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Title IX Concept Plan
Final Report
Csanad Toth
July 1971

To: Robert E. Matteson
Director
Office of International Training
Agency for International Development
1901 Pennsylvania Ave., N.W.
Washington, D.C.

From: Csanad Toth
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Washington, D.C. 20036

Subject: Final Report on "Title IX Concept Plan", Contract No. AID/csd-2896

Date: July 30, 1971

In accordance with the provisions of Contract No. AID/csd-2896 and in fulfillment of our contractual obligations, we respectfully submit the attached Final Report on the "Title IX Concept Plan."

At this time, we would like to gratefully acknowledge the full cooperation of your office and would like to express our special thanks to Mr. John F. Lippmann, Assistant Director For Policy Planning and Evaluation, and to Mr. Arthur J. Mekeel, Policy Planning Officer. There are too many individuals in OIT to name them here whose views we valued and for whose assistance we are indebted.

We would also like to express our appreciation to the directors and staff of the Washington International Center and the Michigan State University Communication Seminar for facilitating our work through their cooperation and openness. We are also indebted to the many foreign student advisors whom we have interviewed.

cc: John F. Lippmann
Arthru J. Mekeel

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July 30, 1971

Mr. Robert E. Matteson
Director
Office of International Training
Agency for International Development
1901 Pennsylvania Ave., N.W.
Washington, D.C.

Dear Mr. Matteson:

Although this contract has been fulfilled under the aegis of IDEAS, Inc., with the services of Csanad Toth (Assoc. Director) as Principal, the team of people who have implemented this contract has organized into a new institution, Polit-Econ Services, Inc. Polit-Econ Services, Inc. was incorporated in December 1970 and is a non-profit organization engaged in research, training, program evaluation, program development and implementation, as well as feasibility studies on development activities related to political, social, economic and cultural development both in the U.S. and abroad. The team that worked on this contract and now comprises the staff of Polit-Econ Services, Inc. includes Csanad Toth, George Bryan, Julie Fisher, Rebecca Read, Anne Ternes and Judith Toth. Other members of the organization are Xavier Zavala and Manuel Zapata.

In accordance with the agreement between IDEAS, Inc. and Polit-Econ Services, Inc., any potential follow-up work related to this report, which otherwise might have accrued to IDEAS, Inc., will accrue to Polit-Econ Services, Inc.

Very truly yours,

Csanad Toth

CT/jt

July 30, 1971

TITLE IX CONCEPT PLAN

Final Report Prepared by
IDEAS, Inc.

Csanad Toth
George Bryan
Julie Fisher
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The views and conclusions contained in this report should not be interpreted as necessarily representing the official opinion or policy of OIT.

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SECTION I - INTRODUCTION

THE SOCIAL ROLE AND RESPONSIBILITY OF PROFESSIONALS

AID/csd-2896 Contract calls for a proposal or proposals for the injection of Title IX concepts into ongoing OIT participant training programs. Title IX refers to that section of the Foreign Assistance Act which emphasises the need for maximum popular participation in the development process. Before proceeding with our recommendations, it is necessary to define such concepts, especially with respect to professionals, since the overwhelming majority of AID participants fall into this category. Title IX has been, albeit understandably, the subject of various interpretations. The result has been a tendency toward grouping most of the complementary activities in which participant trainees have been involved under the Title IX rubric. Therefore, unless there is some disciplined thinking on this subject, the Office of International Training cannot but continue to pursue the ever-elusive Title IX objectives in an ad-hoc and disjointed way.

A Normative Statement

The aims set forth under Title IX call for popular participation in the decision-making process, in the carrying out of these decisions, and in the equitable sharing of the benefits of development. Title IX provides the broadest standards for determining and assessing both the process and the goals of social change.

Admittedly, these standards are the result of a value judgment, but so is Title IX a normative statement. The value judgment implicit in it is that all men are capable of freely arriving at wise choices

in matters affecting their own lives. In other words, man possesses the ability to be the subject of his own history and not the object of the design of others. The emphasis is on his ability to make decisions for himself.

A danger is inherent in applying popular participation only in its last two phases of implementation of decisions, and of equitable sharing of the benefits of development. Popular participation in the implementation alone may not be more than legitimizing and sanctioning the decisions of others, while popular participation in the benefits alone is dehumanizing for it renders many men the object of the largesse of a few.

The Problem

In modern or modernizing societies, professionals, both individually and collectively, have or are acquiring a special status. They have the blueprints and models, the tools and the skills, the opportunities and resources, the arguments to convince and the media to articulate, the organization and the management to effect decisions on behalf of others. However noble their ideals and efficient their ways may be, professionals may succumb to the temptation of manipulating those whom they feel are entrusted to their charge. Invariably, the more they are impressed by inhuman conditions around them (e.g., disease, hunger, unemployment), the easier it is for them to seek fast and efficient solutions made possible by their professional expertise. They may eventually be willing to accept fewer and fewer restraints if they feel that their

special status and preparation have given them a better chance to make the "right" decisions. Therefore, it is in this sense that the social responsibility of the professions becomes a crucial issue and the specialized knowledge and background of the professional become a matter of potential dilemma and conflict vis-a-vis the public's rights and wisdom in decision-making.

In this light, it is important to point out those elements of the professional role that might exacerbate the potential dilemma:

1. Professional status is relatively high in the social scale, and is becoming increasingly more so in the developing countries. This status accords the professional great influence at all stages of decision-making simply because of this prestige.

2. Specialized knowledge and expertise afford the professional greater leverage to influence the course of events through the use of technical competence.

3. Specialized knowledge permits the professional to perceive the causal relationships between conditions his profession addresses and the more remote causes of these conditions which he may not be "technically" and directly concerned with. His ability to discern cause and effect situations may give him a special responsibility in fields not usually regarded as within the circle of his competence or obligation.

With particular regard for participant trainees who have come to the United States for specialized or academic training, the problem is also present, if not accentuated, by the training itself.

1) Professional status

There are discernible ways in which professional status may come into conflict with the notion of participation.

First, it is safe to assume that all countries from which participant trainees come accord the professional a relatively high status. While there may be a wide diversity among the situations from which the trainees come, the fact remains that a career, a diploma, or the very opportunity for a visit or study in the U. S. have until the most recent past been coveted symbols of status. The possibility therefore exists that an educational opportunity in the U. S.--or in any other advanced country for that matter--involves a danger of reinforcing life styles and attitudes that are necessary to sustain a high status position. Once in such a position, habits of thought and function are perpetuated and judgments and options are limited by established societal values.

Second, this circumstance fortifies attitudes of professionals through which they justify for themselves an assured position of leadership and decision-making because of their superior technical preparation.

Third, the populace in a modernizing society attributes to the professional a wider authority and area of competence than that which he may have been educated for. Thus, the professional may not only be the victimizer, but the victim as well, by nature of the demands made upon him as an educated man.

2) Technocratic professionalism

The whole development ethos to this point in time has placed faith and emphasis on the capability of technology to solve the problems of modern and modernizing societies. The stress on planning, predictability and production have made men in the technical fields apostles of scientific self-sufficiency. Inspired by the conviction that science, technology and economic efficiency are the determinants of the rate and direction of progress, the managers of technology were and in many quarters still are reluctant to appreciate that their professions have a wide political, social and cultural impact and a corresponding obligation.

This ethos has laid the ground for the scientific reduction of man and a series of ideological presuppositions, based on methodological necessity, (especially in the social sciences) which have isolated certain aspects of man as though they represented the whole of human reality. These presumptions have led to the elaboration of models of society which are presented as scientifically tested types for human and societal behavior, and to attempts at social engineering.

This social engineering thrust has allowed the locus of decision-making to shift from those in the traditional societies "who had the most" to those in the modernizing societies "who know the most." Decision-making has fallen from one elite to another and now rests with those who have had specialized training and have access to information and resources--the think tanks, the brain trusts, the

bureaucracies, the community organizers, the consulting firms, the college professors, the law firms, and the new breed of military technocrats.

This explicit emphasis in development circles on the importance of technocratic elites has produced a potential caste of Albert Speers possessed with Faustian mission and no soul.

The normative implications of Title IX bring this technological ethos under scrutiny. Since the technocratic emphasis reduces popular participation to implementation and the sharing of benefits only, the full mandate of Title IX (particularly popular participation in decision-making) is contradicted.

3) Professionalism as a secondary response

The integration of peripheral, nonparticipatory and, in the last analysis, powerless sectors into predetermined institutional arrangements is not the genuine objective inferred by Title IX. It is insufficient primarily because it fails to submit the validity of said institutional arrangements to the test of popular decision-making. It denies a true participatory role because it disregards and discourages a series of options:

a. To work within the established institutional set up while at the same time being aware of the terms and conditions for participation set down by the system and the terms and conditions for participation that individuals and groups define for themselves and the conflicts implied therein.

b. To create and participate in yet-to-be determined institutions and structures which better respond to a re-examination and redefinition by individuals or groups of what their real needs are.

Such institutions may coexist with and not directly challenge the established system, although they may eventually displace existing institutions.

c. To completely negate and reject the predetermined institutional order with the intention of dismantling that which was designed by others. The intent is to make way for new institutions to follow. This option presupposes a critical judgment of the existing institutional arrangements as neither willing nor capable of integrating the powerless into the decision-making process and neither willing nor able to coexist with or yield to new institutional ways.

If this question of option is not faced, Title IX will remain vulnerable to abuse and to the threat of designing ways for domesticating and manipulating people to accept economic, political and social arrangements not of their own making. This problem of powerlessness in making decisions is a primary task to be solved in development, as articulated by Title IX. If this task is not directly confronted, responses to societal needs will by definition remain secondary or ameliorative, never really eliminating the causes of powerlessness.

The commonly accepted definition of the responsibility of the professional is to respond to and to cope with, following a general scientific methodology of analysis, specific and limited problem areas, as have been carefully delineated as the respective areas of concern among different professions. This imposed fragmentation in dealing with the primary task results in a division of professional

labor which in turn submerges one's comprehension of the totality of the problem and one's sense of responsibility vis-a-vis cause and effect. Thus, the professional can easily pursue the goals of his profession and achieve great personal satisfaction while ignoring the overall human problem. Under this circumstance, he may perceive his role only within the strict confines of his profession and attack or deal with only the effects or symptoms of the primary causes. Without actually committing an act in support of the system, by omission he legitimizes the existing set up and serves the end of maintaining and perpetuating it, however just or unjust it may be.

The Social Responsibility of the Professional

The professional does not have a social responsibility simply because he is a man living in a society where he acts in two parallel roles: that of the professional and that of a member of the community. These two roles may never mesh. Rather, no professional can act in isolation from the society he is ordained to serve. The fundamental question is how his service is perceived.

The private life of the professional may be one full of Title IX implications. He may spend his leisure hours immersed in a number of volunteer programs in the community. Nevertheless, this conscientious commitment is not the essence of the social responsibility of professionals under Title IX. It is, in fact, the ability to relate the professional role to society's needs as well. In light of the above, we have set forth a definition of the social responsibility of professionals.

The social role of the professional is to act beyond the technical confines of the role itself: Not to acquire additional areas of competence but to become critically aware of the social and political ramifications and consequences of his technical actions or inactions, even if he has neither foreseen nor intended them.

This definition implies:

1. A clearer understanding of the societal milieu in which the profession is being exercised.

2. A critical awareness of what values, what assumptions and what goals the profession is serving.

3. A clearer understanding of the cumulative effect of individua professional action and inaction and the notion of accountability.

1) Professions and the social milieu

Professionals who do not relate to the real needs of the environment in which they operate may serve only the pursuit of knowledge for knowledge's sake. In an environment of scarce resources, the fundamental issue is whether a modernizing society can afford the pursuit of pure science or technical excellence without subordinating these to pressing priorities, especially when these priorities may conflict with scientific or technological priorities. The sense of professional responsibility ought to obviate such a question. Nevertheless, it is a real and constantly recurring one.

The professional's response should not be one of submission to prior restraints imposed on him by authorities who have predetermined the scope and goals of his scientific or technical pursuit. Rather, he should be willing and capable of raising pertinent questions, of

exercising self-restraint and of knowing when and for what purpose he may voluntarily exercise it. In this manner he can safeguard the freedom of his activities, investigation and research.

2) Critical awareness

There are a series of questions professionals should ask themselves. First, what are the norms, values and operating assumptions of their society and what are the goals determined by these assumptions? Second, how do the respective professions relate to societal goals and are their present practices consistent with or in conflict with these goals? Third, what is the nature of the end product or effect of what is being done? Whose interests are being served by the professional?

The traditional purview of the professions does not include making critical judgments or behaving in accordance with a set of norms and goals beyond those which are strictly professional in nature. For many reasons, there has evolved a detachment of professional pursuits from broad socio-political realities. It is adhered to with as much fervor as is the separation of religion from public affairs. Most professions operate under an unwritten, but widely shared, code of conduct which, while defining the parameters of professional responsibility and behavior, also jealously guards the freedom of professions from societal interference. These codes reflect a basically defensive posture on the part of the professionals. If they guarantee noninterference in societal processes, then it follows that society will do little to interfere in the affairs of the professions.

Such an operational stance of coexistence with society provides little opportunity for individual professionals or professional groups to extend the limits of their duty vis-a-vis society.

The separation of professional responsibility from the larger context of social responsibility is reinforced by discussion within professional circles about the objective versus the normative approach to research and professional behavior. The emphasis on the objective approach, combined with the tacit agreement of noninterference between the professions and the polity, is meant to safeguard professional freedom. In actuality, however, the result is an a priori curtailment of freedom because professionals are forced to renounce options for behavior before they are even considered. These options (i.e., alternative means of professional behavior) are delegitimized and censured by professional guild systems, national as well as international, and by the fairly standardized training prospective professionals receive. In effect, professionals are prisoners of their own skills or trades and are forced to cater to a social system in order to procure the very right to exercise their profession.

To suggest a social responsibility for professionals does not mean a complete rejection of the current situation. To do so risks creating an extreme opposite and many of the positive aspects of professional standards such as codes of ethics, may give way to professional anarchy. A total submersion and subordination of professional activities to extrinsic social purposes might also create new situations of unfreedom.

In light of the normative intent of Title IX, the training of professionals should expand to include the development of a capacity for critical judgment and extend to the realization that the dilemmas of unfreedom exist.

3) Accountability of professions

The social purpose and responsibility of professionals go beyond a response to societal needs and the freedom to make critical judgments about society. It also involves the accountability of the professional for the consequences of his work.

If the norms of popular participation are relevant to development, they must also be relevant to the professional's contribution to the development process. It is all too easy for the individual professional (such as the accountant, the marine biologist or an air traffic controller) to discount his ability to effect social change. The fact that this is so does not automatically exempt the professional from social responsibility. On the contrary, the onus is on him to develop a system of social quality control (in accordance with the peculiarities of each profession) to judge his own actions. To argue that certain professions have little or no social significance is to deny the professional a fundamental motivation, i.e., service to others.

One of the most significant outgrowths of a highly technological society is the fragmentation of the total effort or product into many parts, effectively diluting the responsibility and accountability of any one individual for his role in affecting the whole. The

professional must become acutely aware of the linkages between his actions and those of other specialists so that a critical judgment can be rendered on the cumulative result of the originally segmented actions. Otherwise, one either easily shirks responsibility for the end reality that evolves from many fragmented efforts or it is possible for him to remain unaware of the significance of the total act.

Recommendations

In order to inject Title IX into the overall participant training program, with special regard for professional and specialized students, the following recommendations are made:

1. *An initial and immediate task of OIT is to critically examine and adopt, the concepts advanced on the social role and responsibility of the professions. These concepts should become operational criteria for implementing the Title IX mandate. This objective would be facilitated by an open and continuous dialogue among OIT personnel to acquaint themselves with what the social responsibility and role of the professions are and how participant training relates to them.*

2. *OIT should not shrink from re-examining the extent to which current modes of education contribute to a type of professional formation which militates against Title IX norms. We are not suggesting that OIT can attempt to transform the educational patterns in the United States which contribute to the one-dimensional training of professionals. What is recommended is that OIT mount a massive*

effort to balance or supplement this kind of education by an overall training program which, while allowing the participant trainees the opportunity to absorb all the technical and scientific training they need, also assists them in acquiring a habit of critical awareness. OIT can also direct participant trainees to universities in this country which due to domestic pressure have adapted their curriculum to Title IX thinking.

3. The thrust of Title IX does not lie in its providing new models for professional behavior. Therefore, OIT's function is primarily to provide opportunities for dialogue and reflection on the dilemma of professional versus societal roles. By placing the burden on the participant trainees themselves, OIT respects the trainees as capable of creating models for their own professional roles, not just accepting models provided them by AID or others in the U. S.

4. Another possibility for stimulating the capacity for critical judgment among the participant trainees is to modify the original OIT program objective (that is, broadening the outlook of participants by exposure to modernization, change and the democratic process) so that there is a new emphasis on contact with professionals and professional groups in the U. S. who are grappling with a broader definition of their professional roles to include the idea of social responsibility.

SECTION II - PERSONNEL

Throughout our evaluation of Title IX components in existing AID training programs, two problems, generic to the whole foreign assistance community, repeatedly came into focus.

First, we could rarely find two persons with the same interpretation of this congressional mandate, either within AID itself, or among the foreign student advisors, university professors and community volunteers.

Second, there is no consensus as to the relative importance of Title IX and the role it should play in international training programs. While there is strong evidence in support of injecting this mandate into the existing programs, it is not yet considered a key element but only a complementary something, an addition to whatever else AID is doing.

More widespread, within but mostly outside of AID, is the consideration of Title IX as yet one more bothersome brainchild of the Washington bureaucracy. Title IX is treated as something that might pass if ignored, but in the meantime the same old ways could continue under a new and different label.

As long as confusion and conflicting interpretations about the basic thrust of Title IX exist, the reluctance to implement it is understandable. We found that many are quite frankly frightened by its implications, for it might endanger existing AID programs or at least the manner in which they are presently conducted. Lacking

experience in perceiving the relationship between Title IX and the traditional ways of conducting training, confronted with a whole set of unknown and untried ideas, and, in want of management know-how for integrating the Title IX concepts into the existing programs, many people's reluctance is not an active opposition to the idea but only the uneasy product of unfamiliarity.

We did find a small camp of opponents, but they constitute the exception rather than the rule. They pose a serious threat to Title IX simply because they possess an uncanny ability to pay lip service to this congressional mandate while at the same time doing nothing to encourage it.

Nonetheless, it is our impression that OIT and its personnel offer an exemplary case of seriousness and dedication in the search to make Title IX an active ingredient of their operations. If there is a gap in carrying this intention into action, it is principally due to a lack of opportunity for in-house review and constructive self-criticism in order to define Title IX for the purposes of training. Lacking such definition, it is extremely difficult to transmit in clear concise terms to the outside world just exactly what OIT wants in relation to Title IX.

Until such time as every one from host country teams to Development Training Specialists and foreign student advisors have a clear conception of what Title IX is and how they relate to it, OIT's leadership is going to keep on fighting an up-hill battle. No Title IX project, no matter how sound, can survive, much less operate successfully, in a quasi-comprehending and quasi-accommodating atmosphere.

Along this line, we recommend a series of in-house reviews in the form of workshops as a sine qua non and a first step toward providing all OIT members dealing directly with foreign students an opportunity to familiarize themselves with the norms of Title IX and to elicit their views and draw on their experiences in defining OIT's task in light of Title IX.

In contrast to OIT personnel, we found that foreign student advisors, community volunteers and faculty advisors, with rare exceptions, have only limited comprehension of Title IX, or, for that matter, the issue of development itself. It would be an error to assume that the majority of these advisors and volunteers have had significant Third World experiences and a mistake to overestimate their insight into the problems and perspectives of the developing nations.

The rare exceptions notwithstanding, these auxiliary personnel do not constitute a major OIT option for the implementation of Title IX at present. This does not mean that they do not have a role to play in facilitating a better understanding of the United States by participant trainees. Their contribution to broadening the outlook of the participants through exposure to the modernization and change envisaged by Title IX is, at best, only secondary.

With a greater investment in the orientation and education of the advisors and volunteers, their supporting role in Title IX could substantially improve and may some day become indispensable.

For the time being, however, OIT should not have more than minimal expectation, although their contributions through the heterogenous approach should be valued, no matter how small.

Aside from lacking a solid background about the development process itself, the advisors and volunteers are frustrated by other factors as well.

A. Foreign Student Advisors

1. By and large, the foreign student advisors are not accorded sufficient prestige and authority within the university. They themselves acknowledge that their impact on university policies, on academic requirements and on formation of academic programs for foreign students is often attenuated.

2. Even where there is a large concentration of AID-sponsored students, participant trainees represent only a fraction--and in most places a minute fraction--of the foreign student body. To expect these advisors to devote a disproportionate amount of time and resources to one particular group of foreign students would be unrealistic.

3. Foreign student advisors complain of being overburdened with administrative chores. Even if they wanted to, they would find it difficult to devote time and energy to additional tasks.

4. Few, if any, of the foreign student advisors have it in their purview to advise foreign students on their academic work, and faculty (academic) advisors rarely, if ever, consult with the foreign student advisors in this matter.

with community action programs to provide the foreign students with a wider and less superficial experience. Thus, the activities they promote are usually self-containing and inward-looking affairs with only an occasional peek into all facets of the surrounding community.

It must be kept in mind that under the terms of our contract we have not been directed to assess NAFSA, COSERV and COMSEC as organizations nor have we specifically examined their potential role in implementing Title IX. Observation of certain specific programs such as the Mid-Winter Community Seminars, a few COMSEC operations and the situation of foreign student advisors in major universities, as well as interviews we have had with advisors and volunteers in the field and at the NAFSA-AID Conference in Washington, have led us to conclude that these organizations could play a more active role in the education, orientation and encouragement of their members.

The outstanding work done by some of the COMSEC organizations, the Foreign Student Advisors such as at the University of Minnesota and Southern Illinois University, and COSERV in Philadelphia should be pointed out to others in the foreign student field and detailed information about the how's and what's should be disseminated and discussed. This would encourgae initiative from within the organizations themselves and would preclude OIT's having to impose program ideas upon them. Such channels as the NAFSA-OIT liaison committee and the OIT's University-Community Relations Branch should take a leading role in assuring the OIT's thinking and policies on Title IX are transmitted to all concerned and in seeing to it that these

B. Faculty Student Advisors

Faculty advisors are for all practical purposes oblivious to the special needs of foreign students. In some cases their influence on a participant trainee can be detrimental, for instance, when they stress academic excellence and narrow technical pursuits at the expense of the career formation of the individual. This situation plagues American students as well, so it should not be surprising that foreign students are also directed in this manner.

C. Community Volunteers

Community volunteers are a very special breed. Because they are volunteers and devoted to their work, they are also the least easily swayed from their traditional habits and patterns in dealing with participant trainees. Although it is difficult to generalize, for the most part we found that Title IX is equated with all extracurricular activities (e.g., hospitality, social assistance, language training, and the foreign students' wives programs). They attribute great Title IX significance to voluntarism itself and to working for the less fortunate members of the community. Community volunteers differ from university to university and from organization to organization (i.e., COMSEC and COSERV). Nevertheless, the principal pattern is that their object of concern is the foreign student himself--his adjustment, well-being and social activities. Only in a few cases are the "foreign student" volunteers also actively involved in the community itself. Thus, while volunteers do develop a sympathy and even empathy with the participant trainees, they are not necessarily familiar enough

organizations make the maximun effort to stress Title IX priorities in their operations both at the national and the local levels.

OIT should make an effort to expand its own community contacts and not limit itself almost exclusively to COSERV and COMSEC. There are several other organizations at the local level presently involved with, or capable of becoming involved with, foreign student programs and some are better able to adapt to Title IX. (See Appendix I.)

We cannot overstate the need for more frequent and continuous review and education of foreign student advisors and volunteers. Along this line, we feel that publications are not enough. The Title IX Primer has been around for quite some time, but like so much other government literature, if it gets read, it is with little sympathy and understanding. More intensive discussion at conferences and in-shop meetings would be an improvement.

At the last NAFSA-AID Conference in March 1971, many were impressed by the panel on Title IX. There was so little follow-up discussion however, that many advisors and volunteers left more confused than knowledgeable and stimulated. The feedback we received from the May National NAFSA Congress in Vancouver, B.C. showed, that despite the OIT initiative at the Washington meeting, Title IX was hardly dealt with at all there.

We therefore recommend that foreign student advisors, COSERV and COMSEC personnel and others directly concerned with foreign students (at least from those university communities where there is a large concentration of AID participants) be given the opportunity to explore fully the implications of Title IX and subject their current patterns of working to self-criticism and review. Along this line, we have designed a one-week workshop which is adaptable to any American audience. (The format of this workshop is outlined in Appendix IV.)

The intensive immersion of U. S. personnel into Title IX discussion and, hopefully, the resultant understanding of what it is all about, should make corrections in existing programs possible. It would also allow imaginative programs to spontaneously emerge from the advisors and volunteers themselves. If this were to happen, they themselves would be practicing that which they expect from the participant trainees.

The importance of a personnel better informed and more sympathetic to Title IX is the crux of the matter. There is hardly an aspect of AID's program more "critical," in the word of Dr. John A. Hannah, than training. But without sympathy and education about the relevance of Title IX to training, this critical AID program will scarcely meet the need.

SECTION III - A REVIEW OF EXISTING OIT PARTICIPANT TRAINING PROGRAMS

THE HETEROGENEOUS APPROACH

If AID-OIT adopts Title IX as a primary objective of its training programs, rather than allowing it to remain the poor step-child it presently is, Title IX influence should permeate the entire structure of OIT's programs, from the selection process through final review.

Assuming that AID-OIT will eventually change basic in-house attitudes toward Title IX and that other auxiliary personnel dealing with foreign students will better understand its goals and objectives, it may be appropriate to take an overview of the existing programs in their entirety with an eye for change throughout. If, however, Title IX should remain on the same footing as present, then our analyses and recommendations could be separated into parts, adjusting the various program components in a way that is most adaptable, least politically resistant, and least upsetting to the program as a whole.

Our approach is therefore heterogeneous, accommodating the alternatives of either changing the overall program in light of Title IX or changing only certain parts. That latter does not rule out eventually arriving at an overall change in the program.

Our approach is heterogeneous for another reason as well. While Title IX input is pertinent in the case of all participant trainees, our recommendations refer principally to those who are the so-called "non-contract" participants. This, however, does not mean that the "contract"

participants could not take part in selected Title IX programs relevant to particular needs. Also, the thrust of this report is chiefly concerned with long-term participants, realizing that students visiting here for only a short period of time cannot take advantage of all the Title IX related opportunities OIT might offer. Again, they also could be and should be included in specific Title IX programs or quasi-Title IX programs such as MSU and WIC (given some adaptation of their present form).

Our recommendations also relate only to those participants, whether "non-contract" or "contract," who are pursuing academic studies (40 percent and 84 percent respectively) and certain specialized training participants (32 percent and 9 percent respectively).

Our recommendations afford OIT the opportunity for a heterogeneous approach, based on the individual circumstances of the participants. It would be too much to expect, given the diverse reasons for coming here, that all students will, given alteration of the present program, receive a total immersion in Title IX. This goal should be aimed for, by all means, but it should also be expected that some students will get exposure through only one complementary program, such as a seminar, MSU, or a campus-community activity. In no case, however, should any participant escape a basic introduction to and stimulus for Title IX thinking.

Table I. Heterogeneous Approach to Title IX per Recommendations

Based on 6,000 participants per year in academic training:

Expected Exposure to Title IX

Intensive	500	Continuous community experience, course work, and /or six-week summer seminar
Moderate	1,000	Course and community work and two-week workshop
Light	3,000	MSU, WIC, Christmas (adapted) and some course and community work
Minimal	1,500	Existing programs adapted

Title IX is a total experience, a total collection of impressions which develop over a period of time. Exposure to only one Title IX related program in the context of our definition may not suffice to satisfy the congressional mandate. Since it is unrealistic to expect all participant trainees to be involved in all of the Title IX cycle of programs, the ideal exposure would be at least a two-week seminar on the subject.

THE TITLE IX TRAINING CYCLE

An observation and analysis of the entire programming procedure--from the time the participant selection takes place in the host country until the trainee returns home after his sojourn in the United States--is necessary to properly evaluate and recommend ways of enriching the trainee's experience in terms of the Title IX mandate.

The participant training process outlined in AID-OIT's Training for Development, 1970 has been closely adhered to as a guideline to the entire program. Our Title IX recommendations will therefore attempt to follow the step-by-step procedures identified by OIT. It should be noted that more exhaustive working papers on specific complementary programs, such as those on the Washington International Center (WIC) (see Appendix II), the Michigan State University Workshop in Communication (see Appendix III), and selected Mid-Winter Community Seminars sponsored for the most part by COSERV have already been submitted to OIT and will therefore only be referred to here in summary form.

A. In-Country Preparation

Our evaluation of In-Country Preparation is admittedly superficial since we were unable to visit any of the host countries to actually witness procedures and to talk with American personnel and participants on the spot. We do have some familiarity, however, with USAID's role in host country manpower development planning and are therefore aware that Title IX is not given the emphasis required. We also have had considerable contact with the participant selection process in the past and were able to interview a large number of AID participants about their selection and preparation before coming to the United States.

We recognize that OIT has a limited role in what transpires in the USAID missions, and from a Title IX angle, this is rather unfortunate. This limitation is partially revealed by the fact that there are only 21 development training officers for 37 missions.

Even more unfortunate is that in the in-country preparation period participant trainees are not impressed with the importance of Title IX and how it relates to them. This initial disadvantage places an undue burden on OIT to compensate during the later stages of training for the omissions of the USAIDs. Since the participant trainees are not made aware of the importance of Title IX at this first stage, they often consider it (OIT's exhortations notwithstanding) only as a secondary and nonessential part of their overall training.

We strongly suggest that a joint airgram by OIT and the Civic Participation Division of PPC be sent out to the effect that (a) OIT's capability in implementing its share of the congressional mandate is strongly impaired unless USAID personnel make a special effort to impress participant trainees with the fact that Title IX is not a luxury but an essential ingredient of the development assistance program; (b) in the preparation of PIO/Ps, USAIDs should explicitly request relevant Title IX training; and, (c) USAIDs must show cause if and why such training is not desired. In the latter case, OIT should have the right to review, and in certain cases to reject, such requests. Along the lines of such a joint airgram, a Manual Order could be issued.

In most of our interviews we found that not only is the mandatory nature of Title IX not stressed, but there is no discussion on Title IX between USAID personnel and the participant selectees in the hom country. Nor do any of them receive pertinent written materials on the subject. Few participants could recall being informed about OIT's complementary

programs except in the most superficial manner and never in more than descriptive generalities about programs such as WIC, MSU, and the Mid-Winter Community Seminars. The nontechnical aspect of their education was not explored, unless, of course, one considers information on adjusting to life in the United States part of the overall nontechnical education.

The problems encountered in the selection and the lack of solid selection criteria are not revelations. The majority of prospective participants are being selected primarily for technical education One encounters among the participant trainees a minimal number of political pay-offs, free-loaders, and "nobody-knows-how-this-guy-slipped-through-our screening" types. Nonetheless, even if they all are not ideal selectees, the need to expose them to Title IX concepts while in the United States is still there.

The mandatory nature of Title IX training should be emphasized because of another selection factor. Since a high percentage of trainees are government employees or professionals working with government agencies, they are in a position to effect, constructively or adversely, social change in their respective countries.

Prospective participants should be provided with more detailed information on Title IX related programs available to them while in the United States and on the relevance of their academic and specialized training to Title IX. This may encompass the preparation of some literature and working papers on American attitudes on social change and professional relevancy. (It would be advantageous to translate this into

some of the major *linguae franceae*. *None of this need be complicated, politically sensitive or too voluminous, but rather descriptive of the types of things American contemporaries and peers of the participant trainees may be doing at the present and of the Title IX aspect of the U. S. foreign assistance program. If practical, such literature could be complemented with seminars in which former participants and USAID personnel could discuss these topics with the selectees.*

Prospective participants should be given the option as early as pre-departure from their home country to participate in programs of special interest to them professionally and be given the chance to suggest or design--in light of the information made available--programs especially to their liking and interest. Their participation in making decisions about their own future training in the U. S. is in itself an appropriate exercise in Title IX. (Such participation in programming may be reviewed and reassessed at various stages of their stay in the U. S.)

Although it has been said many times in this and other contexts, USAID officers should at the very least show preference in the selection process for those who have some potential and motivation (not just for an improved position) for applying their technical education for social change.

B. U. S. Orientation

During the first few days and even weeks in this country, a foreign student has enough problems simply adjusting to his new environment and absorbing impressions. He has many administrative and logistical

details to attend to, and he can hardly avoid the shock of cross-cultural transition.

OIT's task during this period is to ease this transition and not to confound the participant even more. Yet, it is at this stage that the participant begins his learning process and has, in most cases, the first chance to shape and determine what his educational experience will be. Thus, exposure to Title IX should not be so much an additional demand upon him, but rather a means of facilitating planning for the months ahead and programming opportunities for Title IX experiences. From a Title IX point of view, it is critical that the agencies and individuals dealing with foreign students recognize and assume responsibility at this stage for the injection of Title IX into the orientation programs.

1. The Washington International Center

An in-depth report on the Washington International Center has already been submitted to OIT along with our recommendations (see Appendix III). In summary, however, we feel that the orientation functions of WIC should not be displaced by trying to give an analytical presentation of Title IX at a point in time when the participants are still overwhelmed by their recent arrival in the United States.

What should be made available to them is a half day presentation which would include some discussion about the broad outlines of Title IX and the professional's social role. WIC could then go on to give the participants a clear picture of the opportunities they will have for finding out more about Title IX during their stay. This would

include discussion on the complementary programs, relevant course work at the universities and participation in Title IX type community activities on a regular basis.

A Title IX bibliography and some literature should be available at this time also so that the participants can become knowledgeable about Title IX and develop tentative programs to fit their own personal needs and interests while still in Washington.

2. Development Training Specialists

When the DTS's confer with the participant trainees during their first stopover in Washington, there exists an excellent chance for designing custom-made educational experiences. It is at this point that alternative Title IX complementary programs may be laid out for each participant and academic courses which have Title IX relevance may be discussed. This, however, does not take place presently, not only because the DTS's lack familiarity with Title IX, but also because

(a) the case load of 60 to 100 trainees per DTS does not allow the DTS's to spend adequate time with each student during the orientation period, and

(b) the DTS's, working out from the Washington headquarters, are rather out of touch with the rapidly changing university environment and curriculum, especially in regard to designing of Title IX relevant academic curricula and to informing the participants of the existing social action programs in the universities and nearby communities.

Campus coordinators (contract officers) in charge of "contract" participants do not have either of these disadvantages. When there is a campus coordinator present (such being the case at Southern

Illinois University) there is a much greater chance for the trainees to wisely select their academic courses and be familiar with the various social action programs in and around the university.

Although the overall merits of the present regional branch approach is not within our review, from a Title IX point of view it would be more effective to consider not where the participants come from, but where in the United States they are going and what their fields of professional or technical endeavor are. This suggests two alternatives which are not mutually exclusive:

a. There is need for a higher degree of professional or technical field orientation of the DTS's, a practice already existing within the present regional branches to a certain extent, at least as far as students of agriculture, business, education and public administration are concerned. This would allow the DTS's a much greater familiarity with the technical subject matters and would allow them to develop similar familiarity with Title IX relevant academic courses in each field. Each DTS would be able to have and keep up to date an inventory of courses available which are Title IX relevant for a given field, as well as of social action programs. (Such an illustrative inventory has been prepared on six universities, in Appendix I.)

b. OIT should borrow from the example of Campus Coordinators and place individual DTS's at or near universities with the largest concentration of AID participants. It is quite obvious that most universities would not accept the presence of a government employee on university premises. Still, this problem could be resolved in at least two ways. One would be to contract with such universities to hire a "Campus

Coordinator" whose job description in the contract would assure that his task be to advise AID participants on their academic curriculum, Title IX-relevant courses, social action projects and on the available OIT-sponsored complementary programs. Another way would be to establish regional OIT offices in the vicinity of such universities with a DTS in charge of student counseling and in charge of coordination of regional complementary programs (see Part D. on complementary training below).

3. Pre-Academic Workshop

The pre-academic workshop is a must for the students who are unfamiliar with the system of higher education in the United States. Currently, there is no Title IX input into the workshops.

It would be helpful if, in describing curriculum options and cultural activities at the universities, the staff of the Pre-Academic Workshop would also describe to the students the Title IX-type courses and social action programs that might be available to them, using the same type of inventory the DTS would use during orientation (see Appendix I). A pamphlet or other written material might not suffice at this stage, so it would be advisable for the Workshop to devote at least a half day to Title IX and Title IX related curriculum and programs.

C. Training

Participant trainees brought here to receive academic training are afforded the best opportunity to develop or pursue their interest in Title IX. This opportunity is not, however, fully or even partially taken advantage of under the present circumstances. There are several reasons for this, some of which have already been stated above in other contexts.

Foreign student advisors, volunteers and the students themselves are unaware of the need for broader professional training in the context of Title IX. They are unfamiliar with specific courses in the curriculum of their respective universities which, within given major fields of study, relate to Title IX.

There is a consensus among the foreign student advisors that participant trainees are overburdened as it is with the problems of adjustment, language and keeping up with their studies. However, many of the participants we interviewed stated that they had not been informed of Title IX opportunities available to them and, in retrospect, regretted it.

The consensus also holds that those who enroll in academic institutions with an eye toward getting a degree are chiefly interested in one thing and one thing alone: obtaining the diploma with the greatest permissible speed and the least possible effort. Given the motivation, given the prestige and status associated with the diploma in the home cultures, and given the expectations of sponsoring agencies and host governments, it is difficult to de-emphasize the importance of a diploma to the foreign students.

Campuses are theoretically ideal settings for the foreign students to observe and be involved in the more dynamic social activities going on in the community around them. In practice, however, foreign students live in a much greater isolation from their surroundings than their American counterparts. It is only the exceptionally aggressive and inquisitive foreign student who seeks out, on his own, joint activities with his contemporaries or fellow professionals in the community.

Again, theoretically, foreign student centers or international houses on the campuses should serve the function of facilitating contacts between the participant trainees and the community. In reality, they often reinforce isolation. Most social gatherings and meetings still take place within the confines of such centers, bringing in interested members of the community instead of taking the foreign students out.

Many programs, which hope to break this isolation, are being carried on by activity directors of such centers and, in the most successful cases, by COMSEC affiliates. Nevertheless, these are handicapped, with few exceptions, by factors which, with a greater understanding of what Title IX is, could be reduced or eliminated.

First, because of the composition and profile of voluntary groups dealing with the foreign students, these programs allow exposure only through the prism of middle-class values and perspectives.

Second, not all exposures to poverty, the inner cities, and the plight of the less affluent is Title IX relevant per se if it is not coupled with a thorough analysis of the causes of such conditions.

Third, exposure without involvement, even if it benefits the foreign student to a certain extent, interferes with and undignifies those whom they observe and makes them simply an object of curiosity.

Fourth, exposure to the plight of others may not be enticingly interesting to anyone, including foreign students. Only if the exposure is professionally relevant or responds to a definite interest of the foreign students, can it have a lasting impression and serve as an educational experience.

Finally, because of the present way the Mid-Winter Community Seminars are arranged, many participant trainees are denied a chance to obtain a deeper understanding of the community around them, since they are taken out of their surroundings to travel to other parts of the United States.

Activities on the campus itself are also severely restricted for reasons of language, unfamiliarity with American student politics, and the real and imagined restraints imposed by the U. S. visa status of foreign students. Most of the American student involvement in the political processes of this country does not reach the foreign students and even if it does, because of its implications, the foreign student is reluctant to jeopardize his status. For good and bad reasons, advisors usually do not encourage participant trainees to even observe or analyze such happenings. In other campus activities, the foreign students' participation is sporadic and depends highly on individual attitudes. Activity directors and foreign student advisors on many of the universities visited could only think of a handful of campus-active foreign students, except for those involved in their own ethnic organizations or with the foreign student office activities.

The quality of the participant training program would be decisively enhanced if the opportunities in the Academic Training portion of the program were expanded to include Title IX, rather than relegating it almost exclusively to the complementary programs. This may require a re-examination of the "Ivy League" universities to which participants are presently sent, and the steering of more and more foreign students

to smaller, but more community and service oriented, universities and colleges. It may be an unpopular measure for both students and universities alike to cease from enrolling participants in huge and impersonal student factories in pursuit of technical excellence and prestigious degrees, but it would be more in keeping with the purposes of Title IX and of Development training. The contrast between Southern Illinois University and Harvard or the University of Wisconsin certainly warrants such a recommendation.

There are several other steps that could and ought to be taken:

1. *Foreign student advisors should be required to make and keep up to date an inventory of professionally related Title IX courses in each university. They should communicate this information to OIT and make it available to participant trainees. (See Appendix I for illustrative material.)*

2. *NAFSA should urge individual foreign student advisors to increase communication and consultation with academic (faculty) advisors (as is the case at SIU). NAFSA and the foreign student advisors should bring to the attention of policy-making bodies at the universities the need for courses on social responsibility and the role of the professions. Given the existing pressures within the university communities in this direction, NAFSA would not find itself the sole advocate of reform.*

3. *If such courses do not exist or when there is no prospect of introducing them into the curriculum, advisors should, on their own initiative, arrange for periodic conference and meetings between the foreign students and their American counterparts to discuss the issues of social responsibility.*

4. Only in the case that all other attempts fail should foreign student advisors steer the participant trainees toward some introductory courses in political science, development economics or community and social services (for credit or audit). This would, of course, not meet Title IX requirements, but would still be better than nothing.

5. Students should be advised to elect courses that offer internship programs. Such courses, if they involve contact with the community, often spontaneously create their own Title IX content.

6. Those organizations and individuals in charge of the social activities of the foreign students should greatly increase their own community base. The function of assisting foreign students, should, where possible, be transferred to local community organizations.

7. Social action projects should aim more at involvement than exposure, be professionally interesting and should not take place in a vacuum without thorough analysis and discussion.

8. COMSEC should assume a greater role in the management of the Mid-Winter Community Seminars. The Seminars should be an extension of ongoing community activity and give the participant added exposure in his own university community. (See recommendations under Complementary Programs.)

While recommendations 6, 7, and 8 are being implemented, special care should be taken to avoid the pitfalls of voluntarism. We should like to list some points to remember--guidelines, if you please--which affect the quality of community oriented programs intended to impart

some Title IX sense to the participants. Most, it will be observed, are negatives, based on our observations of attitudes and actions we felt were contrary to the goals of Title IX.

1. Do not assume that all community volunteer activities are basically Title IX in nature. In some cases, we found that Americans felt that home hospitality could even fulfill Title IX requirements. Title IX actually implies much more than commitment of time and energy in a group activity.

2. Spare time activities done by socially prominent people out of a sense of "noblesse oblige" should not be regarded as fulfilling the aims of Title IX. There is a great difference between learning to do for oneself or helping others to solve their own problems, and merely doing things <u>for</u> others.

3. Do not assume that a program to which participants are exposed must be a total or even partial success in order to convey Title IX concepts. What is important is the recognition of the problem and the attempt to find one's own solutions. The concern should not be so much with the problem itself, but rather with the process employed in being aware of the problem and the process used in attacking it. Along this same line, it bears repeating that many people seeking to convey Title IX in the U. S. to foreign visitors get "hung up" in traditional volunteer activities, rather than looking for new, innovative programs.

4. Do not assume that foreign students do not have the time or interest to participate at some level in Title IX type programs. Moreover, do not wait until a student has some leftover time for such activity. It should not be a claim upon surplus time, but rather upon available time. The best experience is the continuous experience over the months of stay in the U. S.

5. Do not assume that involvement will by itself stimulate Title IX awareness and motivation. Social action may stand by itself without reflection and discussion, but for an understanding of the process an opportunity should be provided for thought.

6. Do not get preoccupied with showing foreign students the "good" side of American life--usually implying that middle-class values are best and are reflective of the whole of American life. Too often we found Americans trying to impress only the most superficial and material side of the U.S. and the students themselves reacted in a negative and defensive manner. It can be very offensive, because implied is "look how great we are."

7. Do not assume that less advantaged Americans are not interested in sharing their experiences with foreign students. Sometimes they are flattered to no end to be considered and they can be as curious as any about strangers in town from far-off places. At the same time, do not take students through a community for a tour on poverty and ghettoes. It is offensive to the community and should be offensive to the students to be shown people's problems like tourists.

8. Do not try to place a student in some activity that is not relevant to his interests. The best approach we have found is matching the participant with individuals and groups with similar professional interests or talents.

9. Large groups often defeat whatever learning experience might be at hand. The smaller the group, the more viable, and the more possibilities there are for the participants to join in and gain a feeling of participation, not just observation.

In sum, training should be expanded to take in Title IX by (a) encouraging the participant trainees to take Title IX relevant course work as part of his overall academic exposure, and (b) allowing the participants to become involved either on a part-time, sporadic, or a continuous basis in Title IX activities in the community surrounding the university.

D. Complementary Training

Title IX has received its greatest stimulus under the complementary training programs. At the same time, this part of the overall training program has had to carry a disproportionate share of responsibility for meeting the congressional mandate.

Experience with complementary programs has pointedly illustrated the need for definition, as discussed in the Introduction section. As it is, most extracurricular activities are still considered in some way Title IX related, and our conclusion is that most of the complementary programs better meet OIT's objective of "a better understanding by participants of the United States, its people and way of life," than OIT's objective of "broadening the outlook of participants," as envisaged by Title IX. The Michigan State University Communication Seminar comes the closest of any of the complementary programs in attempting to broaden the participants' outlook.

This section is, by and large, a recapitulation of the series of recommendations we have already made in the interim working papers dealing with complementary programs. We repeat them here so that they can be regarded in the larger context of our entire appraisal of Title IX's relevance to OIT training.

1. Hospitality Programs

All hospitality efforts, including the hospitality section of the Mid-Winter Community Seminars, have an important role to play in making the international visitor feel at least a partial relief from his pangs of separation from "hearth and home" and in exposing him to the inner workings of American families.

It is, nonetheless, possible to make the home experience relevant to the purposes of Title IX without disturbing those objectives. *Where possible, it would be highly desirable to match the professional interests of the participant trainee with those of at least one member of the host family.* For instance, a medical student might be directed to the home of a physician whose understanding of his professional role and whose activities fall within the outline of the social responsibility of professionals. In this way, the participant trainee is allowed to see and talk at length with a person who is in the same field and whose life and work styles exemplify what a socially and professionally involved person is. It is impossible to expect this kind of matching in all cases, but it is at least another factor to keep in mind when making hospitality assignments.

2. Mid-Winter Community Seminar

Our observations on the Seminars have already been submitted to OIT. In summary, we reached the following general conclusions:

a. The purpose of the seminars

There appears to be a great deal of confusion over what OIT hopes to achieve through the Seminars and how Title IX objectives can be meshed with their vaguely defined original purposes. What Title IX is,

why it is important, and how OIT intends to integrate it into planning for these seminars has not been made very clear to the local program sponsors.

b. Sponsors and community

The preparation for and treatment of participant trainees should be quite distinct from what is generally deemed the appropriate treatment for special interest tours for foreign visitors (usually short term) brought to this country by the U. S. Government or private industry. There are local groups who either have expertise in dealing with foreign students or are more in contact with community action groups a la Title IX than are the local COSERV affiliates.

c. The participants and the participant group

The selection process, by which students elected which seminar they wished to attend, was too loosely structured for a number of reasons. Often participants were permitted to choose a city rather than a program simply because they preferred sightseeing to program content. There was rarely any commonality of interest, language or profession among the participants. At the same time, each group had one nationality with more representatives than any others, creating a strong clique within the group. Groups were often too large to deal with in a meaningful way, either for hospitality or for Title IX purposes.

d. Program format and pedagogy

The short period allowed for the seminar during the holiday period is a serious roadblock to developing a meaningful popular participation program. It is, in part, the reason for the superficial lecture-tour format that is the predominant pedagogical approach to many of the programs. Two programs which successfully surmounted this difficulty and managed to approximate an experiential type exposure to Title IX were those held in Philadelphia and Boston.

e. Evaluations

The evaluation procedure appeared to be an exercise in form rather than substance. The types of questions asked required polite, nonanalytical responses and often were forms easily ignored by both sponsors and participants. References to Title IX were scanty and reflected a lack of appreciation for it.

The recommendations of our MWCS report have been expanded by several new ideas and are summarized below:

The hospitality part of the Christmas programs could continue to be handled by COSERV, but the local COSERV groups should attempt to match participant trainees with people of similar professional interest for home visits. As many younger volunteers as possible should be involved in the planning and execution of hospitality as well as the rest of the program. In order to facilitate the carrying out of all segments of the seminar, hospitality might be relegated to the time available before and during Christmas, while the experiential and Title IX segments could be post-Christmas.

The seminar itself should be handled by either COMSEC, COSERV affiliates, or local action groups, and should be given in or near as many cities as possible where participant trainees are studying. Attendance at a program should be based on one's interest in the program content (Title IX and professional responsibility) and not on the desire to travel to another American city.

The content of the seminar should serve as an introduction to the concept of Title IX and its normative character and lead to discussion of the social responsibility of professionals. Within this period attempts should be made to match professional interests with a two-day involvement activity. Since groups should be smaller due to MWCS taking place in more cities, it would be possible to arrange such activities (e.g., visits to a free clinic for doctors and public health people, to a public interest law firm for lawyers, to an experimental school for teachers, etc.). During and after the experiential segment there should be periods of discussion and reflection on the relevance of this experience to the overall themes of Title IX and social responsibility.

A combination of the one-week workshop outlined in Appendix IV and the Philadelphia Mid-Winter program could serve as an illustrative prototype for local groups on how to set up their own seminars.

In brief, it has become obvious that the MWCS can and should be incorporated into the Title IX objectives of OIT. It can serve as a first exposure to Title IX for many trainees, who then may be stimulated by this initial experience to attend either the two-week or six-week Title IX seminars proposed in Section IV or to seek continuous involvement through their university community. The MWCS could also, however, stand alone as the only Title IX experience for those participant trainees who are here for a short period of time.

3. The Michigan State University Workshop in Communications

In our report we pointed out that the grafting of Title IX objectives onto the already existing body of goals for the MSU seminar would mean two fundamental changes in approach. The cautious stance of normative

neutrality which is significantly noticeable in the curriculum and teaching styles is in conflict with Title IX which is a norm-laden statement. Also, the former emphasis on person-to-person behavioral patterns would shift to focusing on the problems of a social change agent grappling with institutional and societal issues.

Beyond these two fundamental changes, a number of alterations were suggested as precursors to implementation of either one of the proposed alternative seminars discussed below. These alterations included: an inside evaluator to check on goals and design; fewer exercises and games; a clarified approach to communication; less communications jargon; de-emphasizing the topic of communication as such; creation of an atmosphere where confrontation and controversy are not avoided; reflection on the participant's changed perceptions of his own country; and an increase in the hours spent in discussion and lecture.

Two seminar alternatives were proposed as ways of injecting Title IX into the MSU workshop. They differ in that the first accepts the validity of working with the "re-entry problem" while the second questions the classification of the "re-entry problem" as an issue meriting priority treatment. In the latter, communications would be put in the framework of its relative importance in the processes of social, political, economic and cultural change. (For further explanation of the differences, see pages 2-3 of Appendix III.)

The first alternative plan, which deals with the re-entry problem and could be used as an interim transition between the present set up and the more profound changes involved in the second alternative, involves the following steps:

a. A communications Title IX workshop for twenty MSU faculty to work out new exercises and audio-visual aids relevant to Title IX, and lectures on Title IX and social change topics.

b. Finding a faculty with Third World working experience.

c. Develop Third World case studies relating communications to social, economic, political and cultural factors.

d. Submit progress reports and evaluations on the effect of Title IX content to OIT.

The second alternative is a more complete reworking of the MSU Seminar requiring the following:

a. A new program design and course syllabus which treat communications as one variable in the development process.

b. A new part of the curriculum which deals with the concepts of development and social change and the relevance of Title IX norms and values.

c. An expanded disciplinary mix in the faculty and the selection of people with Third World experience.

d. A more demanding selection process for participants attending this seminar.

4. Title IX Workshops as a New Prototype for Complementary Programs

In addition to adjustments in existing programs recommended above and in Appendices II and III, Section IV of this report deals with the following new proposals for complementary training:

a. Participants should be allowed to design a program for themselves, on the basis of information provided prior to, upon, and

after arrival in the U. S.

b. While many of the MWCS's will continue to attract foreign students, for others the Christmas vacation should be an opportunity for a Title IX workshop in the resident community where participants are studying with a possible three-day introduction during the Thanksgiving recess. This could be done with an adaptation of the one-week workshop on the Social Purposes of Professions (see next item).

c. Most academic participant trainees should be allowed to take either the two-week workshop on the Social Purposes of the Professions or the six-week workshop and Involvement program on the Social purposes of the Professions.

E. Departure Preparation

In our conversation with participant trainees, we have found many who were interested in the concepts of Title IX and who lamented that it was lacking in their training. Unfortunately, there is no quantitative data supporting this.

It should be of great value to OIT to incorporate a specific set of questions into the "exit interviews" on Title IX related experiences that the participant trainees had or would have liked to have had. Of particular interest would be questions about the perceptions and motivations of participants vis-a-vis their professional role and responsibility.

It would also be beneficial to invite selected participant trainees to the Title IX workshops conducted for OIT personnel and foreign student advisors and volunteers. (See Appendix IV on the one-week course for OIT personnel.)

F. In-country Post-Training

If Title IX is a total learning experience, it is also a continuous one. In the last analysis, it is in the home countries where the concepts of Title IX become development practices. The combination of continuous learning and practice should generate its own momentum and independent thrust.

Nonetheless, we feel that OIT could play a minor role in the follow-up activities of the returnees and it should be concerned with the following Title IX related proposals:

a. Because Title IX is a continuous learning experience, the currently published professional journals for and by returned participants could be provided with articles and essays on professional roles and responsibilities, either from U. S. periodicals or written by participants themselves.

b. Because the returnees possess the best combination of learning and practice, their views should be solicited and utilized in the pre-departure orientation of participants.

c. In evaluating the effectiveness of training by the degree of its utilization, AID should de-emphasize position or technical performance related indices and criteria. Where possible, and with due respect for sensitivities, OIT should also elicit qualitative evaluation of performance in accordance with Title IX. The current emphasis on position, job and technical achievement, while important, alone and in itself, may represent a last reinforcement of what is presently so debilitating in training from a Title IX point of view: status, technocratic excellence and the separation of professional endeavors from social realities and responsibilities.

SECTION IV - NEW TITLE IX PROGRAMS

A. Advanced Special Interest Programs

It is assumed that most participant trainees have never before been exposed, other than superficially, to Title IX concepts; hence the need for the injection of Title IX into existing programs and the introduction of new Title IX programs. We can anticipate, however, that many participant trainees are not only well aware of the Title IX concepts, but are and have been practitioners of popular participation. More Title IX exposure would not do a disservice to such participants, since Title IX implies a continuous learning process and a total experience. Their involvement in any of the programs would be beneficial to them--not to speak of the benefit other trainees might receive by contact with them.

OIT should recognize that these exceptional participants may require additional opportunities, requiring putting some extra effort into tailor-made programs. We recognize the problems involved in this, such as the difficulty in identifying such exceptions, especially during the early stages of their stay in the United States. Still, it is during the orientation period when tailor-made programs may best be designed. Some early warning from the field--in the PIO/P's--would be helpful and alert DTS's might identify these individuals. Advance orientation of these people, preferably in their home countries, would also permit them to come forth with program ideas of their own.

The provision by OIT of imaginative options will help determine the extent to which the initiatives of the participants can be rewarded. There are several ways OIT might do this:

1. Offer them leadership positions in the designing and execution of complementary programs and rely on them as resource persons for these programs.

2. Under an AID special fellowship program--or through private organizations--allow exceptional academic and long-term participants to undertake research on Title IX or join private firms and associations with a demonstrable social concern as interns during the vacation periods or even as part-time workers during the academic year.

3. Encourage them--again under a special fellowship arrangement financed by AID but offered by NAFSA or COMSEC--to work as assistants to foreign student advisors or activity coordinators in areas that relate to Title IX and social action projects on or off campus.

B. Adaptation of Workshops on the Social Purpose of Professions for the Thanksgiving and Christmas Vacations

It is expected that most Christmas programs will remain under the sponsorship of COSERV affiliates, which will continue to provide hospitality and relaxation during the mid-winter vacation. *Selected COSERV affiliates, whose programs have been Title IX-related, should be encouraged to borrow from the workshop design on the Social Purpose of the Professions.*

Other organizations, such as COMSEC, the League of Women Voters Overseas Education Fund, the Urban Coalition and other national and local organizations, should be solicited to offer programs in cities

where the students live and study. Christmas programs sponsored by them should rely on the design for the one-week version of the Workshop on the Social Purposes of Professions.

If Thanksgiving vacation time is available, it could be combined with the Christmas recess to provide the participant with relevant first-hand experience on professionally-related local community or social activity. In this case, the Thanksgiving period might be used to give an overall orientation on the social purpose of professions and an introduction to the specific community or social activity the participant will become involved in before or during the longer Christmas recess. At this time, the one-week workshop could be held using the community or social activity observed by the participant as a case study.

C. Design for Proposed Workshops

The key objective of Title IX workshops on the social purpose of the professions is to expose participants (whether AID trainees or personnel in charge of them) to the dilemma between professional roles and Title IX. Through a technique of dialogue-reflection-action, they develop a willingness and capacity to make critical judgments and broaden their understanding of the meaning of Title IX and an understanding of how it affects the execution of their professional responsibilities.

The workshops pursue this objective by:

- articulating and analysing the norms of Title IX
- defining the implications of those norms for societal and individual behavior

- examining political, economic and social conditions working against Title IX

- establishing the relevance of Title IX norms to the professional and his responsibility to the process of social change.

Title IX is an affirmation of man's desire for equality and participation and is pertinent to professionals because of their predominant roles in modernizing societies.

To date, however, many professionals have restricted or have had restricted their areas of professional concern. The tendency has been to inculcate a restrictive set of life and thought patterns, thus in a way confining the professional to his profession in its narrowest sense.

At the same time, the very special preparation and background of professionals disposes them to assume superior roles in influencing decisions and extraordinary competence is often popularly attributed to them in areas beyond their preparation.

Faith in the capability of science (natural as well as social) and technology to solve problems of both a human and technical nature has placed professionals at the apex of the social strata. One result has been to push aside popular participation in problem-solving in favor of supposedly far more efficient means of getting things done.

In order to return to popular participation, to the norms of Title IX, it is necessary for the professional to discern new roles and norms of involvement for himself. The workshops can encourage this by providing opportunities for participant trainees to consider their professional dilemma in the wider context of social change.

The principal pedagogical method of the workshops is that of dialogue-reflection-action. In this context, dialogue differs from other forms of human communication in that it constitutes an exchange and an interaction of thoughts and experiences on a given topic, where role-status and authority are all temporarily inconsequential.

Reflection allows the participants to relate to values, norms and to human conditions in disaccord with these values.

Action is the outgrowth of dialogue-reflection, which has delineated for each participant his role and responsibility in light of the norms he accepts and conditions he encounters.

In the workshops, the traditional teacher-student relationship is bypassed in favor of open exchange among equals who listen and react to each other's contributions. Given the time constraints obvious in a short workshop, dialogue and reflection often may not have sufficient time, however, to develop conceptual clarity on the topic discussed. Therefore, expert opinions (in the form of resource persons, films or other media presentations) are introduced as a time-saving device to establish a common point of departure and a framework for dialogue and reflection.

This dialogue-reflection-action process represents a new development in the major approaches applied to training for social change. Although the process is sui-generis, it is similar to the conscientization technique advanced by the Brazilian educator Paulo Freire.

The first approach to training may be called the "cognitive" method. It is based on the intellectual assumption that everyone is free to decide to learn and, as such, it emphasizes the acquisition of knowledge and skills. This approach implies that one's ability to act in the context of social development is a derivative of the levels of the skills acquired. One's motivation to learn and to apply his learned skills is found in the reward-incentive ingredients of the prevailing value system.

The second approach, psychological-behavioral, is based on the assumption that all men in all cultures have fixed attitudinal constraints or hang-ups. Within this approach, one trend, the "technique of efficacy," urges individuals to achieve goals commensurate with the limitations of their outlook, their resources and their situation. "Attitudinal change," (e.g., sensitivity training) the other trend within this same approach, confronts attitudes which are regarded as constraints on one's expectations or as inhibitions to one's capabilities. The alteration of an individual's value system, including the inherent rewards and incentives, results in the substitution of new attitudes in place of the old ones.

The assumption behind training efforts functioning within either one of these two approaches are that one's capabilities can be increased by the promise of a reward. If such an incentive is not sufficient, the individual's attitude should be overhauled in a process of re-education.

Our approach differs from the other two in that it stimulates an acquisition and growth of critical awareness which in itself, (and not by reason of reward), becomes the principal incentive for action. Thus, these workshops add a special dimension to the question of motivation. The workshops, facing the problem of social change, motivate the participants mainly by increasing their awareness of powerlessness which, in turn, directly affects their willingness or unwillingness to be incorporated into a prevailing system. A growth of critical awareness is, therefore, positively related to their willingness to confront and alter the social, political, and economic structures.

In sum, these workshops are a departure from the cognitive and the psychological-behavioral approaches because they deal with the issues and causes that prevent people from being self-determining. Thus, the motivational energy tapped feeds just as much on resentment to actual conditions as on the hope for better things to come. In this way, a reaction process accumulates momentum not only by looking ahead to levels of dignity and hope, but by looking long and hard upon indignity and hopelessness.

PROGRAM DESIGN

Phase I - Confronting Reality

Phase I can be characterized as an "energizing negative"--an in-depth look at the dehumanizing political, economic and social conditions that perpetrate and perpetuate powerlessness. The participants are involved, through the dialogue-reflection process, in an examination of what man's condition should not be.

The awareness of the contrast between what is and what ought to be affects the participant in several different ways:

1. The participant, through his examination of structure, increases his factual knowledge.

2. He learns to critically assess structures and institutions which may have heretofore been considered sacrosanct. The line of demarcation is erased between what has been accepted as a legitimate professional concern and that wide range of affairs considered beyond the purview of the professional.

3. He is faced with an unavoidable personal challenge brought on by the contrast between that which is, as opposed to that which ought to be.

The participant cannot avoid asking himself what his professional stance must be. He may opt to remain passive or, in confronting the lot of the powerless, he may be dramatically moved to identify intensely with them. This intense identification evokes a personal commitment which cannot be divorced from professional commitment.

In Phase I, participants are asked to visualize three types of powerlessness as though they were three compenetrating circles. These circles represent conditions to which the participants should be able to relate personal experiences from their own countries. The circles may differ in magnitude, but the source of their condition is the same. They are the result of domination from either external or internal forces, perpetuated through the political institutions, the economic system, the social structure and the cultural milieu. The circles are distinguished from one another by the varying degrees of immediacy of the sources of domination. The degree of immediacy is particularly pertinent because it affects the individual's sense of powerlessness in attempting to cope with the sources of domination.

The first circle of powerlessness is the close up world, the local scene where one lives and works--the twenty-four hour stage where man is a player under a director and schedule he did not choose for himself. Here he is often shackled by a chain of events that he can see and feel and a sequence of happenings and events he feels he should control but cannot.

The second circle is the institutional one. This sphere of powerlessness is often brought upon a man by his more or less voluntary decision to relate to an institution. In so doing, he may unwittingly subjugate himself to a new set of forces that restrict his self-determination, even though the overall institutional goal may be a desirable one.

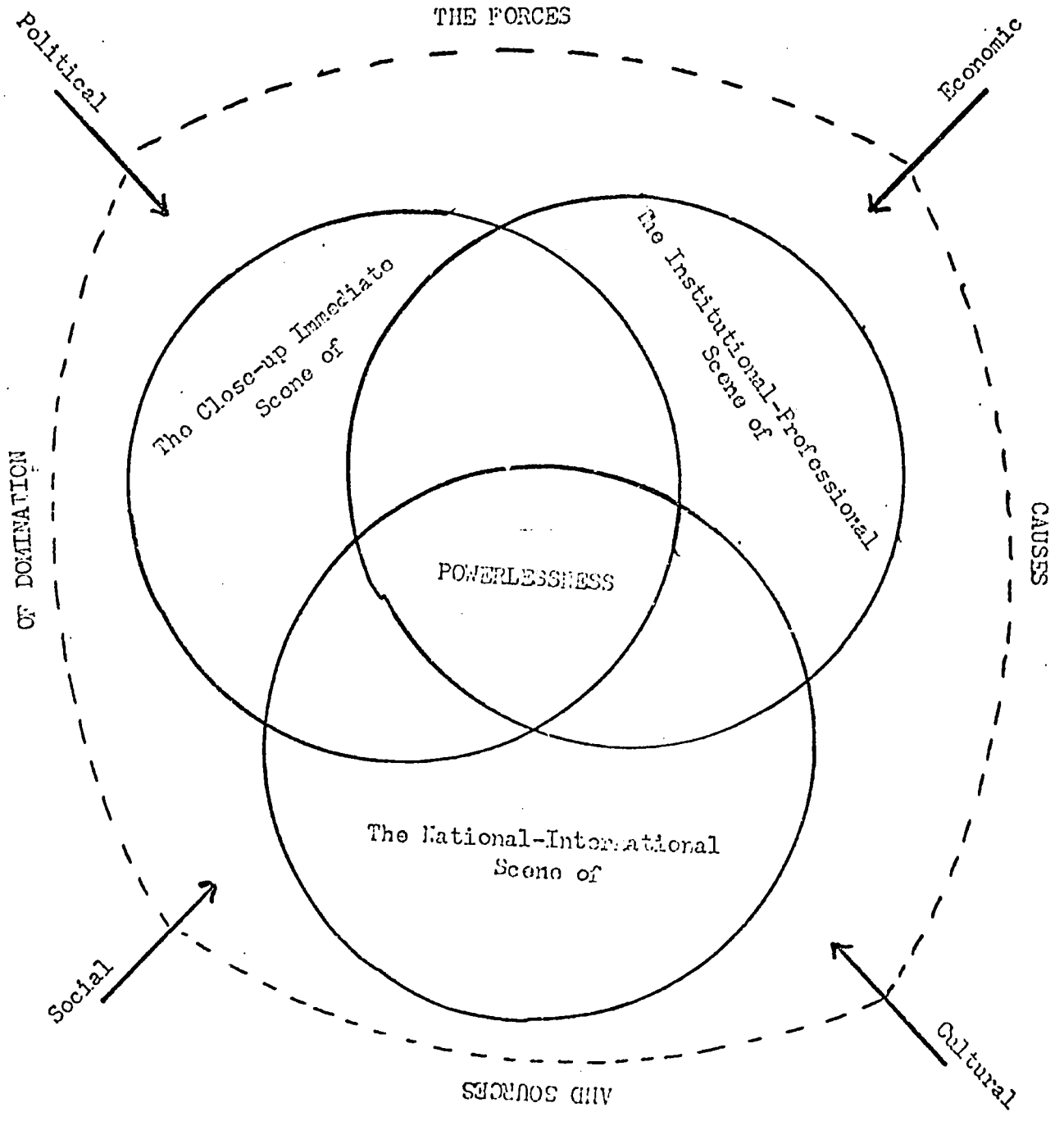
To illustrate institutional constraints on participation in the decision-making process, participants are asked to consider their own professional organizations to judge if they contribute to this circle of institutional domination. This analysis may reveal the professions arrogating to themselves the right to make decisions for the masses. It also may show how members within one profession are denied the right to critically judge the broader implications of the goals and pursuits of the profession.

The third circle of powerlessness is the amorphous domination by remote powers and forces. Under the driving force of new systems of production and management, national frontiers and priorities are ignored and new powers are emerging--multi-national enterprises which can conduct autonomous strategies often independent of national political power and outside the control for the common good. Even private organizations achieve such size and power that they contribute to new and abusive forms of international domination, affecting the social, economic, cultural and political arenas. The results are multiple, leading to a tremendous sense of powerlessness in the individual faced with overwhelming domination beyond his comprehension.

THE THREE

COMPENETRATING CIRCLES

OF POWERLESSNESS



Phase II -- Exploring Title IX as a Normative Guide

The first phase of the workshop design is an opportunity to consider the condition of powerlessness in society, relating it to constraints on popular participation. The second phase examines what man's condition should be, not in order to provide ready-made models for professional behavior, but to clarify the human aspirations for equality and participation.

The following are the three topics selected for special consideration in this second phase:

1. The value judgements underlying Title IX are examined in order to assess both the process and the goals of social change. Popular participation in the decision-making process, in the carrying out of decisions, and in the equitable sharing of the benefits of development, are discussed in detail.
2. Through dialogue-reflection, the participants identify those areas they want to change, the values they want to see preserved, and the steps they would want to take. It is through dialogue-reflection that they exercise respect for the freedom of others, their right to participate, and cooperative action toward common goals. (Dialogue is not viewed as a neutral or valueless exercise, but one which facilitates the ability to criticize one's environment and then to act to change it. Reflection enhances the ability to absorb and assess new perspectives and a wide range of points of view.)
3. The professional's social responsibility and role are reinterpreted in view of Title IX. They are defined as the

ability to act beyond the technical confines of the profession by becoming critically aware of the social-political ramifications of the technical action or inaction of the professional.

Professionals should be particularly responsive to Title IX values identified during this phase. Because most professions have a traditional ethos which implies service on the basis of need and the expansion of knowledge in order to better meet this need. Thus, the codes of ethics and practices of professions are considered as still containing positive elements of service to others and they are supportive of the humanistic themes of Title IX.

The workshop points out that the professional can restrict his role to merely responding to conditions within his technical competence, while disregarding the causal relationship that may exist between the conditions his profession addresses and those causes which create the conditions.

It is proposed that professionals, as men dedicated to serving their fellow men, can become needed catalysts of social change by becoming conscious of cause and effect.

Participation in international training programs for development is examined for the unique opportunity it offers to professionals and prospective professionals to perceive their role in a new light.

First, it presents an opportunity to better understand the impact of external political, economic and social forces on their own countries.

Second, participants are shown the special roles they can play in articulating their countrymen's views, to the effect that each

country be permitted to promote its own development, free from domination, whether economic, political, social or cultural.

Finally, it is an occasion for a professional to realize that he operates in a complex world of inter-dependencies and that he can provide a perspective which counters xenophobic tendencies.

Phase III -- Dynamics of Application

During this phase, the participants are asked to apply their observations in the second phase to alternatives for action. The workshop identifies specific professional roles and techniques and analyzes them in view of:

1. Reflection-action;
2. Manipulation versus responsible professional presence and role among people; and
3. Primary and secondary responses.

1. Reflection-action is viewed as a safeguard against both shallow activism and ivory-tower intellectualism. It serves, in effect, as a quality control mechanism by

a. creatively aligning professional priorities with societal priorities;

b. developing a critical awareness of the cumulative effect of individual professional's action and inaction, discerning who in society truly benefits from his service and what values, assumptions and goals the profession as a whole is really serving; and

c. accepting the idea of accountability.

The workshop proposes that in environments of scarce resources the issue is whether or not professionals ought to subordinate themselves to a series of societal priorities. The possibility that societal priorities will conflict with professional priorities is examined as is external pressure based on tradition, official restraint, peer group censure, etc. which often force professionals to renounce options for behavior before they can even be considered.

The traditional purview of the professions does not include the making of critical judgments or acting outside the strictly defined confines of the profession. The professional can, therefore, remain uncritical of the very societal goals, priorities, values and assumptions he supposedly serves. The workshop points out the need for critical discernment, so that prior to aligning professional goals with societal priorities, the professional can understand the overall aims of society in light of Title IX.

Professional responsibility also involves consideration of accountability for the consequences of one's work, not only individual actions, but collective actions as well. It is all too easy for one individual to dismiss the weight of his contribution, especially if his profession is so specific or so technical that its potential impact on social change appears to be negligible. The workshop argues that if a profession is considered to have little or no social effect, then the professional is being denied his most fundamental purpose in society, service to others. The professional should, therefore, be able to perceive the connections between otherwise separate professional actions and realize that he too is contri-

buting to a total result. The end result is recognition of his accountability for the total, as well as his part.

2. Professionals, both individually and collectively, are acquiring a very special status in modern societies. Rising above the masses of less educated, they are often in the position to manipulate those whom they feel are entrusted to their charge. Title IX contradicts the gamut of myths that support the superiority of professionals over other men because of their differing educational backgrounds. It is in recognizing these myths for what they are and in confronting them that the professional can cease to be an accessory to non-participatory practices.

The workshop at this point takes up consideration of Title IX norms for participation:

--An insistence on self-direction. Everyone should have right and power to make basic life choices.

--An insistence on broad popular participation. Everyone affected by a decision has the right to be consulted and to become involved, if he so wishes, in the decision-making process.

--An insistence on pluralism, with the wider participation of disparate groups and interests. Such multiplicity affords a greater likelihood of mutual benefit from the creative unity of resources, ideas and energies and acts as a check against monopolistic decisions.

3. The participants, in working out norms of behavior and techniques for action, are also invited to consider whether the alternative roles they envisage for themselves fit into categories of primary or secondary response. Primary responses are those which deal with the root cause of conditions, while secondary responses merely ameliorate the symptoms while doing little to eliminate substantively their causes.

A professional may opt for a role within the strict confines of his profession and deal solely with the effects of the primary causes, or he may increase his options by pursuing a professional role of primary response. These options are:

a. To work within the established institutional set-up after becoming aware of the conflict, the congruence between the terms and conditions the system offers for entrance, and the terms and conditions that individuals and groups define for themselves;

b. To create and participate in a yet-to-be determined set of institutions and structures which better respond to one's own determination of what societal needs are. Such institutions and structures often are of such a nature that they can co-exist with established ones and not directly challenge them;

c. To altogether negate and reject the pre-determined institutional order with the intention of dismantling what was designed by others to make way for the emergence of new institutions. This option presupposes a critical awareness that the predetermined institutional arrangement is neither willing nor capable of integrating the powerless in the decision-making process

nor willing and able to coexist and yield to new institutional ways which give voice to the powerless.

The workshop, Title IX norms notwithstanding, does not attempt to impress the participants with any of these options. The choice will be made by each participant according to his perception of the reality that he finds when he returns to his home country. (See Appendix IV for detailed schedule of a two week, one week and six week workshop on the Social Purpose of the Professions.)

SECTION V:

SUMMARY OF MAJOR RECOMMENDATIONS

Title IX Concepts

-- That OIT critically examine and adopt, if valid, concepts advanced on the social purpose of the professions and make them operational criteria for implementing Title IX.

Personnel

-- That OIT initiate a series of in-house reviews and workshops for DTS's and others involved with participant trainees to familiarize them with the concepts of Title IX and define tasks in implementing them.

-- That the NAFSA-OIT liaison committee, OIT's University-Community Relations Branch, and other appropriate OIT elements assure that OIT's Title IX operational criteria are transmitted to all concerned.

In-Country Preparation

-- That a joint airgram by OIT and the CPD of PPC be sent to the effect that USAID's explicitly request Title IX related training and show cause if such training is not desired.

-- That in the selection process, USAID and the Host Government show preference for those who show motivation and potential for social change.

-- That participants be provided with information on Title IX and on the relevance of academic and specialized training to Title IX.

-- That selected participants be afforded the chance to design their own Title IX related programs.

U.S. Orientation

-- That WIC offer a half day presentation on Title IX.

-- In this session information would be provided on available complementary programs, the existence of relevant course work and social action projects at universities.

-- That the current regional branch arrangement be replaced with a technical or field oriented arrangement to allow DTS's greater facility and expertise in orienting participant trainees toward Title IX relevant academic work.

-- That DTS's have an up to date inventory of academic courses and social action projects which are Title IX related at each university.

-- That OIT place individual DTS's at or near universities with major concentrations of AID participants.

-- That the staff of the Pre-Academic Workshop discuss with students how they may take Title IX related courses.

Training

-- That in enrolling participant trainees in academic institutions, the smaller but more community and service oriented universities and colleges be given preference.

-- That foreign student advisors maintain an inventory of Title IX related academic courses; increase their communication and contact with academic advisors and policy making bodies in the universities; express OIT's interest in Title IX related work of participant trainees; arrange for periodic meetings between foreign students and their American contemporaries to discuss the social responsibility of professionals; advise students to elect courses that offer internship programs.

-- That organizations and individuals in charge of social action increase their community base; transfer this function to local community organizations.

-- That COMSEC assume a greater role in the management of Mid-Winter Community Seminars.

Complementary Training

-- That in home visits by foreign students, the professional interest of the participant trainee match that of at least one member of the host family.

-- That some Mid-Winter Community Seminars take place in or near cities where participant trainees are studying; that the content of the seminars lead to discussion of the social responsibility of professionals and that the Philadelphia Mid-Winter Seminar combined with the design of the one week workshop on the Special Purpose of Professions serve as prototypes for local affiliates and groups; that, besides the more imaginative COSERV affiliates, COMSEC and other local action groups as well as professional organizations also participate in conducting this program.

-- That the Communications Seminar adopt either of both alternative plans for a greater incorporation of Title IX in the program, by de-emphasizing the issue of "re-entry" and by placing communications in the context of the processes of social, political, economic and cultural change.

-- That OIT provide special fellowships for exceptional participant trainees to undertake research on Title IX or work in Title IX related activities.

-- That, if possible, Thanksgiving vacation combined with the Christmas recess constitute a workshop on the social responsibility of professions.

-- That workshops on the Social Purpose of the Professions be instituted.

Departure Orientation

-- That questions on Title IX related experiences be incorporated into the "exit interview"

In-Country Post Training

-- That follow-up journals carry articles on the social role of professionals and Title IX related subjects.

-- That returned participants be used as resource persons in the Title IX orientation of participant selectees in the home countries.

-- That in the evaluation of training utilization, AID emphasize Title IX related qualitative criteria.

APPENDIX I - EXAMPLES OF CURRICULUM AND ON OR OFF CAMPUS ACTIVITIES AVAILABLE TO FOREIGN STUDENTS AT A SELECTED NUMBER OF AMERICAN UNIVERSITIES.

The purpose of this section is to illustrate to D.T.S.'s, foreign student advisors, and community service organizations that there are available a large number of options which would, given their proper direction, satisfy some of the need to give AID participant trainees a broader professional education in the context of Title IX. In all cases, the lists are meant to be illustrative, not comprehensive. More complete and frequently updated lists should be kept available for all American personnel who deal with AID participants either during or before their stay in the United States. These lists will be accurate only if all on site personnel are required to supply Washington with the pertinent updated material. Close contact should be maintained at all times between the Washington OIT office and the campus and community coordinators who are aware of innovative curriculum changes and current social action projects in their respective communities.

It is important to keep in mind, while reviewing the list of courses, that there is no sure way of knowing whether they are in fact Title IX related since the descriptions in course bulletins are often misleading. However, the list is useful in that it does give a sample of the types of courses now available at some of the universities hosting the large concentrations of AID trainees.

Southern Illinois University, Carbondale, Illinois

Of the seven universities visited by our staff members, Southern Illinois University was the only one where the idea of introducing Title IX oriented programs for foreign students was met with real enthusiasm and interest. There are several factors which indicate to us that Southern Illinois would be an ideal place for the implementation of such programs.

First, the personnel in the foreign student office have a good understanding of the concepts and goals behind Title IX. Included in the personnel of this office is an AID contract officer. His acquaintance with both the University and the students, as well as with Title IX concepts, contributed to the superior nature of the programs for Participants at SIU.

Second, the foreign student office operates as an integral part of the University community. Unlike foreign student advisors at many other universities, the advisor at Southern Illinois sits on the administrative council of the University. He is therefore included in and aware of all important decisions affecting curriculum, student life, and University policy.

Third, the foreign student office is adequately staffed and labor is divided in such a manner as to allow for more individual consideration of the needs of the students and for more time to discuss or plan new programs.

Fourth, Southern Illinois already has a well developed internship program for the training of foreign student advisors (We found one at MSU also). Title IX workshops could easily be included in the training program for the foreign student advisors, thus better equipping them to direct AID participant

trainees and others into Title IX courses and activities.

Fifth, the geographic location of Southern Illinois University is another factor which makes it well suited for Title IX programs. Carbondale is situated in a rural poverty pocket, yet it is not far from the resources of a big city like St. Louis, Missouri. Students benefit from the experience of working in both rural and urban community social action projects.

Sixth, the overall atmosphere at Southern Illinois is one of a young, dynamic, turned-on university. There is a difference between being turned-inward and being turned-on. Too many of our universities suffer from the first condition, a condition which merely reinforces the concept of the university and the university students as isolated, ivory tower communities, exempt from any moral or social responsibility. The enthusiasm and open-mindedness of administrators, faculty, and student body at Southern Illinois indicate that universities can make important contributions not merely as "educators" or producers of brain power, but as true agents of social change.

Curriculum

School of Agriculture, Agricultural Industries:

"Agricultural Development in Emerging Countries" (Course 417-4) Principles and practices in improving agriculture in areas with limited capital and low levels of technology. Special emphasis on developments in Asia, Africa, and South America.

"Marketing Practices and Problems in Developing Countries" (Course 418-3)
Types of markets, assembly of products, storage, transportation, quality determination, and pricing practices which are peculiar to the developing countries.

"Seminar-Research-Work Experience on International Agricultural Problems" (Course 482-3)
Weekly two-hour discussion period on methods by which foreign students can adapt information and training obtained in U.S. oriented courses to the solution of important agricultural problems in their home countries. Supplemented by work experience and research on the University farms, in laboratories, and in the library.

Educational Administration and Foundations:

"Subcultures in American Education" (Course 360-4)
Poverty, racial prejudice, and various subcultural issues as may relate to American educational development. Analysis of conflicting systems of cultural values and norms and their implications.

"Education and Social Forces" (Course 432-4)
The role of social and cultural forces in the shaping of educational policy in the United States. Emphasis on voluntary associations, political parties, media, and mass communication, cultural traditions, and the operation of social forces in other societies.

Department of Government:

"Politics of Developing Areas" (Course 459-4)
A survey, theoretical and descriptive, of the impact upon politics of the process of development, and the role of the governmental system in the direction and control of development.

"Urban Politics" (Course 467-4)
Environment, institutions, processes, and functions of government in an urban society. Emphasis on current problems of social control and the provision of services in the cities.

School of Business; Management:

"Management Responsibility in Society" (Course 474-4)
Analysis of the political, social, and economic environments in which the manager must function and the manner in which the executive has both adapted to and influenced his environment.

College of Education; Rehabilitation:

"An Introduction to Employment and Developmental Services" (Course 481-2)
The development and growth of employment services and special youth centers, current social needs and trends, and the organizational patterns in such centers.

Department of Sociology:

"Community Organization" (Course 333-4)
Factors involved in community organization; types, aims, and objectives; community diagnosis; individual case study of specific community.

"Community Development" (Course 487-4)
The concepts of community development and analysis of the social-psychological factors and processes involved in citizen study, planning and action directed toward the fuller development of communities in a democratic society.

"Independent Study in Community Development" (Course 486)
Individual study and projects designed to fit the needs of each student. (One of Southern Illinois' valuable facilities for this type of project is the Community Development Institute, "established for students seeking training in work with individuals and groups striving to develop a more satisfactory life within the community setting. The institute's purposes also include training of adults concerned with improving their community leadership, and cooperating with academic units of the University and other agencies in research undertakings to investigate community processes and social change. Research findings from these undertakings become invaluable to the communities in their development.")

Department of Anthropology (Graduate School):

"Seminar in Cultural Change and Development" (Course 565)
Topics include the building of cultures, acculturation, and cultural identity.

Business Administration (Graduate School):

"Business and Society" (Course 502)
Study of the external environment of business; social, political and ethical dimensions; conflicts of business-labor-government power groups. Social responsibilities in the formulation of a business management philosophy.

Educational Administration and Foundations (Graduate School):

"Community Development Through the School" (Course 539)
Comprehensive survey of the resources of a particular community: the cataloguing of material for the use by the teachers of the community to help determine needed curriculum changes.

Health Education (Graduate School):

"Field Work in School and Community Health" (Course 490)
Field training, observation, and participation in current public and school health programs. Area schools and public health agencies will be utilized to provide practical experience for the health education student.

"Community Organization for Health Education" (Course 500)
Review of the philosophies of community organization for health; techniques of group work, current research in community organization and examination of programs of community health agencies.

"Human Conservation II"(Course 533b)
An analysis of community structures in relation to positive health services, education, and health: living in respect to community health problems and health requirements and to care for or ameliorate existing health problems and hazards on a community-wide basis.

"Human Conservation III" (Course 533c)
An analysis of the unmet health needs or requirements for optimum conservation of human resources in the community including a study of pilot and experimental programs and research in community efforts to meet health needs and solve existing health problems. An evaluative approach to existing health programming and research including an analysis of further needed experimentation and research and possible sources for leadership and funds for promoting community health research, programmings, and plannings.

"Field Internship" (Course 590)
Full quarter of field work with an approved department of public health or voluntary health agency under the supervision of the agency officer in charge and the supervisor from the Department of Health, Education.

Department of Sociology (Graduate School):

"Sociology of Occupations and Professions" (Course 438)
Natural history and institutional aspects of occupations in our society, preparation for jobs, human values in work, promotion and discharge, mobility, retirement.

"Social factors in Mental Disorders" (Course 564)
An examination of the role of social organization and structure in the emergence of mental disorders.

"Community Organization and Disorganization" (Course 566)
Nature of the community and community generating processes. Appraisal of consensus and allocation of power. Illustrative community case studies.

"Seminar in Community Development" (Course 588)
Principles and technologies applicable to solving social problems in the context of community development. Laboratory period for field experience. Intensive diagnosis of the dynamics involved in planned change in a social system and the consultant's relationship to this process. Focus on a range of community development and community action models which deal with selected skill practices necessary to the community development technician.

Off-campus Activities

The following is a list of some of the community services organizations in St. Louis, Missouri, through which AID participant trainees at Southern Illinois could become involved in social action projects:

Human Development Corporation of Metropolitan St. Louis

Operates Community Action Programs for St. Louis City and County. Aides low income persons generally those with earnings less than $3,000. per year for a family of four, upward for larger families. Some of the projects operated by this corporation are Action Housing, for persons seeking help of housing specialists; Civil Legal Aid, to educate the poor of their legal rights and to offer civil legal consultation and representation; Community Involvement, providing information to both poverty and affluent communities about participation in HDC programs and community activities, also aids in formation of other groups to serve poverty programs.

Division of Community Services - Department of Welfare

Designed to bring a concentration and coordination of services toward the strengthening of family life and lifting the economic and educational status of underprivileged and deprived residents of the City.

University City Department of Human Resources

Serves residents of University City and anyone who has been discriminated against on the basis of race, religion or national origin in University City. Makes studies, surveys and investigations to provide accurate data for issues relating to human relations, advises the City Council relating to needed legislation in the field of human relations.

Yeatman District Corporation

Promotes organization of citizens into action groups to: encourage social changes: encourage and initiate business information and development; encourage, create and find full employment of the hard core jobless; offer information and referral service; plan and establish health services, clinic and medical treatment for the poor at a minimum cost; sponsor foster day care service; etc.

Michigan State University, East Lansing, Michigan

Curriculum

Department of Anthropology:

"Culture and Political Behavior" (Course 475)
Political systems of changing cultures in Asia, Africa, and Latin America. Relation between political and other social institutions and analysis of the organization of conflict in non-Western societies.

"Seminar in Cross-Cultural Relations" (Course 825)
Analysis of the relations between superordinate and subordinate societies and between coordinate societies and cross-cultural exchange programs.

College of Communication Arts:

"Cross-Cultural Communication" (Course 828)
Role of communication in the economic, social and political development of less developed countries. Problems in communicating across cultural boundaries.

"Communication and Change: The Diffusion of Ideas and Information" (Course 870)
Research traditions underlying the diffusion of ideas and information, and acceptance of innovation and change. Strategic principles for introduction of change through the use of communication. The subject matter is expected to be useful to persons who plan to become professional communicators, such as teachers, marketers, advertisers, extension agents, and development workers in the U.S. and abroad. Diffusion research has focused on agricultural innovations.

College of Education:

"School and Society" (Course 450)
School as a social institution, teacher as a member of the profession and as a representative of the community, society as basic orientation for both the teacher and the school. Purposes of the public school, major concepts of educational philosophy, and politico-legal-economic support of the schools.

College of Agriculture and Natural Resources:

"Seminar in Cooperative Extension Service" (Course 801)
The Cooperative Extension Service conducts off-campus educational programs in the areas of agricultural pro-

duction and management, marketing and utilization of agricultural products, family living education, 4-H youth development, and community resource development. (See also off-campus activities)

College of Education:

"Community Health Problems" (Course 316)
Knowledge and understanding of community health problems and needs. Special attention to various health organizations working toward solution of these problems.

James Madison College (The James Madison College program is designed for students interested in the study of public policy problems within the framework of the social sciences and related disciplines. AID participant trainees should be exposed to more interdisciplinary courses of this nature):

"Community Problems in Mental Health" (Course 350)
Causes of human stress and the relationship between stress and mental health.

"Case Studies in Intergroup Relations" (Course 480)
Analysis of case histories as a basis for establishing policies for dealing with major minority groups (Negro, Puerto Rican, Appalachian, White, Indian). Utilizes field experience of students.

College of Social Science: Department of Political Science:

"Community Decision Making" (Course 943)
Discussion and critique of the power structure literature and the decision-making processes; emphasis on methods of studying community elites.

College of Social Science; Department of Sociology

"Sociology of Developing Societies" (Course 438)
Sociological elements of modernization. Process of technological change and type of programs to induce change.

"Social Attitudes" (Course 853)
Origin, development, classification and measurement. Relationship between attitudes and behavior. Field research.

Off-campus Activities

Although there is some superficial knowledge of the goals and concepts behind Title IX in the foreign student office at MSU, there is no apparent motivation to develop programs in this area. At present, most extra-curricular activities deal with the interests of various "national" groups, world affairs discussions, cultural workshops, etc.

The foreign student office is entirely separate from the administration of the University and has no student volunteer workers, a situation which probably perpetuates the already existing tendency for foreigners to isolate themselves.

As mentioned in the curriculum section, MSU's College of Agriculture and Natural Resources administers a Cooperative Extension Service which conducts various off-campus educational programs. The goal of the Resource Development Division of the Extension Service is "to assist Michigan citizens and Michigan communities in the solution of problems...by organizing efforts to increase economic opportunities and quality of living in communities through group decision and group actions." AID participants should be informed about and encouraged to participate in the various projects carried out through the Cooperative Extension Service.

The Campus Activities Office has also organized work programs in Lansing and the surrounding area for American student volunteers. Bus transportation is provided directly

from the campus to the activities, most of which are scheduled on weekends. Few, if any, foreign students are presently participating in these off-campus activities. They should be encouraged to do so.

University of Wisconsin, Madison, Wisconsin

Curriculum

College of Letters and Science; Department of Journalism and Mass Communication:

"Mass Communications in Developing Nations" (Course 621)
Development structure and communications systems in African, Southeast Asian, and Latin American nations.

Department of Political Science:

"Politics of Poverty and Social Welfare" (Course 218)
Analysis of problems of poverty in the United States, political behavior of the poor, mobilization of governmental and private resources for the relief and assistance of low-income groups, and administration of programs affecting the poor. Comparisons with the experiences of other countries.

"Problems of Urban Areas" (Course 413)
Urban political process as it relates to such problems as housing and urban renewal planning, law enforcement, poverty, education and transportation.

"Politics of Underdeveloped Areas" (Course 653)
A comparative analysis of the problems confronting underdeveloped areas; emphasis on problems in the development of new institutions.

Department of Sociology:

"Community Development Process in Social Welfare" (Course 575)
Analysis of theory and practice of community development in selected cultural settings in the U.S. and other countries; role of community development in social welfare systems; problems and techniques of developing local citizen interest and leadership; community development in relation to other social work methods and community insitituitons and processes.

"Rural Social Trends and Issues" (Course 344)
The role of the community, groups, and agencies in social action and in social change.

"Social Change" (Course 625)
Social and cultural change in community and society; emphasis on rate, direction and degree of change, mechanisms and planning of change in modern and emerging nations.

"Social Control" (Course 642)
How compliance to and deviation from institutionalized standards are motivated and regulated through the operation of self-control, norms, role and routines, definitions of self and interactions, social statutes and societal reactions in various organizational setting.

"Sociology of Education" (Course 648)
Educational institutions as social systems; role relationships; community contexts; relevant values and ideals; stratification, mobility, and recruitment to varied educational organizations; comparative educational systems.

Department of Agricultural Economics (Graduate School):

"Seminar in Socio-Economic Change in Underdeveloped Areas" (Course 925)
Social and economic factors relating to stability, growth, and change in the non-Western area of the contemporary world.

Department of Agricultural and Extension Education (Graduate School):

"Community Backgrounds of Education" (Course 660)
Influences of community life on the educational program; determining educational needs and adaptations in organizations, schools, and other institutions; where applicable, special reference to rural communities.

"Leadership in Community Programs" (Course 705)
Analysis of the leadership function, theories of leadership' techniques of effecting leadership and methods of developing local leaders.

Department of Agricultural Journalism (Graduate School):

"Role of Communication in Development" (Course 970)
Research analysis and design concerning the role of communication in the development process.

Department of Sociology (Graduate School):

"Urban Community Development" (Course 934)
Comparisons of Western and non-Western urban problems; the slum as a social and cultural system; types of slums; approaches to urban problems; urban, community development; the process of planned social change; self-help and citizen participation; indigenous leadership; urban social structure in relation to change.

Off-campus Activities

At present, there is some friction between the university community and the community of Madison as a result of the radicalization of the campus and the overpowering influence of the University on this otherwise small and quiet state capital. Nonetheless, Madison has a great many resources to be tapped, provided the right people are lined up to implement an action-oriented program for foreign students. For instance, the University itself already has an office which coordinates volunteer work experience for American students. AID trainees could be encouraged to take advantage of the services of this office. This Activity Center maintains continual contact with approximately fifty Madison welfare agencies and service projects.

Another possibility is to direct students through the Dane County Social Planning Agency, a newly formed Agency whose general purpose is to foster effective, coordinated planning of social service programs by maintaining updated information on and evaluations of the community social service programs as well as to educate the community about the need for social planning.

AID trainees in Madison could also be channeled through the Community Action Commission for the County of Dane and the

City of Madison, Inc. The Community Action Commission is a nonprofit corporation created to mobilize the resources of the community to combat poverty. It develops programs designed to enable low-income persons to deal effectively with their own problems. CAC programs include: Head Start, Neighborhood Youth Corps, Work Orientation Counseling, Parent Education Program, and Outreach and Community Development.

Texas A & M University, College Station, Texas

Curriculum

Department of Agicultural Education:

"Principles of Technological Change" (Course 440)
Examination of processes by which professional change agents influence the introduction, adoption, and diffusion of technological change. Applicable to persons who work closely with people.

"Methods of Technological Change" (Course 640, for graduates)
Dynamics of cultural change as theoretical framework for process of planned technological change, methods of planning and implementing change, its effects and how it can be predicted.

Department of Health and Physical Education:

"Community Health" (Course 331)
Focus on the aspects of the community that relate to health; identification and analysis of community health programs; organizational pattern and functions of voluntary and governmental health agencies; organizing the community for health action; and coordination of school and community health programs.

Department of Management:

"Business and the Community" (Course 464)
Examines the major categories of policy making and administrative ethical problems that must be faced by the responsible business man in our society.

"Business and Society" (Course 610, for graduates)
Covers the roles of the business man and his major instrument of organization, the corporation, particularly as they relate to social and political environment.

Department of Sociology and Anthropology:

"Special Problems" (Course 314)
Social problems explored from standpoint of social, economic, political, and physical implications operating to produce the impact of social change. Solutions to major social problems.

"Social Change" (Course 324)
Sociological analysis of major changes taking place in American and Western society, forces underlying these changes and tensions to which they give rise. Alternative future directions and planning for social change.

"Community Development" (Course 404)
Delineation of communities and problems associated with each particular type. Examination of strategies of change that can be applied to community development.

"The Community" (Course 612, for graduates)
Problems, processes, and techniques of community development. Effective methods through community development for improving the general well-being of community residents.

Department of Urban and Regional Planning :

"Concepts of Development Planning in Latin America" (Course 621, for graduates)
General review of literature and programs of development planning in Latin American countires; comparison and evaluation of programs; relevance of development planning in USA to Latin America; applicability of planning concepts and programs in developing countries to USA.

"Community Interactions and Communications" (Course 629, for graduates)
Identification and evaluation of interactions and communications among defined groups in community as they affect planning decisions. Study of communication media available to planner. Classroom simulation of interactions through gaming techniques. Presentation of attitudes to planning issues by officials and group spokesmen.

Off-campus Activities

Although there is a relatively moderate amount of student involvement in community affairs at present at Texas A & M, there are distinct possibilities of facilitating community work for the participant trainees.

In conversations with the foreign student advisor, it was explained that many of the foreign students are exposed to community work as a regular classroom practice. For instance, in the summer students are assigned to an agricultural extension station and work with an extension agent as he makes

his rounds. The extension agent is a good example of a professional whose role is so defined as to naturally involve him in community affairs at practically all levels, and as such, the Title IX elements in this working experience should not be underrated. In other areas outside agriculture, university specialists arrange field work and trips for their students also.

There is also at the University a Discovery Program for the wives of foreign students. The program objectives are to assist the wives to learn English and to acquaint them with various handicrafts that they might wish to learn. The director of the program identified the following community service possibilities in College Station, although she knew of no prior foreign student involvement: hospital pink ladies; a rehabilitation center for crippled children ; nursing homes; and the Bryan City Mission which works with minority people.

The Director of the International Program Office (participant trainees are handled here), was able to suggest a way that Title IX involvement activities could be arranged for the participant trainees on a more consistent basis. As a first step, he emphasized that all Title IX related activities that are desired by OIT should be written into the students' PIO/P, such as relevant course work and social involvement. In some instances, the separate colleges have community related activities, such as the School of Architecture which sends students to work in ghetto housing projects. The PIO/P instructions would stimulate them to include participant trainees in these plans.

University of Texas, Austin, Texas

Curriculum

Department of Government:

"The Politics of Development: Latin America" (Course 326)
Problems of policy formation and mobilization of public support in development; larger problems of social organization and specific projects.

"Legal Institutions in a Free Society" (Course 331L)
The role of legal institutions and the administration of justice in a free society; law as an instrument of social control and as a means of meeting the need for stability and change.

"Government of Metropolitan Areas" (Course 340)
The problem of government in large urban centers in the United States; proposed solutions and actual experience in the area and functional consolidation and co-operation.

"The Politics of Urban Areas" (Course 340L)
Characteristics and roles of power structures, parties, interest groups and government officials in urban decision-making; problems in theory and research in a metropolitan setting.

"Social Factors in Political Behavior" (Course 341L)
Social factors as determinants of political activity; the psychology of political involvement; political socialization.

"Decision-Making and Simulation" (Course 355K)
Studies in political decision-making using various simulation techniques in different areas of public policy.

Department of Sociology:

"Social Attitudes" (Course 364)
Definition, classification, and measurement of social attitudes; relationship of social attitudes to social interaction, social structure, and normative behavior patterns; attitude formation and change as social processes.

"Social Control" (Course 366)
Means of achieving behavioral conformity; normative and strategic; self-interest, altruism and social order; conscience and expedience as related to social change.

Department of Sociology (Graduate School):

"Seminar on Complex Organization and Institutions" (Course 396L)
Societal systems; large-scale organizations; marriage, family, and kinship; community; health, welfare and service institutions; social disorganization; law and society; law and social control.

Department of History and Philosophy of Education (Graduate School):

"Contemporary Society and Education" (Course 385)
Analysis of contemporary social, political, and economic trends in national and international life from the standpoint of educational implications.

Department of Journalism (Graduate School):

"Studies of the Mass Media and Urban Affairs" (Course 391)
The role of the mass media in reporting, interpreting, and influencing urban affairs; influence on power structure and political decision-making; social change and the media.

"Seminar in Social and Legal Responsibilities of the Mass Media" (Course 392)
Research in selected areas of social and legal responsibilities.

Department of Social Work (Graduate School):

"Organizing the Community for Welfare Services" (Course 384)
Analysis of community organization process in social work and methods of determining and meeting needs.

"Field Practice" (Course 686, 687)
Social work practice under qualified supervision in selected public and voluntary social agencies.

Off-campus Activities

It is not surprising that the city of Austin affords a variety of institutions and individuals that would be able to assist in the coordination of participant trainees and Title IX activities.

The Director of the International Office at the university recommended the services of the Executive Secretary of the International Hospitality Committee of Austin who works

closely with the International Office. He felt that a Community Services fee might be paid to the Hospitality Committee for arranging the placement of the participant trainees.

The Dean of Students at the University is also organizing a new office to coordinate student-community involvement activities. Once this office is fully organized, it could possibly extend clearinghouse activities to include foreign students.

A linguistics professor teaches a Community Involvement course in which student involvement is analyzed in class during the time of the actual participation. This course might be an important starting point for the foreign students.

The Hogg Foundation for Mental Health, also located at the University, indicated that there was a possibility of involving foreign students in the foundation sponsored community mental health programs.

Outside of the University's plentiful resources, it would be possible to place participant trainees through the Volunteer Bureau of the Community Council for Austin and Travis Counties which operates a clearinghouse for all community volunteer activities. The Community Council already coordinates a large number of volunteer efforts in day care centers, a dental clinic, family planning clinics, Headstart programs, information and referral centers offering free legal aid, and a program called ENABLE. The last mentioned is a project aimed at stimulating Education and Neighborhood Action for a Better Living Environment through

parent discussion groups led by trained leaders. The Community Council also gives nine hour workshops dealing with the role of the volunteer and preparing him to work more effectively in the structure and culture of poverty.

Harvard University, Cambridge, Massachusetts

Curriculum

Department of Economics:

"Interdependence and Social Decision" (Course 1040)
Examines societal situations in which the actions of one decision unit affect the welfare of another. Attention is devoted to problems of political and group decision making as well as to more conventional economic topics.

"Economics of Human Resources" (Course 2960)
The role of education in the economy viewed in both contemporary and historical perspective, as well as the distribution of income, the economics of discrimination, and related topics.

"Health Sector Economics and Planning" (Course 2970a)
The production and distribution of health services including cost, demand, and production functions for hospital and physician services.

Department of Education:

"Schools and Schooling in Cross-Cultural Perspective"(Course (P-70)
Contrasting strategies of socialization, beyond the family, employed by societies around the world, past and present. Some of the limits of, and alternatives to, formal schooling in the current Western sense. Special emphasis is placed on training for interdependence, growth of intellectual ability, and the search for identity.

Department of Government:

"Politics and Society" (Course 110)
Analysis of the social basis of political institutions and action. The role of social classes, occupational units, religious groups, and other politically relevant environments and structures in relationship to the operation of the polity, political processes within organized groups.

"Organizational Behavior and the Political Process" (Course 235)
Theories of formal organizations, with particular attention to those most useful in explaining political behavior. Emphasis is given to both internal (structure maintenance, incentives, communication, leadership, goal-setting) and external (influence, bargaining, competition, and coalitions) aspects of public and private organizations.

"Collective Decision-making" (Course 237)
Uses various hypotheses about group decision-making to develop analytical models of political behavior about the electoral process as a highly aggregated method of collective decision-making and about individuals, small groups, and bureaucracies.

"Problems in Development Administration" (Course 284)
Comparative studies of administrative approaches to improving the quality of life in developing societies, including American domestic poverty programs, foreign aid, and operations in the "third world": problems in the diffusion of technology for developmental purposes; "congruence" between Western and "non-Western" technologies; behavioral approaches to development administration.

Department of History of Science:

"Seminar: The Physician in Society: Historical, Legal and Ethical Perspectives" (Course 242)
A critical and historical analysis of moral and legal issues in the practice of medicine and the responsibility of physicians in modern society.

Department of Social Relations:

"Human Motivation" (Course 143C)
Empirical study of motives in fantasy, action, and society, with particular emphasis on the need for Achievement, the need for Power, and the need for Affiliation. Includes theories of how motives develop and influence action.

Department of Psychology:

"Cognitive Processes: The Organization of Action" (Course 148b)
The study of goal-directed action under voluntary control - problem solving; covering experimental, developmental studies.

Department of Social Relations:

"Social Influence and Attitude Change" (Course 2601)
Emphasis on the relationship between attitudes and actions. Different theoretical and experimental approaches analyzed and compared, and applied by students to real-life influence situations.

"Health and Illness in Cross-Cultural Perspective (Urban Environment and the Hard Core Disadvantaged)" (Course 2830)
Focus on typical problems of hard core poor, such as chronic malnutrition, broken family structure. persistent unemployment and underemployment. Explores problems in recruiting, trainin, and working with members of various disadvantaged groups.

Department of Sociology:

"Theories of Social Change: A Stock-taking" (Course 200)
A comprehensive assessment of theories of values, economic development, political development, military technology, culure in relation to social change.

"Law and Sociology" (Course 299)
Emphasis on the sociology of fundamental legal processes, as well as the interactional processes that produce what is called customary law; problems involved in introducing "Western" legal systems into societies previously based on customary and tribal law; the tacit adjustments and modifications of enacted laws introduced in the course of their practical application by police, prosecutors, and others.

Off-campus Activities

Not all participant trainees at Harvard have programs which are suited to Title IX social involvement. The people who are under the nine month International Tax Program, for instance, do not appear to have enough flexibility of either curriculum or time to allow them to become acquainted with Title IX in their academic program. Rather, they should be advised to attend the two week workshop outlined in Appendix IV.

For the regular academic participant trainees, who are spread throughout all the colleges of Harvard and indeed throughout the greater Boston area, (MIT, Tufts, and Boston University), there is a multiplicity of Title IX involvement activities available to them. The ones outlined here are merely an illustrative sample of what is available in the Cambridge area itself and many more opportunities abound in the greater Boston area. Due to the large number of trainees in the Boston region, it might be advisable to hold one or more of the Title IX seminars there.

Harvard has a well equipped clearinghouse for community programs, the Phillips Brooks House. The Phillips Brooks House

Association is an organization "consisting of 300 to 400 students working in mental health facilities, prisons, public schools, poor communities and African programs." It's goal is "to provide social service while attempting new methods of social change." The Phillips Brooks House has also provided volunteers and support for "Sanctuary", a youth hostel and counseling center for Cambridge street people, and for groups such as the Storefront Learning Center.

Another organization through which AID trainees could be channeled into community projects in Cambridge is the Education Warehouse, a non-profit educational assistance agency, funded by local business and institutions matching federal funds from the Office of Education. The Community Development division of the Warehouse works with groups of teenagers on orientation to community development skills and career and educational opportunities, as well as giving technical assistance to neighborhood groups in technical aspects of developing and implementing proposals including learning centers and neighborhood based cooperative enterprises.

Federal City College, Washington, D.C.

Although Federal City College does not host AID participant trainees, we included it in this report as an example of the type of college or university where a Title IX program could be easily and effectively implemented.

The Associate Dean of Federal City College's Community Education Division and Director of the Division's Bureau of Experimental Programs and Special Projects, has already developed a proposal for establishing a cooperative educational program between Federal City College's Extension Service and the College of the Virgin Islands Extension Center in St. Croix. Students from the College of the Virgin Islands would take courses at the College and participate heavily in the community service areas, particularly in the High School and G.E.D. tutorial program, the C.R.E.A.T.E. Free School, Political Action Program, Drug Education, Counseling Services at the Receiving Home, and the Court Assistance Program. These students will also take a Community Education Practicum and learn the rudiments of community organization, business management and the creation and supervision of educational programs.

Federal City College provides a particularly suitable environment for the foreign students to learn about the "social purposes of professions". The professionals who teach college courses to the inmates of the Lorton Correctional Complex and Youth Center (60% of whom hold P.h.D.'s) do so because they believe in the potential of the men in prison for service to the community. The parolee-transfer students who go to FCC

from Lorton are expected to assume responsibility not merely as college students but as active participants in the various community service programs coordinated by the college.

APPENDIX II - THE WASHINGTON INTERNATIONAL CENTER AND TITLE IX

-An Assessment and Recommendations-

- Interim Working paper -

Appraisal of the orientation program for AID sponsored foreign students at the Washington International Center is particularly difficult at this juncture of WIC's history. Their program and format has recently undergone revision and it would be hasty to assess the new program until it has been given an opportunity to iron out any rough spots and work itself into an established routine. Therefore, we hesitate to draw any categorical conclusions on the basis of what we have seen so far. Suffice it to say that the new WIC program is a substantial improvement on the previous program and provides definite promise for expansion towards a Title IX emphasis.

The following are some specific observations on the existing overall program:

1) Rather than presenting merely specific information, the new orientation seminars provide greater insight into the U.S. This gives the participants a greater analytical ability so that they may better perceive their prospective U.S. experiences. However, in many of the seminars there was too little time for follow-up discussion.

2) Although some of the speakers did avoid the old topical approach (i.e. government was discussed in terms of the social and economic problems facing the U.S. rather than structure), others were reluctant to discuss matters not strictly related to the stated subject of the lecture.

3) Participants were encouraged to exchange ideas during the seminar discussion, and there was a surprising amount of dialogue, given the newness of the environment in which the participants found themselves. However, there was little group discussion or interaction outside of the scheduled activities.

4) Although in general the participants interacted only with members of their same nationality, the last session ("Reflections on the Week's Program") succeeded in breaking down some of the communications barriers. More of the participants opened up and shared meaningful personal experiences.

5) A striking feature of WIC seems to be that neither the staff nor the volunteers have fallen into a routine approach in dealing with foreign students. In fact, they project a sincere empathy throughout the entire program.

6) In an atmosphere of cross-cultural tension, WIC seems to have a mature approach towards foreign students in that they neither suggest that the students deny their foreigness, nor that they overemphasize its importance.

7) Although WIC's volunteers are well organized and well informed, the participants were never given a clear explanation of the various services available. Unfamiliar with the concept of American voluntarism, most were reluctant to ask for personal assistance.

8) Because of the lack of informal group activities, the experience of most participants was limited to Meridian House, their hotel rooms, the places visited on the tours, and one evening in an American home.

9) Some of the WIC program is totally irrelevant to students whose interest is not urban oriented. In Fiscal Year 1970, of the new arrivals in the AID participant training program, twenty percent were assigned in the field of agriculture (no other field with the exception of education, received more than 20 percent of the participants). These students will be spending most of their time in rural areas or at small town universities, yet they are not being prepared to "adjust" to these types of communities. Portions of the WIC program should be tailored to meet the particular needs of such students.

The following are some specific Title IX elements in the present WIC program which could be further expanded:

1) Although no one should equate the American experience with Title IX, it seems that one of the points emphasized in the beginning of the WIC program - to show the U.S. as a developing country with its own peculiar societal problems - should have been carried through as a major theme. It was not, with the exception of the lecture on the political process and the visit to the high school. The development theme could have been stressed in some of the other tours, as well as in the lectures on the economy and education.

2) The "Reflections" session does offer possibility for a focus on the communications aspect of Title IX, which as described below, (see Alternative 2) could very well pair off with the MSU seminar.

3) Although WIC's principal purpose is orientation and introduction to the U.S., there should be a greater effort to relate this orientation experience to the participant's understanding of the concept of development and to his primary reason for being here. With little or no focus on development, it is inconsistent to select Title IX as the only development-related subject, since it is only one aspect of the entire development process.

Alternatives

Because the extent to which Title IX can be and will be introduced into the AID participant training program is as of yet undetermined, it is difficult to ascertain what specific Title IX role WIC might adopt. Therefore, three possible alternatives can be envisioned:

1) If there are substantial attempts to set up new and innovative Title IX programs for the foreign students during the course of their stay in this country, then it should be necessary only to make minor changes in the WIC program. Since the pressures upon the students the first few weeks in this country are so many, Title IX would only become inmeshed in a complicated web of information which the students could not absorb during this period. Therefore, it would be preferable to only use WIC as a preparatory stage for an intensive Title IX experience to follow during the vacation period and at the university they will be attending.

a. At least one day should be devoted entirely to the development theme, focusing principally on Title IX.

b. WIC could serve as an introductory source of information on what Title IX programs are available to the students throughout the year. This would enable the participant, at this early juncture, to formulate his own plan and to discuss with his D.T.S. those Title IX programs most relevant to his professional interest.

c. Participants could be given a free selection of Title IX literature and bibliography to introduce them to the concept without cramming it down them. WIC could provide a small library or reference table.

d. Title IX may be introduced into other aspects of the program as well. The agenda could include tours of some volunteer activities in the immediate vicinity of Meridian House. Evening "rap sessions" where participants could mingle with American contemporaries should be added to expose the students to Title IX thinking. Professionals with special interests should be brought in to guide open-ended discussions. Attendance at these sessions would be on a voluntary basis.

2) Regardless of the extent to which Title IX is incorporated into the overall participant training program, one thing is evident- - the communications aspect of Title IX would be just as valuable at the beginning of the participant's stay as it is at the end. If the premise of the MSU seminar is valid, then the argument for giving participants the tools to make the transition into American life is valid as well. One week simply is not enough time to handle this task

effectively. Therefore, the program needs to be expanded to at least ten days. The present format of the WIC program would remain essentially the same, incorporating some of the suggestions presented in alternative 1 but a communications and popular participation seminar could be tacked on at the end. As of now, the "Reflections on the Week's Program" could be extended to meet this additional dimension.

3) If the total overall participant training program is not substantially altered to meet Title IX requirements and the implementation of the Title IX mandate must be born by such programs as WIC, then it will be necessary to drastically alter the present program. In short, WIC would become a Title IX seminar in itself. Such a radical change would greatly detract from the ability of WIC to fulfill its role as an orientation center.

If OIT adopts a heterogeneous approach in its implementation of Title IX, alternative 1 should be a first option. Alternative 2 is also feasible. However, we do not recommend alternative 3 under any circumstances.

March 31, 1971

APPENDIX III - THE MICHIGAN STATE UNIVERSITY WORKSHOP IN COMMUNICATION PROGRAM AND TITLE IX

- An Assessment and Recommendations -

- Interim Working Paper-

There are two alternative methods of introducing Title IX content into the Michigan State Communications Seminars. The first alternative interjects Title IX materials while by and large leaving the seminar as it stands. The second alternative proposes a somewhat more profound alteration of the program.

We have chosen to put forth two alternatives, recognizing that it is not always logistically feasible to quickly implement broad changes in ongoing programs. Although the second alternative approach is the one we endorse as the best, the first plan has enough merits to stand by itself or to be used as an interim measure while gradually converting to plan two. Both alternatives are based on one principle new element: the introduction of Title IX.

Title IX is in itself a value judgement because it urges greater participation in the decision making processes, in carrying them out and in equitably sharing in the fruits of development. The incorporation of Title IX objectives into the MSU seminar would no longer permit the continuation of the normatively neutral approach which has been a salient premise of the program during the past ten years.

A second common element of both alternatives, also a derivative of Title IX, is a new emphasis on institutions and societal structures. The issue of strengthening, altering, confronting, destroying social institutions and structures in order to make them responsive to the needs of the people, is a primary Title IX objective.

This new factor would alter an MSU bias which hitherto has favored dealing primarily with individual (personal) behavior patterns in communications. It would shift the emphasis from focusing on the individual's personal problems (vis-a-vis his family, his peer group, his superiors and subordinates), upon re-entry to focusing on the problems that a creative, innovative individual, acting as an agent of social change, encounters in relating to institutions and their behavior. It would also dispel any suspicion that the hidden agenda of the seminar is one of domesticating the participants so that they will non-abrasively slide back into the status quo ante their departure to the U.S.

Instead of emphasizing increased awareness of one's personal behavior (and its effect on others), the seminar would tend to heighten the participants' awareness of their locus in their immediate and societal environment. This is the first step toward sharpening their capacity for critical analysis of the underlying causes and the profound consequences of underdevelopment as they encounter it in their own countries. Without this capacity for critical analysis, even though the participant may have become well versed in the tools of communications, he can do little else but return and acquiesce to those very structures and conditions he had been trained in the United States to change.

The first alternative takes it for granted that there is indeed such a phenomenon as a "re-entry problem", often generated by the individual's inability to put into effect the (technical) knowlege he has gained during his U.S. sojourn, and the resultant frustration. It also allows for the assumption that improved

communication techniques may decrease the degree of frustration and bewilderment the participant experiences upon re-entering his home country. Furthermore, it fully acknowledges that the MSU is qualified to carry out these workshops to achieve these ends, and what is more, it may be qualified to do more than just that.

The second alternative questions the relative importance of dealing with the re-entry crisis as a priority objective. It does not question the importance of communications. It does, however, suggest that communications should be dealt with as it relates to social, political, economic and cultural development and should be approached in a more rigorous and analytical fashion. This approach, rather than presenting communications as a panacea for all ills (the "if we only can communicate, problems would be more easily solved" syndrome), would put communications in a proper perspective, as only one of the variables in the dynamics of social change. As such, it can serve as a means through which participants can increase their awareness of the complexities of development. Communications, dealt with in this manner, points out not only the "how's" of the matter, but the larger issue of "improved communications: to what purpose and for whose benefit?" Whereas communication has been viewed and practiced from a stance of normative neutrality, the injection of Title IX considerations would bring to the forefront values and development objectives (with value implications) which would not be imposed upon the participants, but rather be elicited from them.

There are several pre-requisites which must be met by MSU before any basic change in its program thrust could be attempted.

These are deemed necessary regardless of whether the first or the second alternative is attempted and they would be highly advisable even if Title IX were not the issue. Although these are items critical of MSU, they should not be so perceived as to detract from the seminars' fundamental value and usefulness. Rather, these are recommended as highly desirable first steps toward making any OIT effort a worthwhile investment. None of the suggestions are of such nature that MSU could not implement them. In fact, several of our ideas were favorably received by staff and faculty alike when our staff members visited the workshops.

1. We agree with many at MSU that what they need least is one more outside evaluator who cannot help but bring his own biases to and attempt to inject his own pet theories into the program. What is most urgently needed is an <u>inside</u> evaluator or evaluation to come to grips with what the goal, design and expected results of the program should be. With over 380 seminars to their credit and a large reservoir of experience at their disposal, it seems unusual that they have not yet articulated a concise and comprenensive explanation of what these seminars are actually all about. This omission, if one considers that MSU operates this seminar series with a faculty of over sixty individuals, should be remedied. A precise design need not be inflexible, but it should constitute basic disciplinary framework for all faculty members to adhere to. Such a design would eliminate needless improvisations and disputes among faculty members who often disagree about the very goal and methodologies of the seminar.

2. We do not underestimate the value of communication exercises both as stimulants for learning and as welcome breaks in the monotony of intellectual discussions. In the case of MSU, however, we feel that the exercises and games are overdone. There are too many and they are often redundant. There are some exercises that convey no relevant message. Others are almost insultingly sophomoric. The most serious defect of these exercises is that most of them -- while intended as universally applicable -- are highly culture bound. After twelve years of operations, MSU sould now feel confident enough to develop new exercises more relevant to their audience and more respectful of the cultural diversity it represents.

The heavy reliance on exercises displaces follow-up discussion on the message or the lesson to be learned from them. At times, it appears that instead of these exercises substantiating a theme, they substitute for it. Games follow each other in such rapid succession that there is no time for reflection and analysis. Sometimes there is no discernable flow or logic to the way one succeeds the other. There are, nevertheless, several exercises which have some profound development relevance, but again there is hardly enough time for analysis in order to absorb it.

3. Once a design is prepared by MSU which all faculty members can observe, an additional area of confusion will also disappear. At present, it is unclear whether communications is being taught to the participants as a science (or art) or wnether the participants are simply being shown how to communicate. Although these approaches are not mutually exclusive, it would be advisable to clarify and agree upon which of the two is of more

immediate value.

4. Although the faculty is composed of communication experts, they should also be expert communicators, especially where consideration of the language handicap of many foreign students is paramount. There is too much jargon. The use of terms common in the communication community or even in the social science caste (such as "feed-back", "receiver-orientation", "ego-status-threat", "empathy", etc.) sounds contrived and artificial when coming from a Thai or Brazilian hardly able to make himself understood in English.

5. A serious problem of over-simplification also exists which stems from the basic thrust of the seminar. Neither MSU nor anyone in particular can be faulted for this. The "communications is a panacea for all ills" syndrome gives such pre-eminence to the communication issue, that without intending it so, communications becomes the seminars' only concern. It must be emphasized that this happens without design. In fact, members of the faculty go to great length to dispel such a notion. But, as the whole seminar is constituted, its name, the majority of the exercises, and the constant repetition of the word "communications" leave the participants with the impression that communications is "the only game in town".

6. There is no coercion, overt or subtle, to play this game at the seminar. There is no more manipulation of participants than that which the exercises require. Instead, there is a strikingly informal atmosphere. This informality notwithstanding, there is no real intimacy or high level of trust between the participants and the faculty. This is rather paradoxical, since one

would expect that informality is conducive to an atmosphere in which tough, real, and controversial subjects can be discussed. In fact, the opposite seems to happen. Controversial issues are courteously avoided by both the staff and the participants and the real world is shut out.

7. MSU, in confronting the issue of re-entry (or re-adjustment) of the participants, does provide a necessary period of reflection for many for whom the seminar presents a first opportunity to become aware of the reality and immediacy of such a problem. The content of the seminar shows how one may adjust to or even attempt to resolve this problem through the strategies and techniques of communications. The participants become conscious of their personal behavior and can thus anticipate their effect on others.

Aside from the issue that has been raised in connection with Title IX, (that is, going beyond the question of individual behavior), the way MSU approaches the issue of re-entry leaves something to be desired. There is little doubt that participant trainees do face difficulties when they attempt to transmit and transfer their newly acquired knowledge to others in their home countries. The seminar does deal with the question of how to effect such a transmission without unnecessarily antagonizing or alienating those who would most benefit from such knowledge. This is, however, only one aspect of the re-entry problem. Another which does not receive sufficient attention is how the individual participant's perception of his home country has changed while away from home and what difficulties this represents. In a way, it may be a much greater problem, even in terms of personal be-

havior, than the effective transmission of new knowledge. If this concept were more fully treated by MSU, it might incorporate Title IX elements into the program much more easily. It is perhaps infinitely more important to go "away from" home to gain new perspectives in order to understand home than to be "invited into" someone else's home in order to learn from him.

8. Lastly, it should be added that the MSU is an enjoyable experience. We found no participants, either during the three seminars we visited or after the seminars, who did not enjoy themselves. There is plenty of room for making the seminars a little more demanding of both the faculty members and particularly the participants. There is no reason why the number of hours devoted daily to the seminar could not be at least eight hours, while maintaining the same or a greater level of enjoyment.

The first alternative would not be difficult to implement if MSU is willing to undertake the following measures:

1. From its seminar faculty pool MSU should invite approximately twenty members who most frequently act as instructors or chairmen of teams. They would participate in a special Communications and Title IX workshop to develop a course syllabus that would reflect OIT's Title IX mandate. This workshop would invite resource persons from AID but would be run by MSU under its present contract. The workshop would have a specific agenda which may include:

(a) Ways to reduce the number of communication exercises currently in use and to introduce some new exercises with Title IX content;

(b) An inventory of exercises which may be altered to reflect more on institutional and social issues and less on personal behavior patterns;

(c) An inventory of audio-visual aids presently in use and obtaining new ones which stress the participatory theme. (e.g.- the film on flood control with Bryce Browning's comment)

(d) Planning of follow-up discussions on both the exercises and audio visual aids in order to channel the discussion in the directon of Title IX (e.g.-a song by Harry Belafonte, the "There is a hole in the bucket",is now being used to prove a point in communications that all things are inter-related. This same song may also serve with a different follow up discussion to illustrate the vicious circles principle operative in development; or, in the case of the flood control film, to extrapolate its Title IX features, such as community development, the role of civic groups, the confrontation among these groups, the response of the federal and local government to civic and political pressure, the advocacy system employed by the proponents of flood control. Each of these can be made an inquiry and discussion about Title IX and their relevance to the participants' home countries. As presently done, there is <u>no</u> such discussion after the movie and Browning's comment.)

(e) The manner in which lectures to conceptualize the causes and consequences of social change could be introduced without transforming parts of the seminar into a dull lecture

series.

2. Assure that in future communications seminars at least one member of the faculty (besides the present coordinator) has Third World working experience as a sine qua non qualification.

3. Be prepared to present specific Third World case studies on development which incorporate the analysis of economic, social, political and cultural factors via communications. Such case studies (or models as Edward M. Bodaken of the University of Southern California has suggested) should vary and take into account the differing cultural, regional and professional composition of each seminar's audience. This may require a great deal of flexibility and creative response. It can certainly be done by preparing inventory of such case studies in anticipation.

4. In order to facilitate the implementation of the second alternative, MSU should be required to undertake more rigorous evaluation of the progress on the introduction of Title IX elements into the seminars and submit progress reports to OIT for criticism and comment.

In order to put the second alternative into practice, MSU should make the following changes:

1. A program design and course syllabus has to be clearly defined and delineated in which communications is approached as a variable in the development process, taking into account the Title IX criteria of participation and the growth of critical awareness as normative program objectives.

2. With these normative objectives in mind, the subject matter of the seminar cannot be limited exclusively to communications and its role in the development process, but instead communications should serve as the medium which leads to the broader issues of economic, social, political and cultural change. In reviewing the MSU catalogue, we have found that the College of Communication Arts offers two graduate level courses, the subject matter of which (as described in the catalogue) could serve as the linkage between communication and development:

828. Cross-Cultural Communication (428) Winter, Spring 4(4-0) - Role of communication in the economic, social and political development of less developed countries. Problems in communications across cultural boundaries.

870. Communication and Change: The Diffusion of Ideas and Information (470) Fall, Spring 4(4-0) - Research traditions underlying the diffusion of ideas and information; and acceptance of innovation and change. Strategic principles for introduction of change through the use of communication.

The rest of the seminar should provide for the conceptualization of development and social change. Within this endeavor, Title IX must be examined with regards to the norms and values implicit in its directives, and with regard to the personal, professional and societal consequences in implementing them. The careful scrutiny of Title IX will facilitate the growth of the participants' capacity for critical analysis.

3. In order to achieve the results called for in such a revised design, a greater disciplinary mix is needed to include, besides communications experts, development economists and political development experts, as well as cultural anthropologists

and social psychologists -- all of whom should be recruited from the different faculties at MSU. Within this interdisciplinary team, the role of the communications experts would be twofold. First, to present the communications subject matter as outlined above and, second, to elicit intensive discussion from the participants, both during their own and during the Title IX phase. It is imperative, however, that all members of the interdisciplinary team have spent a reasonable amount of time working in less developed countries.

4. Since this new design calls for a more sophisticated treatment of the subject matter, it should now be comparable to a graduate level course. It need not be offered across the board to all participant trainees but should be offered only to individuals selected on the basis of the following criteria:

(a) very good command of English;

(b) either academic participants or professionals with university degrees or comparable work experience;

(c) participants who have been informed of the possibility of coming to the workshop and then have volunteered because they are interested in the subject matter.

Since the seminar will no longer be offered to all participants, it can be held fewer times during the year with wider intervals between sessions. Participants will be able to volunteer for participation during any part of their stay in the U.S. since it would no longer be necessary to catch them just before

departure. They should be well briefed ahead of time about the nature of the seminar so they are well aware of what they have volunteered for.

April 30, 1971

APPENDIX IV

TITLE IX WORKSHOPS

TWO-WEEK WORKSHOP ON THE SOCIAL PURPOSE OF PROFESSIONS

OPENING PHASE

Introductory Overview:

The key objective of this workshop is to expose participants to the dilemma between their professional roles and Title IX. Through the technique of dialogue-reflection-action, they should then develop a capacity to make critical judgments and to broaden their understanding of the meaning of Title IX and how it affects the execution of their professional responsibilities. An explanation of the raison d'etre and dynamics permits the participants to understand the goals, the design and the focal points of emphasis of this workshop and to see from the beginning what it is not intended to accomplish.

	Time	Coordinators or Resource Persons	Topic
FIRST DAY	Morning	Coordinators lead an informal exchange	Introduction and adjustment information
	Morning	Coordinator	The participants are asked to write a description of the roles they foresee for themselves in their countries (this is not handed in)
	Afternoon	Coordinator/expert on the dialogue-reflection-action method	Explanation of the dialogue-reflection-action process which will serve as the methodology of the workshop. This is followed by an overview and explanation of the whole design as well as the goals of the workshop leadership. The three phases of the workshop are:

	Time	Coordinators or Resource Persons	Topic
FIRST DAY			a. confronting the political, economic, and social conditions at the root of powerlessness and nonparticipation; b. exploring the normative values of Title IX; c. dynamics of application involving broader role perspectives.
	Evening		Informal get together

PHASE I

Introductory Overview:

Man finds himself at the center of widening contexts--local, familial, social, cultural, economic, institutional, political, and international--all having complex compenetrations and all contributing more or less to his sense of powerlessness in the modern world. The workshop zeroes in on three circles of powerlessness, probing them in depth, with an eye to the participant's perception of what powerlessness really means in its relation to the underlying political, economic and social structures. The circles are distinguished from one another by varying degrees of immediacy with regard to the causes of powerlessness. The degree of immediacy is particularly pertinent because it affects the individual's sense of frustration ahd hopelessness for participating in change.

SECOND DAY	Morning	Coordinator	Explanation of Phase I
		Resource person on Title IX	The popular participation concepts of Title IX: a. The value judgment underlying Title IX b. The three phases of popular participation c. The right to public dialogue implicit in Title IX and the channels necessary for this

	Time	Coordinator or Resource Persons	Topic
SECOND DAY	Afternoon	Resource person on first circle	The first circle of powerlessness is the close up world of living and working, the local scene where a man lives and works.
	Afternoon	Coordinator and resource person	Dialogue and reflection on the first circle of powerlessness, followed by optional testimonies from participants of first circle experiences
	Evening	Coordinators	Film on the first circle of powerlessness
THIRD DAY	Morning	Resource person on second circle	The second circle is the institutional one. This sphere of powerlessness is often brought upon a man by his voluntary decision to join an institution. In so doing, he may have subjugated himself to a new set of forces that restrict his voice and participation even though the overall institutional goal may be a desirable one
	Morning	Coordinator and resource person	Dialogue and reflection on the second circle
	Afternoon	Panel of resource persons on the professions	As an example of institutional constraint on one's participation in decision making, the participants are asked to consider their own professional structures to judge if they contribute to this circle of institutional domination. This analysis may reveal a perspective within the professions that arrogates to themselves the right of decision over the masses or

	Time	Coordinators or Resource Persons	Topic
THIRD DAY	Afternoon		proceeds on a narrow professional track without regard as to how this course precludes participation by those who are affected by it. This narrowness is further revealed by denying to the members within one profession the right to critically judge the broader implications of the profession's goals and pursuits or by setting conditions for participation in the established political, economic and social system.
	Evening	Coordinator	Film on the second circle
FOURTH DAY	Morning	Resource person on third circle	The third circle of powerlessness is the amorphous domination by remote powers and forces. Under the driving force of new systems of production and management, national frontiers and priorities are ignored, and new powers are emerging which can conduct autonomous strategies often independent of national political power. The results are multiple, leading to a tremendous sense of powerlessness in the individual faced with overwhelming domination beyond his comprehension and control.
	Morning	Coordinator and resource person	Dialogue on the third circle

	Time	Coordinators or Resource Persons	Topic
FOURTH DAY	Afternoon	Coordinator and resource person on case study	Case study of powerlessness and domination in which the relevant profession is involved as a contributing factor to the problem. Before the close of the session the participants are asked to review how the dialogue on the three circles was affected by the norms of popular participation, and also to what extent they were able to move from a sympathetic stance towards the powerless to a personal identification with them.
	Evening	Coordinator	Film on the professional relationship to the circles of societal powerlessness. This is followed by optional testimony of personal experiences involving professionals' contribution to domination.

PHASE II - EXPLORING THE FULL NORMATIVE MEANING OF TITLE IX

Introductory Overview:

The first phase asked the participants to give full consideration to the condition of powerlessness in society, relating it to constraints on popular participation. Now the thrust is towards what man's condition should be. Denunciation is constructive only when it leads to annunciation, and the power of negative thinking is proven only when it motivates to change.

The examination of Title IX serves to clarify the directional principles of human aspirations of equality and participation. The three topics selected for special consideration in this second phase are aspects of the Title IX thesis: (a) the value judgments underlying its concepts of participation in the decision-making process, in carrying out the decisions, and in the equitable sharing of the benefits of development provide the directional principles assessing both the process and goals of social change; (b) dialogue-reflection as a method ideally suited to promote popular participation; and (c) the goals of Title IX calling for the broader interpretation of the professions's social responsibility.

	Time	Coordinators or Resource Persons	Topic
FIFTH DAY	Morning	Resource person on Title IX	The human value judgment underlying Title IX and its three participation concepts.
	Afternoon	Resource person on dialogue-reflection	Dialogue-reflection is ideally suited to promote popular participation. Dialogue is an exercise which obviously affirms such principles as the ability of all men to criticize their environment and then act to change it. Reflection enhances this ability to absorb and assess new perspectives and all points of view in order to separate bias from wise judgments and to act accordingly.
	Evening free		

	Time	Coordinators or Resource Persons	Topic
SIXTH DAY	Morning	Resource person on broader professional role perspective	The social role of the professional as stimulated by Title IX is to act beyond the technical confines of the role itself. He must become critically aware of the social-political ramifications and consequences of his technical actions or inactions, even if he has neither foreseen or intended them.
	Afternoon	Coordinator and a resource person on the case study	A case involving a relevant professional in a broader interpretation of role in social change
SEVENTH AND EIGHTH DAYS			On these two days the participants have the chance to reflect more extensively on the question of a broader role interpretation in the light of Title IX. They are encouraged to make contact with organizations and activities of professionals who have begun to pursue a broader role interpretation vis-a-vis society. Among these are SESPA/Science for the People; the Science Action Coordinating Committee; Science in the Public Interest; the Union of Concerned Scientists; Student American Medical Association; the Medical Committee for Human Rights; TACTICS (Technical Advisory Groups to Influence Congress); the Clearing House for Professional Responsibility.

PHASE III - DYNAMICS OF APPLICATION

In this phase the participants are asked to project the values derived from the second phase into specific role possibilities and alternatives. In this third phase a selection is made of certain problems and techniques connected with the application of norms to action. These are grouped under three headings:

(1) Reflection-action; (2) manipulation versus true professional presence and role among people; (3) primary and secondary responses of the professions.

	Time	Coordinators and Resource Persons	Topic
NINTH DAY	Morning	Resource person on the dialectic of reflection-action	The reflection-action dialectic is a safeguard against both shallow activism and ivory-tower intellectualism. Action seeks the freedom of participatory structures; reflection seeks an enrichment which fosters a wise participation in decision-making. Without sufficient reflection and with excessive activism, opposition or failure experienced in the efforts toward participatory goals often lead to reaction syndromes, such as counter-repression, copping out, conformity or apathy. Reflection-action preserves a perspective for the professional as a social quality control.
	Morning	Resource person	The first element of social quality control is a creative alignment of professional priorities with societal priorities. Creative alignment means the taking of initiative by the professionals in seeking ways to meet the needs of their respective societies as well as in setting self-restraint on professional goals which would be divergent from valid societal priorities.

	Time	Coordinators or Resource Persons	Topic
TENTH DAY	Morning	Resource person	The second element is the end-product of professional activity and the goals and persons it ultimately serves. The professional may be contributing to total acts or products that betray professional service to humanity. He has to identify the wider relationships of his service.
	Afternoon	Resource person	The last is the accountability of the professions. Neither the misuse of his services by others nor the fragmentation of the services among many professionals excuses the professional from accountability since professional responsibility is ultimately rooted in personal freedom to say yes or no.
ELEVENTH DAY	Morning	Resource person on manipulation versus popular participation	Manipulation versus professional presence and role among the people. The workshop points out that only an anthropocentric view of progress safeguards the professional and the professions from arrogating societal decision-making to themselves.
	Afternoon	Resource person	Examples where professionals are accessory to non-participatory practices.

	Time	Coordinators or Resource Persons	Topic
TWELFTH DAY	Morning	Coordinator	Norms, as extrapolated from Title IX, are discussed as checks on action: - An insistence on self-direction: that everyone should have the right and power to make basic life choices; - An insistence on broad popular participation: that everyone affected by a decision has the right to be consulted and to become involved, if he so wishes, in the decision-making process; - An insistence on pluralism: with the wider participation of disparate groups and interests, there is a greater likelihood of mutual benefit from the creative unity of resources, ideas and energies. Such multiplicity is a check against monopolistic decisions.
	Afternoon	Coordinator and resource person on case study	Cases of professional practice usual today where these norms are contradicted.
THIRTEENTH DAY	Morning	Resource person on primary and secondary response	Primary responses are those which deal with the root cause of conditions while secondary responses merely ameliorate such conditions while doing nothing to eliminate substantively their causes. The ways professional service can broaden itself to be more than just secondary responses to people's needs.
	Afternoon	Coordinator and resource person on case study	Case studies of relevant professions.

	Time	Coordinators or Resource Persons	Topic
THIRTEENTH DAY	Evening	Coordinators	Participants are asked to write the description of what role they foresee for themselves in their countries (this is not handed in).
FOURTEENTH DAY	Morning	Coordinators	Evaluation of the workshop.
	Afternoon	Coordinators	Comparison of the roles described by the participants at the beginning and at the end of the workshop.
	Evening		Closing session.

ONE-WEEK WORKSHOP DESIGN ON THE SOCIAL PURPOSES OF PROFESSIONS

(A reduced version of the two-week workshop)

OPENING PHASE

Introductory Overview:

	Time	Coordinators or Resource Persons	Topic
FIRST DAY	Morning	Coordinator	Introduction and adjustment information Writing of prospective role description
	Afternoon	Coordinator	Explanation of the dialogue-reflection-action process. Overview explanation of the whole design as well as the goals of the workshop.
PHASE I			
		Coordinator	Explanation of Phase I.
		Resource person on Title IX	Concepts of Title IX
		Resource person on first circle	First circle of powerlessness
	Evening		Film on first circle
SECOND DAY	Morning	Resource person on second circle	Explanation of second circle
		Resource person on professions	Professional structures as possible examples of institutional constraints
	Afternoon	Resource person on third circle	Explanation of third circle

	Time	Coordinators or Resource Persons	Topic
SECOND DAY	Afternoon	Coordinator and resource person on case study	Case study of powerlessness involving the professions
	Evening		Film on the professions' relationship to the circles of societal powerlessness.
PHASE II			
THIRD DAY	Morning	Coordinator	Introductory overview of Phase II.
		Resource person on Title IX	Human value judgment underlying Title IX.
		Resource person on dialogue-reflection	Dialogue-reflection as ideally suited to promote popular participation
	Afternoon	Resource person on professional role	The social role of the professional as stimulated by Title IX.
		Coordinator and a case study resource person	A case involving a professional in a broader exercise of his role effecting social change.
	Evening		Film on professionals in social roles.
PHASE III			
FOURTH DAY	Morning	Coordinator	Overview of Phase III.
		Resource person on the dialectic of reflection-action	The reflection-action dialectic as a professional social quality control.

	Time	Coordinator and Resource Persons	Topic
FOURTH DAY	Afternoon	Resource person on manipulation versus popular participation	Manipulation versus professional presence and role among the people.
		Resource person	Examples where professionals are accessory to nonparticipatory practices.
	Evening Free		
FIFTH DAY	Morning	Coordinator	Norms, as extrapolated from Title IX are presented and discussed as checks against prestige and technocratic arrogance.
	Afternoon	Coordinator and resource person on case study	Cases of professional practice where these norms are contradicted.
	Evening Free		
SIXTH DAY	Morning	Resource person on primary and secondary response	Primary and secondary responses. Professions as secondary responses. Problem of training and codes of conduct.
	Afternoon	Coordinator and resource person on case study	Case studies of relevant professional primary responses.
	Evening	Coordinator	Participants are asked to write a description of the role they now foresee for themselves in their countries.

	Time	Coordinators or Resource Persons	Topic
CLOSING PHASE			
SEVENTH DAY	Morning	Coordinators	Evaluation of the workshop.
	Afternoon	Coordinators	Comparison of roles described by the participants at the beginning and at the end of the workshop.
	Evening		Closing session.

SIX-WEEK WORKSHOP AND INVOLVEMENT ON THE SOCIAL PURPOSE OF PROFESSIONS

The overall framework of the six-week program is still the same as that suggested by the three phases in the two-week workshop. The basic difference is an experiential component of four weeks. These four weeks allow the participants to get involved with the work of organizations and activities of professionals who are pursuing a broader role in society. These activities serve as the case study of the workshop.

During the four-week working experience, the participants would be monitored attheir assignments by coordinators to ascertain that they are involved in meaningful activities and to facilitate open communications between the participants and their host organization.

Schedule:

First and second week: Orientation, Phase I, II and III.

Third week: 5 days of experiential work
6th day - dialogue-reflection on five days of experience in light of Phase I.

Fourth week: 5 days of experiential work
6th day - dialogue-reflection on five days of experience in light of Phase II.

Fifth week: 5 days of experiential work
6th day - dialogue-reflection on five days of experience in light of Phase III.

Sixth week: 3 days of experiential work
3 days of evaluation in light of all three phases.

LOGISTICAL CONSIDERATIONS FOR THE WORKSHOPS

Time and Setting

The one-week workshop, being so short, lends itself easily to being held at a variety of times and places during the academic year. It would be possible to hold it in the post-Christmas holiday season as a complement or alternative to the Mid-Winter Community Seminars at the same urban sites or universities where the MWCS are held. Another possibility would be to hold it over the Easter holiday at the universities where there are sufficient clusters of participant trainees.

The two-week seminar would be best held at the summer vacation time or scheduled periodically as are the MSU Communications Seminars, to facilitate the attendance of non-academic or special interest groups such as the International Tax Program participants. This program would be best held either in Washington or Boston where there is an abundance of resources available, both in terms of people and institutions, to easily organize the workshop on a continuing basis.

The six-week workshop will, for reasons of length, obviously have to be a summertime activity if it is for academic trainers.

It would be best to make Washington the center for the six-week Title IX workshop because the careful and lengthy preparatory work that goes into implementing it would be facilitated by easy access to the DTS's. Also Washington is an ideal site to arrange for the four-week experiential involvement segment and to recruit qualified resource persons and a coordinating team.

Personnel Needed for the Workshops

All three workshops are run by a coordinating team of four people. Four are needed due to the intense nature of the involvement and they can relieve one another with two always present. While the team members need not be experts on the topics of Title IX and the social responsibility of professionals, they should all understand and be in accord with the program design, the pedagogy and the underlying philosophy.

The resource people are selected for their experience and expertise in the subject matter assigned to them but there should be an avoidance of the traditional teacher-student relationship on the part of the resource persons as well as the coordinators. It should be emphasized time and again that the essence of dialogue is a free exchange among people who are learning together, indifferent to their role-status for the moment. To this end, resource people should be encouraged to make their formal presentations concise so that dialogue can follow for a generous amount of time afterward. It should also be pointed out that not all resource persons nor coordinating team members need be North Americans. Often participant trainees may be able to fill these roles themselves.

Miscellaneous Pointers

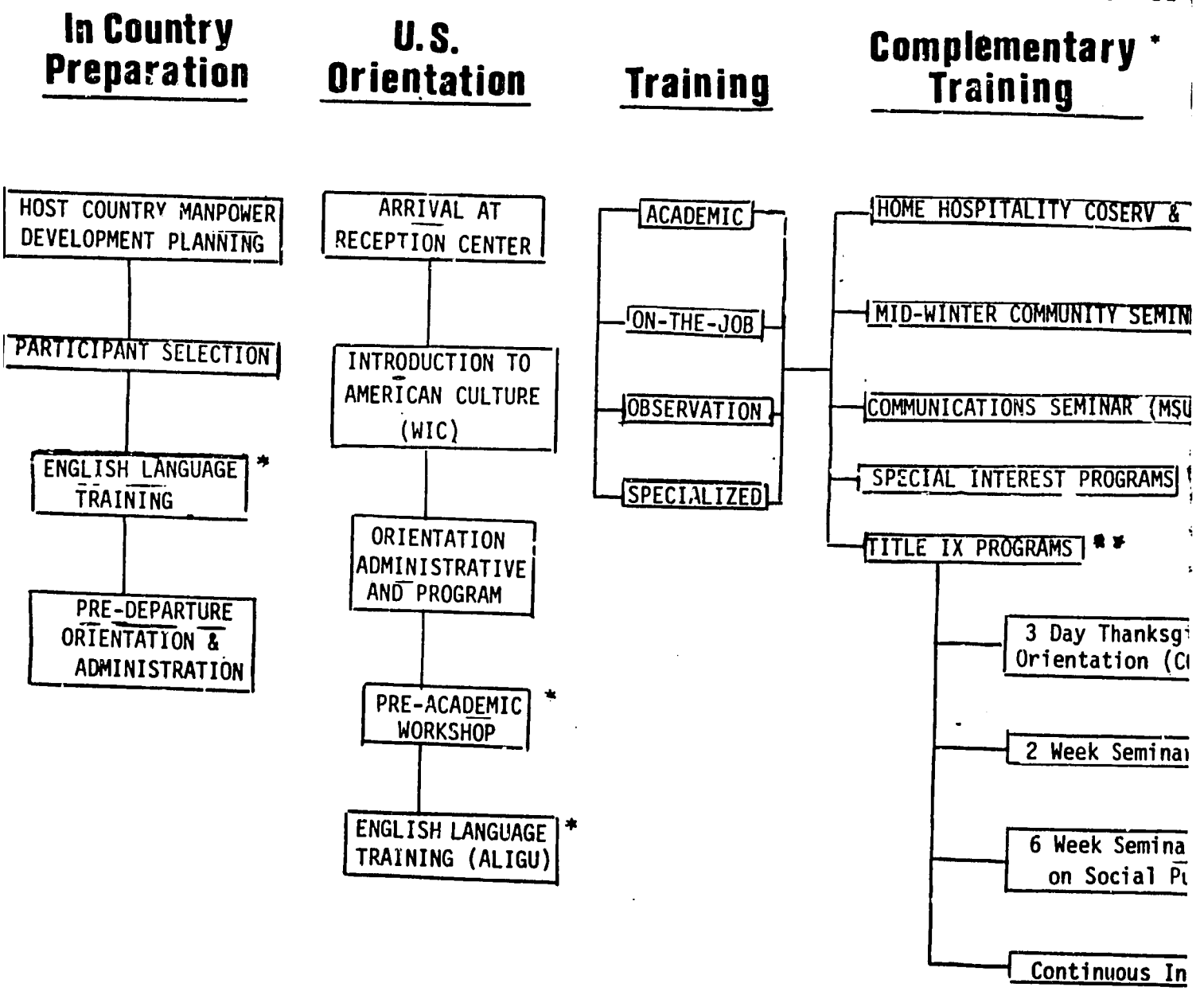
- The two-week workshops that are run for nonacademic participants should each be of one language group so that resource

people can be selected who speak that language. It is presumed that the regular academic trainees will be able to function successfully in English.

- The one-week workshop for OIT personnel should be handled just as though the OIT staff were regular participant trainees.

- No workshop should have more than 20 to 25 participants. The workshop for OIT personnel should have 10 to 15 participants in each session.

PARTICIPANT TRAINI



*Optional Programs

**New Programs

NING CYCLE - Proposed

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COSERV & NAFSA

NITY SEMINAR

MINAR (MSU)

PROGRAMS **

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ıy Thanksgiving
ıtation (COMSEC)

8 Day In-Community
X-mas Seminar (COMSEC)

eek Seminar on Social Purposes of Professions

eek Seminar & Involvement Program
ı Social Purposes of Professions

ıtinuous In-Community Experience

Departure Preparation

EXIT INTERVIEW (DETRI)

RETURN ADMINISTRATION

In Country Post Training

TRAINING UTILIZATION

FOLLOW-UP EVALUATION