficult and unpredictable constraint, we recommend hiring the prospective teachers in any future such program for one day's consulting, five weeks in advance of projected program startup, so that the prospective teachers may not only decide upon materials needed but may see that order forms/letters are prepared, ready at Phelps Stokes to be sent out to publishers as soon as funding is confirmed, but no later than four weeks in advance.

#### Other planning/administration points:

1. Designation of a single coordinator of teaching staff. Clear designation of roles and responsibilities of teaching staff as regards non-teaching functions.

2. Provision of data on students, as fully as possible, before program begins. E.G.: how students were re-

- more -

cruited and what they have been told about the program; previous educational level of each, as Phelps Stokes has knowledge of it; current and projected curriculum of those already enrolled at universities; recent writing sample<sup>(5)</sup> (preferably one narrative and one analytic paragraph) from the latter; any test scores available; any advisor's or professors' comments available on record.

3. If possible, have entire student group arrive at the same time, even if some must therefore leave early.

#### VI. B. Location.

Consider another kind of location.

Individual opinions: Pedagogically, a town or city environment where students were placed in pairs with families would allow combination of some of the Farm's strong points with improvement of the weaknesses cited (v. IV.B., "Social Aspects"). A fair-sized town off the beaten track would help to isolate students from eager countrymen in urban centers like Washington or New York, while at the same time allowing them the pedagogically and socially desirable range of language practice opportunities, and the chance to become independent in language learning and exploration, which were lacking for most students in the rural isolation of Fellowship Farm.

ORIENTATION REPORT

## ORIENTATION SUMMARY REPORT

The Phelps-Stokes Fund conducted a series of overlapping programs for the new APT participants from August 1 to August 25. These programs retained a variety of concepts successfully used in our December, 1979 orientation. These included:

1. Dynamic lectures on U.S. Education and English
2. Budgeting and banking lecture/exercises
3. "First impressions" writing and discussion exercises
4. Home visits to host families for one evening meal
5. Tour of Washington, D.C.

However in our efforts to improve upon early orientation efforts, we developed a number of program innovations:

1. A full time Orientation Coordinator who was directly responsible to the APT Director. This enabled the APT Director to maintain his overall program guidance role but did not burden him with the added day-to-day duties of orientation design and management.
2. Veteran APT students' assistance.  
Four "veteran" students recruited from the December group were extremely helpful in supplementing the core staff, especially in cross-cultural translation and student support detail.
3. Staff-Student small group units. An American and an African staff member were assigned to specific sub-groups of students at the beginning of orientation. These educational units were maintained throughout to reinforce lectures, films and other presentations. They also served as logistical units to move the group throughout the training site and D.C. area for shopping, inoculations etc.
4. New Cross-Cultural Exercises and Materials. These included: "getting-to-know-you" triads that quickly "broke the ice", case studies developed and role played by APT core staff and veteran students, cross-cultural analytical questionnaire, increased use of cultural films and audio-visual posters.
5. APT Student Manual. This was compiled by the core APT staff and clearly "spelled out" all general policies and procedures. This greatly facilitated the orientation and understanding by the students.
6. TOEFL, ACT and Math-Science Tests. The tests required for screening and entrance to various health programs at colleges throughout the U.S. were administered during orientation.

7. New health presentations. The new APT staff member who is a health professional conducted totally new approaches to health orientation.
8. Formal Welcome/Graduation Dinner. This Dinner addressed by Ambassadors Mookodi of Botswana and Coulbary of Senegal and attended by Phelps-Stokes Board members and senior staff, in addition to APT staff, served simultaneously as a graduation event for the participants.
9. Periodic Evaluation. A continuous formal evaluation procedure was used. The form with both objective and subjective questions, was administered at the completion of significant aspects of orientation -- i.e. 2 - 3 day time blocs.

Generally, the orientation was well planned, designed and received. The repetition of the strong elements used in the December 1979 Orientation of the first APT group, plus the addition of the aforementioned innovations contributed to a program that was viewed by the students themselves to be largely successful. Unfortunately, due to the late arrival of the Khartoum group, their planned orientation was not fully realized and they had to receive a "crash informal" three day experience in order to get to their colleges and university placements on time.

In sum, virtually, all the "planned" aspects of orientation could be replicated, with only minor refinements required. The views expressed by the students certainly reinforce staff perceptions of the generally high quality of the summer 1980 APT orientation. A schedule of the orientation program follows.

SUMMARY SCHEDULE AFRICAN PARAMEDICAL TRAINING (APT) / ORIENTATION  
ROOM D - McCORMACK BUILDING

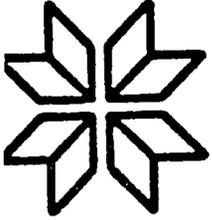
CYCLE I - E.G.

| Friday 8/1                  | Saturday 8/2   | Sunday 8/3  | Monday 8/4   | Tuesday 8/5  | Wednesday 8/6                                     | Thursday 8/7  | Friday 8/8  |
|-----------------------------|--|---|--|--|---|---|---|
| A.M.                        |  |   |  |  | 7:00 BREAKFAST                                    |   |   |
|                             | 7:30-8:15 BREAKFAST →  |   |  |  | 7:30 -- Skin tests                                | 7:30-8:15 BREAKFAST   |   |
|                             | 8:30 -- Introductions: 4-H Center Phelps-Stokes Fund (PSF) African Paramedical Training (APT) Staff Students Movie: "City out of Wilderness" | 9:00 -- Church options, Chevy Chase area<br>11:00 -- Bus departs 4-H Center for TOUR of Washington, D.C. (Bag lunch on bus) | 8:30 TOEFL test<br>10:45 -- First impressions exercise | 8:30 -- Depart 4-H<br>9:00 -- Americana film fest (continues)<br>x x x x<br>Physicals                              | 9:30 -- Pan Africanism                            | 8:30 -- English (with Khartoum group)<br>11:15 -- Library resources | 8:30 -- English (with Khartoum group)<br>10:30 -- Introduction to Puerto Rico<br>12 noon -- LUNCH<br>1:00 -- Introduction Puerto Rico |
| P.M.                        | 12:00 noon LUNCH   |   | 12:00 noon LUNCH →                                     |  |   |   |   |
| 4:00 pm -- Arrival          | 1:00 -- Home visits  |   | 1:00 pm -- Americana film fest                         | 1:00 -- U.S. education -- philosophy, history, structure<br>3:00 -- Insurance forms exercise<br>Free time (sports) | 1:00 -- Remaining healthy<br>x x x x<br>Physicals | 1:00 -- Currency, budgeting and banking                             | 6:00 -- DINNER RECEPTION  |
|                             |  |   |  |  |   |   | Saturday 8/9  |
|                             |  |   |  |  |   |   | 7:30 BREAKFAST<br>8:30 -- Pan Africanism  |
| 5:30-6:30 DINNER →          |  |   |  |  |   |   | 10:00 -- USAID policy toward African refugees   |
| 6:30 - Administrative forms | 8:00 -- Diplomats soccer (RFK Stadium)   | 7:00 pm -- Mock TOEFL test  |  | 7:00 -- Film   | 8:00 -- Join Cycle II: Khartoum group             | 7:00 -- Biography writing   | 12 noon LUNCH<br>2:30 -- Role play<br>6:00 -- Picked up for home visits   |

| Friday 8/8   | Saturday 8/9  | Sunday 8/10  | Monday 8/11  | Tuesday 8/12  | Wednesday 8/13   | Thursday 8/14                    | Friday 8/15                              |
|--|---|--|--|---|--|----------------------------------|--|
| 7:30-8:15 BREAKFAST →  |   | (BKFAST 7:45-8:30)   | 7:30-8:15 BREAKFAST  |   |  |                                  |  |
| 11:00 --<br>Registration   | 8:30:<br>- Pan-Africanism overview<br>- US policy toward Africa<br>- US & UN policy toward African refugees | 8:30 -- Church options (Chevy Chase area)<br><br>11:00 -- Bus departs 4-H Center for TOUR of Washington, DC (bag lunch on bus) | 8:30 -- ACT<br><br>11:30 -- Skin tests read  | 8:30 -- TOEFL<br><br>10:30 -- "First Impressions" exercise                            | 8:15 -- Math test<br><br>10:15 -- Chem test                                    | 8:30 -- Pan Africanism revisited | 8:30 -- Bankir<br><br>10:30 -- Budgeting |
| 12:00 noon LUNCH →   |   |  | 12:00 noon LUNCH   |   |  |                                  |  |
| 1:00 --<br>Introduction: students-staff, Phelps-Stokes Fund African Paramedical Training (APT) | 1:00 -- African/American values<br><br>Role Playing<br><br>4:30 -- Film: "City out of Wilderness"           | ↓  | 3:00 -- Health<br><br>↓  | 1:00 -- Film Fest: Americana<br><br>5:00 -- Insurance forms<br><br>Free time (sports) | 1:15 -- U.S. Education - testing, listening, perception<br><br>4:00 -- Library | 1:00 -- English language         | 1:00 -- Placement orientation            |
| 6:00 Dinner/reception  | 6:30 -- Picked up for home visits   | 5:30-6:30 DINNER   |  |   |  |                                  |  |
| 8:00 Free  |   | 7:00 -- Mock ACT   | 6:30 -- Orientation to American politics<br><br>7:00 -- Democratic National Convention on TV | 7:30 -- I.D.'s  | 6:30 -- Loneliness discussion  | 7:00 -- Placement orientation    | 7:00 -- Depart for soccer matches        |

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STUDENT RE-ENTRY SURVEY



Phelps Stokes Fund  
Institution for Human Development

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212 427-8100

Washington Bureau:  
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Cable: "Stokesfund"-New York

September 24, 1980

MEMORANDUM

TO: All APT Students  
FROM: APT staff of the Phelps-Stokes Fund  
RE: Planning for Employment: Student Forum

Plans are now being developed to aid in your employment after your studies. We have designed a few questions for you to answer and also hope that you will give us your additional comments. The first four (4) questions require a small paragraph. The next few questions you check only one box. We also hope you will use the comments section to share your ideas and explain any of your answers.

We are aware that at this time you are mainly concerned about your studies. We hope you will take some time to reflect and think about the questions offered.

Enclosed is a stamped self-addressed envelope to return the questionnaire. No name or address, please. We would like to keep all questionnaires anonymous.

Thank you for your time and consideration.

S T U D E N T   F O R U M

Country of Origin: \_\_\_\_\_ Mother Language: \_\_\_\_\_

Program of study: \_\_\_\_\_

1. What profession or jobs will you be trained to do after your studies here?

2. Where are you planning to go after your studies?  
(List countries in order of preference)

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

3. State why you prefer country No. 1.

4. What problems do you foresee looking for a job?

5. I would like to have English Language training next summer:

YES

NO

6. Do you see yourself working for a:  
(Place a 1 beside your first choice, 2 beside a second choice, etc.)

|                            | <u>YES</u>               | <u>NO</u>                |
|----------------------------|--------------------------|--------------------------|
| Ministry of Health         | <input type="checkbox"/> | <input type="checkbox"/> |
| Private physician's office | <input type="checkbox"/> | <input type="checkbox"/> |
| Private laboratory         | <input type="checkbox"/> | <input type="checkbox"/> |
| Industry                   | <input type="checkbox"/> | <input type="checkbox"/> |
| UNHCR                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Refugee Camp               | <input type="checkbox"/> | <input type="checkbox"/> |
| Missionary                 | <input type="checkbox"/> | <input type="checkbox"/> |
| International Organization | <input type="checkbox"/> | <input type="checkbox"/> |
| On your own                | <input type="checkbox"/> | <input type="checkbox"/> |

7. Would you prefer to work in: (Check one only)

|                  |                          |
|------------------|--------------------------|
| A Village        | <input type="checkbox"/> |
| A Small Town     | <input type="checkbox"/> |
| A Large Town     | <input type="checkbox"/> |
| The Capital City | <input type="checkbox"/> |
| Other            | <input type="checkbox"/> |

8. Once your studies are completed, where would you like to work:  
(Check only one)

- My native country
- Another African country. (Specify which country: \_\_\_\_\_)
- The United States
- Europe
- The Middle East
- Other \_\_\_\_\_

(3)

9. When your program is completed, would you like to receive additional training?

YES/  /

NO/  /

What kind? \_\_\_\_\_

10. Do you think that most of your friends in APT will return to work in Africa after the APT training is completed?

YES/  /

NO/  /

COMMENTS

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| Question | QUES. 6<br>? EMPLOYER  | QUES. 7 ?<br>? LOCATION    | QUES. 8<br>LOCATION<br>COUNTRY  | QUES. 9<br>? ADDITIONAL<br>TRAINING       | QUES. 10<br>? WILL APT STUDENTS RETURN TO AFRICA   |
|----------|--|----------------------------|---|---|--|
| 3        | Int. Org.<br>UNHCR<br>MOH  | Capital City               | Kenya   | YES. Bachelors degree<br>in health admin. | YES. We look forward to going back, but<br>with so little training will we get jobs?   |
| 4        | MOH<br>Priv. Lab.<br>Int. Org.<br>Missionary<br>Priv.M.D.Off.<br>UNHCR<br>Industry<br>Refugee Camp | Village                    | Native<br>country   | YES. Business Admin.                      | NO. Used to American ways too much suffer-<br>ing - Africa<br><u>Comments:</u> would like to be own boss giving<br>orders, like to work in a remote<br>area                |
| 5        | Int. Org.  | Capital City               | Kenya   | YES. Practical work                       | I do not know about my friends   |
| 6        | Int. Org.<br>MOH   | Capital City               | U.S.  | YES.                                      | YES.<br><u>Comments:</u> Glad to let you know my feelings.<br>Positive it is necessary to continue educati   |
| 7        | UNHCR<br>Int. Org.   | Capital City               | Any capita-<br>list country<br>not socialist  | YES. More knowledge<br>in field           | YES.<br><u>Comments:</u> This form shows me my future life<br>and I will now study hard and would like to<br>get all my first choices                                      |
| 8        | Industry<br>Int. Org.<br>On own  | Other (?)                  | Native<br>country   |   | YES.   |
| 9        | Int. Org.<br>MOH<br>Industry<br>Priv. Phys.<br>Office<br>Missionary<br>(best paying)               | Capital City<br>large town | Native<br>country   | YES                                       | Supposed to return. Difficult to tell what<br>is in other peoples minds<br><u>Comments:</u> Grateful to P-SF. Look forward to<br>completing course & cooperating with P-SF |
| 10       | Int. Org.<br>(WHC)<br>UNHCR<br>Industry<br>Missionary<br>Refugee Camp                              | Anywhere I<br>am posted    | Anywhere in<br>the world<br>where I am<br>offered a<br>job. Country<br>does not mat <sub>Job</sub><br>ter, only the / | YES. Environmental Hlth.                  | It is impossible for me to know if what they<br>tell me is actually what is on their minds.<br><u>Comments:</u> Could P-SF meet our expenses for<br>2 more years?          |

Questionnaire #

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P A R T I c o n t ' d .

|    | COUNTRY OF ORIGIN | MOTHER LANGUAGE | PROGRAM OF STUDY | QUES. 1 PROFESSION | QUES. 2 TRAVEL PLAN                               | QUES. 3 ? PREFERENCE       | QUES. 4 PROBLEMS                  | QUES. 5 SUMMER ? ENG. TR |
|----|-------------------|-----------------|------------------|--------------------|---|----------------------------|-----------------------------------|--------------------------|
| 8  | E. Guinea         | Spanish         | Nursing          | Nursing Care       | E. Guinea<br>Spain<br>S. America<br>Caribbean Sea | Own country                | Depends on job                    | NO                       |
| 9  | Uganda            | Luganda         | Med. Tech.       | Lab. Tech.         | Uganda, Kenya,<br>U.S.A. Britain                  | Home country               | Difficult to comment              | Make decision later      |
| 10 | Uganda            | Acholi          | Env. Hlth.       | Environmentalist   | Zaire, Lesotho,<br>Kenya, Zambia                  | Like the country naturally | Qualifications too low, need BSc. | YES                      |

Questionnaire #

P A R T II

|   | QUES. 6 ? EMPLOYER  | QUES. 7 ? LOCATION                                      | QUES. 8 ? LOCATION COUNTRY              | QUES. 9 ? ADDITIONAL TRAINING | QUES. 10 ? WILL APT STUDENTS RETURN TO AFRICA                    |
|---|---|---|---|-------------------------------|--|
| 1 | UNHCR<br>Int. Org.  | Capital City if native country.<br>Small town otherwise | Ethiopia if settled, if not Kenya (NBI) | YES. Obstetrics               | YES, everyone's goal is to return to Africa with skills and help |
| 2 | All 1st choice<br>MOH<br>UNHCR<br>Refugee Camp<br>Missionary<br>Int. Org.<br>2nd choice<br>Industry | Small town  | Native country or Somalia               |                               |  |

## S U M M A R Y

|   | COUNTRY OF ORIGIN | MOTHER LANGUAGE | PROGRAM OF STUDY | QUES. 1 PROFESSION                                      | QUES. 2 TRAVEL PLAN  | QUES. 3 ? PREFERENCE   | QUES. 4 PROBLEMS  | QUES. SUMME. ? ENG. T/ |
|---|-------------------|-----------------|------------------|---|--|--|---|------------------------|
| 1 | Ethiopia-Eritrea  | Tigrigna        | Post-Nursing     | Did not understand question                             | Ethiopia if settled down<br>Nairobi, Ghana<br>Morocco            | Help my people   | Family standard of living   | YES                    |
| 2 | Ethiopia-Eritrea  | Tigrigna        | Med. Tech.       | Med. Tech.  | Somalia, Sudan<br>Kenya, South Africa                            | Help Ethiopian refugees  | Political instability in Ethiopia may cause problems  | YES                    |
| 3 | Uganda            | Luganda         | Health Ed.       | Not enough training for a job maybe hlth. visitor       | Kenya, Nigeria<br>Ghana, Uganda                                  | Variety of jobs  | High competition most are Univ. graduates, bachelors deg.   | NO                     |
| 4 | Uganda            | Luganda         | Env. Hlth.       | Environmentalist educate people                         | Uganda, Kenya, Nigeria, Zimbabwe                                 | Home country know more about it  | 1. Not enough educ.<br>2. Things might change<br>3. Not knowing where to start  | YES                    |
| 5 | Ethiopia          | Amharic         | Env. Hlth.       |   | Ethiopia, Kenya<br>Nigeria                                       | Because I know more about the problems   | Qualifications too low in APT program, not enough to get a good job   | YES                    |
| 6 | Uganda            | Luganda         | Rad. Tech.       | X-Ray Tech.   | U.S., Kenya, Nigeria, Uganda                                     | Continuation of studies & working exp.   | Qualifications Diploma not valid at least a B.A.  | NO                     |
| 7 | Ethiopia          | Amharic         | Env. Hlth.       | Teach un-educated people also American people & culture | Morocco, Tunisia, Egypt, any capitalist country except E. Africa | People good to me, life style good for my life style. E. Africa except Eth. not good for my life style | I trust P-SF looking for a job for me otherwise, no country will give a job with 2 yrs. study, unless P-SF arranges, no job with 2 yrs. study | YES                    |

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QUESTIONNAIRE:

Of the 70 questionnaires sent out (44 more to be sent this week) we have received 10 in two weeks and we are receiving a few more each day.

Attached is a compilation of those ten responses without comment at this time. A summary will be prepared at the end of November.

STUDENT HEALTH

## Student Health Status

The students were cleared by a routine physical examination completed in the country of asylum. These physicals varied in thoroughness as well as quality of testing.

The orientation period provided a time for completing a variety of health matters such as eye examinations, tuberculin skin-testing, x-rays and physicals. Self-care and health insurance procedures were reviewed at this time. Responsibilities for health and medical care were reviewed.

A student advisor at each institution keeps us informed of major health problems. These problems are generally predictable considering the continent of birth and the age of the students. For example:

- two appendectomies
- one case of tuberculosis
- a few mild cases of malaria
- impacted wisdom teeth
- various infections
- psychological adjustments

One surprise was a congenital heart condition which was evaluated and appropriate recommendations were made.

On the whole the students are healthy and the schools have anticipated as well as responded to health needs.

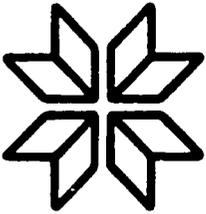
TRIP  
REPORTS

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New York, New York 10028  
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Washington, D.C. 20009  
202 462-2596

Cable: "Stokesfund"-New York



Phelps Stokes Fund  
Education for Human Development

October 9, 1980

MEMO

TO: Files

FROM: M. Temba

SUBJECT: Visit with APT Students at ETSU - October 6, 1980

All the students are doing fine. I met with Dr. Morgan for a few minutes and thereafter, met with Mrs. Starr, the International Student Advisor.

I had lunch with some of the students and found out that they had not received the handbooks we sent.

Alemayehu Lema is very concerned about his courses. He would like to change his major. I told him to talk to his advisor before taking such a move and then inform us.

Enid Kintu. Enid changed her major from Nursing to Health Education. After a long discussion with her advisor. She is kind of homesick at the moment, otherwise she is doing well.

Questions from Students. "What kind of steps P-SF has taken to make sure both Fozia and Leul are safe wherever they are? My answer was, first we checked to make sure they took all their belongings with them and secondly we gave them a month before we informed the US Immigration, I further indicated that, if a student did not want to be in our program, he/she is welcome to discuss with the APT program officials instead of running away without our notice. It was clear to everyone that P-Sf would not force anyone to stay in the program.

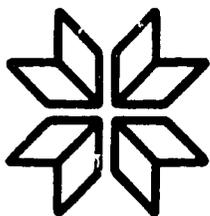
Remarks. Alemayehu Lema's case needs follow-up.

- Student's handbooks needs to be traced and forwarded as soon as possible.
- Student's should be informed about the future conference, place and date.

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Phelps Stokes Fund  
Education for Human Development

October 8, 1980

MEMORANDUM

TO: Files

FROM: Marty

SUBJECT: E. Carolina Trip (Oct. 6-7) Report

I had a busy twenty-four hours at ECU. In addition to visiting with all of the students. I spoke with three faculty members (Lao, Blackwell & Kane) one tutor (Ellis) and the business manager and book store manager. I took the students to lunch and the Blackwells to dinner. Visits were made to Salvation Army and Army surplus stores.

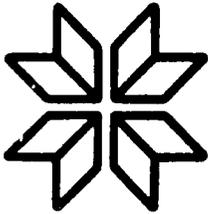
The students are in excellent hands. Faculty and administration are extremely supportive. Generally speaking the students are adjusting well, though experiencing the variety of 1st semester problems common to most groups: budgeting, making friends, studying efficiently and keeping up with school work, food, etc. A few talked about transfers, a few sounded homesick. None of their grievances gave me any real cause for alarm. I think they'll all do nicely (see letter attached). Some specifics should be pointed out.

Health problems. Alfred still suffers from his knee problem. The school clinic is working with him and he will see a physical therapist this week. We should do a follow-up inquiry in a few weeks. Belete has two parasites and is being treated. I shall call his physician (Dr. Campbell, 919/757-2741) for a full report. Sam has mild stomach problems and is being treated.

Calculators. Students will be permitted to charge them to the P-SF bookstore account.

Food allowance. Most of the students would like to cook in their rooms and will be permitted to do so next semester. I will call Mr. Ira Simon of the food service at 919/757-6382 to arrange to be billed for 6 one semester full meal plans and 2 one-year full meal plans.

School breaks. Housing is being arranged for the 2-1/2 week Christmas break. We will be billed. Students should be given a food allowance calculated at \$10/day for 13 days in December and eight days in January (unless they are getting the \$140 food allowance beginning in January).



**Phelps Stokes Fund**  
Education for Human Development

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New York, New York 10028  
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Washington Bureau:

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Cable: "Stokesfund"-New York

October 1, 1980

MEMO

TO: Staff

FROM: MTemba

SUBJECT: Visit to Mr. Thomas A, Leonard, Center for Disease Control  
September 25, 1980

After telling Mr. Leonard what P-SF-APT program was about, Mr. Leonard feels that a three days workshop at the Center would be ideal for the APT students. The workshop would be designed to familiarize and prepare our students for re-entry in the area of data collecting, epidemiology, immunization, communicable diseases and other areas that would be beneficial upon their return to Africa.

Since the estimated APT graduation in the middle of 1982 is about 45 students, Mr. Leonard suggested that if possible we should hold separate workshops, and if we are interested in pursuing this kind of a program; Mr. Leonard said, we should forward our requests to Dr. Donald R. Hopkins, Assistant Director for International Health, CDC, Atlanta, GA 30333 or telephone: 404/329-3530.

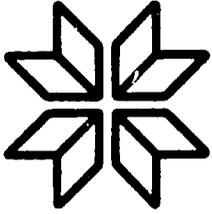
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Cable: "Stokesfund"-New York



Phelps Stokes Fund  
Education for Human Development

October 13, 1980

MEMO

TO: Files

FROM: MTemba

SUBJECT: Visit with the Youngstown University APT Students; October 6, 1980

I arrived at the university at 12 noon, Mrs. Khawaja, the International Student Advisor had a full scheduled day for me. I first met briefly with some of the students who were free from classes at that time and agreed to meet with the entire group at 9:00 pm the only time available for everyone.

Mrs. Khawja and I met with the Dean of Admission, Dr. Scriven who wanted to know more about the Phelps-Stokes Fund, and if P-SF plans to place more students there. I told them at the moment I was not aware of any, but I could not rule out the possibility. His main concern was due to the fact that students' credentials were not presented to them in advance for processing. I indicated that this was kind of sudden since we had originally planned to place nursing students at his institution. The short-fall of students caused all of the last minute changes.

Dean Scriven went on to say that the University and the community are quite pleased with our students. The school officials have gone out of their way to see that the students are well taken care of.

Business Office. Mrs. Khawaja took me to meet with Mr. Collins, the Director of Admission who wanted to know about financial responsibilities. We also discussed accommodations for students during breaks and summer vacation, since the dormitories are usually closed. I told him that I would feel far more comfortable if the university handled the whole thing instead of students going around renting apartments. They were agreeable to my suggestion.

Department of Allied Health. I met with Mrs. Boyd who is in charge of Medical Technology program. Mrs. Boyd indicated that at the moment the students were taking some remedial courses. I asked her if this would classify our students under provisional acceptance to the program. She said no. Our students are fully accepted into the program.

Nursing Department. I did not get a chance to meet with person in charge of that department, but I heard she was quite upset for not receiving any nursing students in her program. Since we had originally requested for nursing placements. She worked very hard to make space and suitable curriculum for our students, and at the end the department did not get even a single student. Again I stressed that, this was due to the unanticipated short-fall.

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At 7:30, I met with Mrs. Khawaja, Dr. Parask, Chairman of the Apply Science Technology and Dr. Yemma, chairman of Allied Health. We had dinner together.

9:00 pm, I met with the students. They all seem to be getting along very well except one who seem to be kind of weak.

Concerns. They are all concern about the winter clothing and extra blankets. I told them we would pay for blankets, but I would discuss with the staff in regards to extra funds for winter clothing. It is quite cold up there already. (See attached letter).

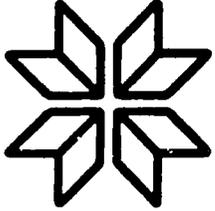
The students want to know when and where we are going to have the midterm conference, I told them that we would inform them as soon as time and center was finalized. Both Youngstown and ETSU students had the same question.

Personal Health and Concerns. Teodros Gessesse is complaining of stomachache and he was planning a visit to a doctor next week. He has also been worrying his family since he heard from them when he arrived.

Patrick Kitenda. He looks weak and worried. He says this is due to the fact that he had not heard from his parents since he arrived. Also he is having problem staying awake during the day. He has some kind of sleeping sickness.

Allowance. The Youngstown students will be getting \$24 a month extra to cover their weekend meals.

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Phelps Stokes Fund  
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October 15, 1980

MEMO

TO: Files

FROM: G. Turner

SUBJECT: Site Visit SUNY Alfred-October 8-10, 1980

The major activities consisted of meeting with the students individually and as a group and meeting with the Dean and Faculty of the Medical Laboratory Technician Program, the Business Office and the resident advisor. The details of these meetings will be contained in the attached correspondence. This report will deal with the issues in the order of their priority.

1. Certificate/diploma/A.A.S. degree (Associate in Applied Science)

The morale of the students had dropped since Monday. Dean Love had told the students that the degree program would not be available to them unless their performance improved. After much ado about a major life event the situation at present is:

- a. The students are not now matriculated in the degree program but this may happen next fall after a summer of chemistry courses to make up the slow start.
- b. Students were appraised of the negotiations and were more peaceful. It was stressed that the degree is there if they produce, they get it.

2. Cold Weather. Alfred is known for the cold. Zero degrees for one or two months with windchill factors decreasing this further. Student purchases have not been appropriate so the following arrangements have been made.

Dr. Dave Schwert (607/871-6117 or 6170) offered to take the students to the Alfred Sports Center where Mrs. Curran has agreed to give us a 25% discount for the group purchases:

|                 |             |         |
|-----------------|-------------|---------|
| Approx. Prices; | Down Jacket | \$85.00 |
|                 | Boots       | 50.00   |
|                 | Gloves      | 10-20   |
|                 | Scarf/Hat   | 7-10    |

a limit of \$175 before discount would insure warmth for the next two winters at a cost of \$131.25 per student. Dr. Schwert will direct the student purchases and the bill will be sent to us.

3. Study Skills Improvement,

- a. Mrs. M. Sanders has been working with students to improve their English and other learning skills. I purchased a tape recorder and 10 cassette tapes batteries and microphone for \$83 and it is to be used for taping lectures (biology & statistics) and with the help of Mrs. Sanders reviewed for problems with technical terminology. The cassette was not given directly to the students thereby decreasing the glitter factor text books (3) to accompany the 3 courses was also provided.
- b. Some students have difficulty understanding the biology tape. Arrangements have been made to have the tapes transcribed so that the written English may be used as well. Mrs. Lois Lombaugh the Dean's secretary has agreed to transcribe the tapes and bill us. This arrangement is temporary until their understanding of American English improves.
- c. Mrs. Sanders also feels a need for further skills development. This will be discussed as an attachment.

This concludes the major issues settlements.

### Overall

The students are adjusting well. The cold is knocking their socks off as they have nothing to compare this with. I found myself sounding like my mother and saying "move around alot and keep busy and you will stay warm."

The staff is quite supportive and interested. Our P-SF students are the only people of color about except for a stray Ghanaian a few Nigerians and a Black American. Alfred is a town of 1,000 permanent residence. Individual letters attached.