



*Cooperative Extension Service  
Michigan State University*

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INTERNATIONAL EXTENSION TRAINING PROGRAM  
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AN EVALUATION OF THE  
MICHIGAN STATE UNIVERSITY  
INTERNATIONAL EXTENSION TRAINING PROGRAM  
Cooperative Extension Service  
Michigan State University

by

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# MICHIGAN STATE UNIVERSITY

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## PREFACE

The International Extension Training Program as operationalized at Michigan State University is a remarkable example of institutional change. It was designed with idealistic goals and minimum inputs, but, given its unique context, has grown to engender far reaching visibility and support and long lasting influence. Perhaps it was a "ready" time in history or a unique blend of leadership and institutional interest, but in any case, the International Extension Training Program has made and continues to make a lasting impact on the individual professional staff involved, the colleagues they associate with, the CEF organization as a whole and the University's international commitment and capacity.

The report that follows is a summary of an evaluation of the first five years of the International Extension Training Program's implementation. It is now seven years old and continues to serve a unique need in the organization.

I recommend that you read the brief report and if possible scan the individual reports of the various evaluation components in the appendix. The words and feelings of those involved speak eloquently for the unique value placed on this experience. But more important is the evidence that this extension program is moving our land grant-system toward a more informed ability to participate in the international arena and to bring that global perspective back home to the people of Michigan. The future of our state and our University requires that we quickly become more knowledgeable and more able to adjust to the global influence on our economy and our daily lives. And in turn, our ability and willingness to support the efforts of our colleagues in lesser developed countries is one great step toward a more fruitful and peaceful world. I commend the staff, resource people and participants from across the University who have created and sustained this unique endeavor.



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## CHAPTER ONE

### EXECUTIVE SUMMARY

#### Overview

This multiphased evaluation effort has provided rich insights into the complex nature of the International Extension Training Program (IETP) and its multiple impacts. In reviewing this report, it becomes clear that the IETP is more than a set of training experiences and the trainees are more than the products of a specific curriculum. The program and its multiple activities have evolved over time and thus, today, consist of an dynamic force. It reaches beyond the specific trainees and its activities are so interwoven into the workings of the "International University" of which it is a part, that it is difficult to define its boundaries. Perhaps this dilemma is in itself, a sign of how far institutionalization has occurred and how responsive the program has been to the changing environment it faces.

#### Main Findings

Michigan's efforts to involve Extension staff in both intensive training and continuing interaction with international programming is a unique venture in institutional change. Some early signs of rich payoffs are beginning to be evident for Michigan State University, the faculty and staff of the Cooperative Extension Service, and the people of Michigan. As a result of the first five years of operations:

- MSU-CES has developed a critical mass of trained and motivated individuals with varied expertise available for international assignments.

- Core people and coordinating functions have been established to serve as a hub or focal point to facilitate both overseas and domestic international programming.

- A positive climate of staff and administrative support for Extension's involvement in International activities has emerged and can be drawn upon to facilitate future involvements.

- The training program has provided core skills and knowledge to trainees, but more importantly has catalyzed individual initiatives to enlarge professional expertise.

-As a result of participating in field experiences, trainees are more realistic about their own interests and abilities to contribute to development efforts.

-The networking and relationship building with people and organizations in the development arena that occurred while implementing the training program provides a bases for longer term interactions and involvements.

-The experiments in externships and short term technical assistance assignments have shown that Extension staff have critical skills that can be applied to development projects. Greater numbers of such hands-on experiences are needed to truely prepare staff for international work.

-The insights and credibility gained from work experiences in developing countries are useful and transferrable to Extension work in Michigan. In fact, such experiences create enthusiam among staff and attract clientele involvement in international issues, thus furthering goals to "internationalize" domestic programs.

### **Implications/Recommendations**

The two pronged nature of the program; 1). to prepare for overseas service, while 2). supporting a domestic education effort to internationalize local programs is especially relevant for the future. The two dimensions compliment each other. As U.S. citizens increasingly look to their land grant institutions for assistance in understanding, interpreting and responding to international forces; Michigan CES will have become prepared and able to respond. This concept was only vaguely evident in early 1980 as the program was conceived. Today, the message is loud and clear--for our competitive health and for long term international security, the U.S. must be more skilled in international participation. This program is giving Michigan State University a "jump-start" in recognizing this reality and taking concrete steps to move forward. But even more intensive and varied staff exposure to international issues and programs will be needed to respond to this need. In this respect the IETP is only in its infancy.

The IETP can be considered a success as a force in raising the capacity of the university to respond to food, hunger and related issues both internationally and domestically. This evaluation report strongly supports program continuation and renewed efforts to involve staff in even a more varied array of internationally oriented experiences. Both staff and organizational commitment is evident--the challenge is to find the resources! A strong coordination role is essential to this end. The need exists to access international assignments, build extension positions into project proposals, attract funding and keep in touch with staff interests and capabilities. A strength of the current training model is its multi-faceted nature. It is more than a training effort. The IETP has built into its design a coordinating and operational support function that helps to sustain and enlarge institutional momentum for international

involvements. All of these interrelated elements are essential and are perhaps the strength of this particular program.

The following chapters of this report describe the International Extension Training Program, report on a series of evaluation activities that have been carried out over the first five years of its existence, and highlight some important conclusions and recommendations for the future. The report has deliberately been designed to merely highlight ideas. A fuller understanding can be derived by reading the full reports and supporting information provided in the appendix.

## CHAPTER TWO

### THE INTERNATIONAL EXTENSION TRAINING PROGRAM

#### **Background and Purpose**

The Cooperative Extension Service (CES) of Michigan State University (MSU) received supplemental funding in fiscal year 1908 to implement an International Extension Training Program (IETP). This program was part of a larger university Title XII Strengthening Grant program focusing on strengthening the university's capacity to respond to developing countries' need to combat hunger and poverty by improving food production and distribution systems. Support for the program came from multiple sources: U.S. Agency for International Development (AID), Michigan State University and the Cooperative Extension Service, and host country agencies. Title XII and MSU have jointly contributed approximately \$20,000 - \$25,000 for each year of the program. Host countries have contributed staff time and agency resources for trainees' field experiences and externships.

The International Extension Training Program was started to take advantage of CES staff international programming strengths and interests. Gaps exist between research and practice in many developing countries, and extension can make a strong contribution to developing the human capital needed to apply knowledge and incorporate new technologies into ongoing practices. An equally important contribution is to the state of Michigan in helping extension clients better understand issues of international development and interdependence. Thus the IETP was created to strengthen MSU' overall capacity by training extension staff to take more active and supportive roles in both overseas and domestic international programs.

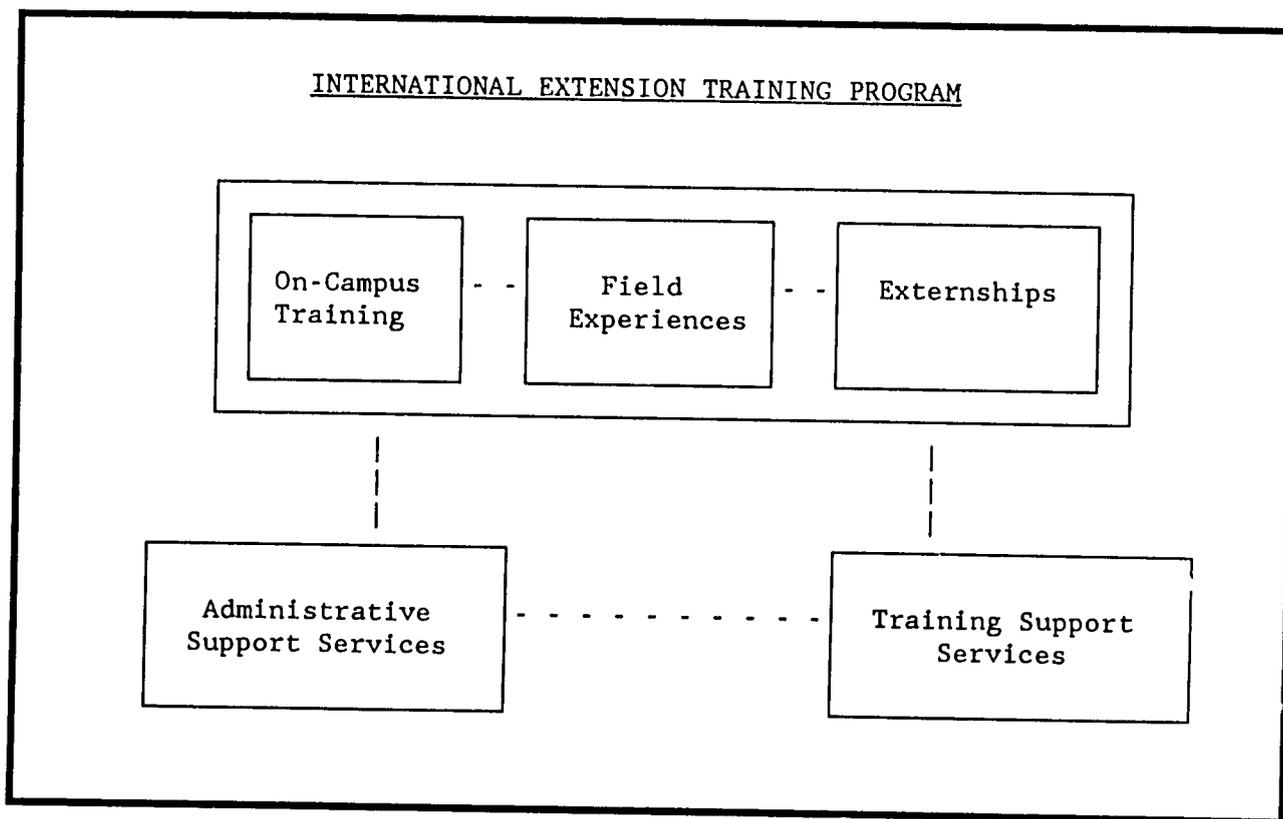
The training program's purposes are: a) to prepare extension staff to work in developing countries; and b) to incorporate international perspectives into extension programs in Michigan. The IETP was designed as a professional development experience to broaden CES staff's knowledge of international issues and development approaches, to familiarize CES staff with international programs and personnel on-campus, and to help staff judge their own competence, confidence and motivations for taking part in international programs.

#### **The Training Model**

The model developed for the IETP encompasses three training components --on-campus, field experiences and externships -- as well as administrative and training support services. These are depicted in Figure 2.1. Issues addressed during the on-campus sessions included: cross-cultural communication, extension models in the U.S. and other countries, appropriate technologies, and alternative theoretical positions regarding the development process. Following the on-campus training, training groups visited extension-related programs in developing countries in the Caribbean (the field experience). Some people were also involved in one-month externships in those countries, working with a host agency to improve extension programs and activities.

Figure 2.1

IETP Training Program Model



Curriculum

By the beginning of this evaluation, there had been five training groups. The training themes varied slightly for each group. Issues which formed the core of the training for all groups included:

- Clarification of the goals and purposes of MSU's and Extension's involvements in the international activities.

- Extension systems in the U.S. and abroad -- The role of change agents.
- Issues of technology transfer and appropriate technology.
- Understanding farming systems; working with rural households.
- Cross-cultural communications -- Adapting to living abroad.
- The role of U.S. professionals and institutions in Foreign Assistance Programs.

These issues permeated all aspects of the training program: on-campus, field experiences and externships. Training methods for each component are summarized below.

#### On-campus Training

- Assigned reading materials compiled in a Training notebook
- presentations by leading international specialists
- visits to Michigan State University international resource centers, e.g., African Studies Center, Non-formal Education Resource Center, Center for Advanced Studies in International Development (CASID)
- Meetings with key MSU international program and project administrators.
- Luncheon or dinner discussion with MSU, Kellogg Foundation, and Partners of the Americas administrators.
- international meals with foreign students
- participation in simulations and games designed to enhance cultural awareness.
- informal sharing with past participants and extension staff with international experience
- special individual projects and research

In addition, the last two groups trained were able to participate in the Farming Systems Support Project-sponsored "Orientation to Farming Systems" short courses to supplement their IETP training.

#### Field Experience

- orientations by host national leaders
- briefing by USAID or US Embassy staff
- organizational visits and interviews with administrators
- visits to development projects and Research, Extension or Teaching facilities.
- individual assignments to local extension offices
- informal interaction with shopkeepers, bankers, medical practitioners, teachers, farmers, homemakers, youth and other community representatives.
- participation in cultural events.

#### Externships

- readings and review of AID Agriculture Sector or other appropriate reports.
- pre-travel orientation with MSU international faculty with experience in that country.
- assigned activities while on the externships included: staff training,

- materials development, preparation for demonstrations, analyses of extension plans or management systems, work with local advisory groups, and working directly with local clientele.
- informal participation in family and community affairs
  - personal journal or letter writing as a way to reflect on personal motivations, actions, and ability to cope with new situations encountered.
  - preparation for sharing externship experiences with colleagues and clients in Michigan
  - writing a report summarizing externship experiences for IETP project records.

### Program Administration

#### Administrative Support Services

The program has been administered by a half-time program director. The program director for the first two years was a Regional Supervisor released for these duties, who had promoted the program since its conception. After he retired, the CES Program Leader for Evaluation and Reporting, who had worked with the program since the beginning, took over. Both had had a great deal of international experience, and were committed to the idea of extension involvement in international programming.

#### Training Support Services

The on-campus instruction was organized by the project director and an assistant -- usually a one half time graduate student with an interest in international education/programs. The program relied on the international expertise of a number of professors, exchange students, and other internationalists from throughout the university.

Field experiences and externships were organized in cooperation with the Midwest Universities Consortium for International Activities' (MUCIA) Caribbean Agricultural Extension Project (CAEP). Through this USAID funded project, five midwest universities have pooled their resources to provide services designed to improve agricultural extension in the Caribbean Basin. MSU's participation in MUCIA-CAEP facilitated the networks, communications, and first-hand knowledge of extension in the Caribbean which anchored the field experiences.

The IETP staff published a newsletter focusing on international issues for extension personnel throughout the state, compiled resource materials to help staff include international perspectives in their extension activities in Michigan, and disseminated information on international issues to extension staff throughout the state.

### **Operations**

The training model was implemented slightly differently for each group. The actual agenda depended on available campus resources, field experience opportunities, and trainee interests. The experiences of each of the five groups are summarized in Figure 2.2. An overview of the externships is presented in Figure 4.

Figure 2.2

IETP Training Program Implementation: On-Campus  
Training and Field Experiences

<u>On-Campus Training</u>			
Group I	Met five sessions, over 3	month period	1980
Group II	five	6	1981
Group III	four	2	1982
Group IV	three	7	1984
Group V	four	9	1986

<u>Field Experiences</u>			
Group	Country Visited	Time Spent	Year
I	Belize/Costa Rica	Sept 15-29	1980
II	Jamaica	July 13-27	1981
III	Belize	May 17-29	1982
IV	Jamaica	Dec 3-14	1984
V	Dominican Republic	Sept 8-18	1986

Figure 2.3

IETP Training Program Implementation:  
Externships, 1981-87

<u>Externships</u>		
<u>Assignment</u>	<u>Country</u>	<u>Year</u>
Child and Youth Development	Belize	1980
Women in International Development; workshop participation & planning	Jamaica & Dominican Rep.	1981
Farm Management; dairy, beans, veg., irrigation mgt. and communications	Jamaica	1981
Animal reproduction and livestock disease investigation	St. Croix	1982
Horticultural production and market- ing; demonstration plot development	Ant'qua	1982
Consumer education and home food preservation	Antiqua	1982
Organizational management and supervision training for Extension	Montserrat	1982
Livestock improvement and small scale agricultural production	St. Kitts	1982
Extension long range planning and strategy development	Belize	1982
Home Economics program development and Nutrition Education Training	Belize	1983
Home Economics program development and Child Development Training	Belize	1983
Beekeeping education and organiza- tional development	Dominica	1983
Nutrition Education Planning	Dominica	1983

<u>Assignment</u>	<u>Country</u>	<u>Year</u>
Youth educational program development	Dominica	1984
Fisheries expansion and educational outreach planning	Montserrat	1984
4-H youth development & leader training	Belize	1984, 1986
Agricultural development and extension methods	Africa	1984-85
Nutrition education & training	Grenada	1985
Extension field methods, advisory committee development (3)	Grenada	1985
Nutrition education planning	Dominican Rep.	1986
Nutrition education planning(2)	Belize	1986
Fisheries expansion/aquaculture	Indonesia	1986
Dairy production for smallholders	Dominican Rep.	1987

### **Participants**

A total of 60 extension staff have been trained through the IETP since 1980. In the most recent group, two colleagues from North Carolina Agricultural and Technical State University (NCA&T) joined the group. The Michigan trainee selection process is described below, then the extension specialty areas, ages, and geographical locations of the trainees are summarized.

#### Selecting Trainees

To determine which extension agents would be selected to participate in the training program, the following selection procedure was used.

**Publicity**                      The availability of the program was disseminated to each

board appointed staff member in a letter of invitation to apply.

- Eligibility** All MSU-CES professional staff with at least three years of successful extension experience and not within five years of retirement were eligible to participate, both field staff and MSU-based staff.
- Selection** During the first year, over 30 applications were received. Those chosen to participate in the program were selected on the basis of meeting basic requirements. Then a stratified random selection process was used to identify staff representing the various program areas. Similar procedures were used throughout the five years of the program.

Positions in Extension.

The 58 people from Michigan who participated in the International Extension Training Program held a variety of positions in extension. The majority (85%) were field-based extension agents: County Extension Directors, 4-H, Agriculture, Home Economics, and Natural Resource and Public Policy Agents. There were nine state level personnel; extension specialists, program leaders or regional supervisors. By 1987, nine had left Michigan extension, leaving 49 (85%) remaining active in CES. Table 2.1 shows the positions held by the trainees at the time they were in the training program.

Table 2.1

IETP Trainee's Positions in Extension

Position	Number	Percent
MSU-Prog. Leader/Extension Spec.	9	15.5
CED	12	20.7
4-H	11	19.0
Agriculture	9	15.5
Home Economics	14	24.1
NRPP	3	5.2
	-----	-----
<b>TOTAL</b>	<b>58</b>	<b>100.0</b>

## Demographics

Age	The average age of the trainees was 41 years upon joining the program, and they ranged from 25 to 61 years old.
Sex	Twenty-two (38%) of the trainees were women, and 36 (62%) were men.
Where they worked	Five were from Michigan's Upper Peninsula, ten from the North region, five from West Central, thirteen from East Central, ten from Southwest, eight from Southeast, and seven from MSU.
Tenure	The average years of tenure in Michigan's Extension Service was 9.4 years at the time of joining the training program.

## Involvement in Training

Class size	There were fifteen people involved in 1980, the first year of training. In 1981 there were fourteen, in 1982, ten, in 1984 there were eight, and in the last year of the training, 1986, there were eleven MSU trainees and two NCA&T trainees.
Field Experiences	All but two of the trainees participated in the field experiences. The 1980 group visited Belize and Costa Rica, the 1981 group visited Jamaica, the 1982 group visited Belize, the 1984 group, Jamaica, and the last group visited Dominican Republic in 1986.
Externships	By 1987, twenty-six (45%) of those who had completed the on-campus and field experience portions of the training had externship experiences: seven in Belize, one in Jamaica, three in Dominica, one in St. Croix, one in St. Kitts, two in Antigua, two in Montserrat, four in Grenada, three in the Dominican Republic and one each in Africa and Indonesia. The externship experiences are reviewed in greater detail in the Appendix of this report.
Spouse Participation	A special feature of the IETP was spouse involvement. Based on the knowledge that international work involves families, spouses of trainees were encouraged to participate in as much of the training as possible. Forty-three of the trainees were married and fifteen were single. Spouses of 22 of the married trainees (51%) participated in the training to one degree or another.

## Program Framework

Below is an overview of the International Extension Training Program Framework. Listed are the key components and the short and longer term expectations of the program.

Figure 2.4

### International Extension Training Program

#### PROGRAM FRAMEWORK

Inputs	Activities	Immediate Outcomes	Longer Term Consequences
Fundings from Title XII	<b>On-Campus Training</b>	<b>Trainees</b>	<b>Increased MSU capacity:</b>
Funding from CES	Orientation to Dev.	Feeling more comfortable in being able to participate in intn'l programs	Staff with interest and realism about work abroad
1/2 FTE Program Director	Conceptual frameworks	More confidence	Staff with enriched skills and experiences to apply to programs in Michigan
1/2 FTE Program Associate	Knowledge base	More clarity of expectations	
Faculty	Familiarity with intn'l programs		
Backstopping-Intn'l Programs	<b>Field Training</b>	Feeling more competent to contribute to intn'l programs	Staff with credibility among peers and clientele
on-campus and MUCIA	Rich experiential learning	Knowledge about development approaches and extension systems abroad	Staff and clientele with ability to relate to intn'l issues and concerns of developing countries
Host country assistance	Observation of Ext systems abroad	Sensitive to cultural and developmental differences	
	Analysis of issues of development	Aware of issues of appropriate technology & technology transfer	Staff and clientele with motivation to continue to develop intn'l knowledge and skills
	<b>Externships</b>	More skilled in cross cultural communications	Networks with MSU intn'l personnel and developing country counterparts
	Technical assistance training	Aware of new educational approaches	
	Personal adaptation	More willing to participate in intn'l programs	Institutionalization of intn'l programming in Extension
	Building networks		Stronger interaction between intn'l extension and research personnel
	<b>Program Support</b>	<b>Organization</b>	
	Design of training activities	More domestic programming with intn'l dimensions	
	Newsletter-networking	More supportive organizational climate for intn'l programs	
	Annual update sessions	Strong support for intn'l training	
	In-service sessions		
	Orientation to field sites		
	Dev. & dissemination of educational materials		
	<b>Administration</b>		
	Selection of trainees		
	Matching trainees to assignments		
	Liason with intn'l prog.		
	Mgt of training activities		

## Summary

The MSU International Extension Training Program was conceived as a unique professional development experience for successful extension agents. The majority of participants were from the field, ranging across program and subject matter areas of expertise. This mix of mostly field staff with some specialists and administrative support staff and with multidisciplinary backgrounds was viewed as critical to strengthen the training experience and broaden perspectives.

The resulting mix of participants were mature members of the staff, with interests in international programs but frankly little international experience. Thus a graduated-sequenced training program was designed to provide both theoretical and practical inputs with much hands-on and person-to-person interaction.

The expertise for the training was drawn from the faculty and graduate student body of MSU. The variety of international programs on-campus provided critical inputs and served as vehicles to involve trainees in development issues, models and approaches. A rich and varied international experiential base was tapped that helped to make the training program relevant and current.

## CHAPTER THREE

### EVALUATION DESIGN

#### **Purposes**

Planning for a comprehensive evaluation of the International Extension Training Program began in mid-1984. An Evaluation Consultant and PhD candidate from Western Michigan University worked with the Program Director and Evaluation Specialist at Michigan State University in identifying the evaluation design. The evaluation focuses on a product or outcomes oriented framework; assessing the progress and impacts of the training program during its fifth year of operations. The purposes outlined for the evaluation were twofold:

- 1). to provide insights as to the impact of the training program, and
- 2). to provide information concerning the operations and philosophy of the training model for administrative decisions concerning future directions.

#### **Evaluation Audiences**

To design the evaluation, input was sought from several groups: trainees, field experience and externship hosts in the Caribbean; MSU-CES administrators, MSU field staff, the MSU international community (those who work with international programs), and IETP program staff. Sixteen representatives of these groups were interviewed. They were asked what evaluation information they would find useful, and how they would use that information if it was provided them. The questions which guided this evaluation are based on the findings of these interviews.

#### **Evaluation Questions**

The evaluation questions are organized around the two main issues addressed by the evaluation--impact and effectiveness.

#### **A. What have been the impacts of the International Extension Training Program?**

The training program was funded, in part, by USAID as part of a university-wide program to strengthen MSU's capacity to address the needs of developing countries in the areas of agricultural research, teaching and extension. The first question related to program impact is:

1. What have been the effects of the IETP on MSU's capacity to meet developing countries' extension related needs?

The program was also supported by the Cooperative Extension Service of Michigan State University. Both field staff and university-based staff have opportunities to apply understandings of international development and cross-cultural sensitivities to their domestic programs in Michigan. The second evaluation question related to impact is:

2. What have been the effects of the IETP on MSU's capacity to integrate an international dimension into domestic programs?

The main purpose of the IETP was to train extension personnel in topics related to international development, and to provide them with cross-cultural work experiences. The third evaluation question related to impact is:

3. What have been the effects of the program on the trainees?

**B. How effective has been the training program as perceived by trainees, nontrainees and host nationals?**

The IETP was designed to meet the training needs of extension personnel to make them more effective in their roles in international programs. From the perception of participants:

1. What are the strengths and weaknesses of the training model?

There is some debate regarding what constitutes appropriate roles for extension personnel in international programs. The IETP is based on the assumption that extension personnel have special strengths which, with additional training, can add to the university's overall capacity to address problems faced by developing countries. Likewise, they could enhance international programming efforts at home. Questions related to future directions for the training model include:

2. Should the program's underlying philosophy, goals, or the training format be modified for continuation?

3. What factors have been associated with the program's successes or failures?

## Data Collection

Four data collection procedures were used in this study:

1. Telephone interviews with trainees,
2. Telephone interviews with Caribbean hosts who had worked with externs from 1981-1985.
3. A mail survey of extension field staff who had not been involved in the training
4. Review of reports completed by externs, and of yearly evaluation reports

These procedures are described below; the findings are reported in the next chapter of this report.

### Trainee Survey

Telephone interviews of the trainees were conducted during the fall of 1985. Forty-three (43) of the 47 trainees (91%) were interviewed. This included everyone who had participated in the program up to that point in time. The trainees were sent the interview questions in the mail prior to the telephone calls so they could make notes, refresh their memories or do whatever else they needed to feel comfortable answering the questions. The interview questionnaire is included in the Appendix. Each interview took from 20 to 40 minutes; the trainees were most generous with their time, and provided very thoughtful answers. The interviewer was one of the principle investigators for this study but unknown by the trainees.

### Host National Interviews

Some of the evaluation issues required information from people the trainees had worked with in the Caribbean--for example, how well they adapted to living and working in the host country, how well they responded to local needs, and what type of expertise was needed. Those participating in the field experiences did so largely in groups, while the externs worked alone. Thus, it was decided that those who had worked with the externs would have greater contact with trainees and could provide more reliable information regarding their ability to work in host countries.

During the interviews with the trainees, those who had completed externships were asked to provide the names of people in the Caribbean who knew their work. In addition, project files were reviewed to identify Caribbean hosts who had worked with or supervised externs. These people were interviewed by telephone in the spring of 1985. Ten people who had

worked with 14 externs were contacted. Others could not be reached. The host interview schedule is included in the Appendix. To facilitate the interview process, a Michigan State University graduate student from Jamaica who had knowledge of the project but had never been directly involved in the training, conducted the interviews.

### Field Staff Survey

To determine the effects of the IETP on extension in Michigan generally, a survey of extension field staff who were not involved in the program was conducted in the spring of 1985. Two hundred and fifty field staff were mailed questionnaires, and 206 (82.4%) completed and returned questionnaires. A copy of the questionnaire is included in the Appendix.

### Document Review

In addition to the interviews and surveys, documents generated as part of the ongoing program activities were reviewed, and the information they contained also informed the evaluation.

### Extern Reports

Each extern wrote a report of his or her experiences upon returning to the U.S. These reports are on file at the MSU-CES office, and were reviewed to provide anecdotal information about the effectiveness of the on-campus and field experience training in preparing people to live and work in another country. These reports also revealed information about the importance of externship opportunities to the training model.

### Formative Evaluation Reports

Trainees from each group completed questionnaires before and after the training. The results of these yearly evaluations were compiled in evaluation reports which were used to inform decisions about program design and implementation in succeeding years. The formative evaluation also served to document change in trainees on three measures--feelings of competency, comfort and willingness to participate in international programs. These evaluations were summarized and the results included in this study.

## **Data Analysis**

Analysis procedures appropriate to each of the data collection procedures (mail survey, telephone interview, document review) were used. These procedures are referred to in the findings sections, and are explained in greater detail in reports associated with each technique (see

appendix). For any statistical tests, a .05 level of probability was used to determine significance.

Figure 3.1

Data Source	IMPACT				EFFECTIVENESS			
	MSU	CES	Trainees	Hosts	On-campus	Field	Extern	Adm
1. Document Reviews:								
-Training Materials					X			
-Annual Rept	X	X	X		X	X	X	X
-Field Rept		X	X	X		X		X
-Extern Rept		X	X	X			X	X
-Other	X	X						
2. Surveys								
-Trainees	X	X	X	X	X	X		X
-Externs		X	X	X	X	X	X	X
-Field staff	X	X						
-Hosts				X			X	X
-Informants	X							

### Summary

A multiphased evaluation was designed to assess the International Extension Training Program from a variety of perspectives. All key stakeholder groups were involved in the evaluation design. This broad level of input was considered necessary to design an evaluation that would meet the needs of many people and document the program's impacts from many perspectives.

## CHAPTER FOUR

### FINDINGS

The purpose of the Title XII Strengthening Grant was to improve MSU's capacity to meet the needs of developing countries in hunger-related areas. The International Extension Training Program (IETP) focused on the role of Extension, and proposed to train extension staff to both work overseas, and to incorporate an international dimension into their work at home. How well has the program accomplished these purposes?

#### A. Effects of the IETP on MSU's capacity to meet developing countries' extension-related needs.

##### 1. Trained people available for Overseas Work.

-Forty seven extension staff had participated in the training program by the time of this evaluation study. Most of them (78%) report interest in seeking overseas work at some point. Of those, about 20% see no problems in seeking or accepting an overseas position. However, the others noted potential difficulties associated with accepting overseas assignments depending on current family considerations and the job security situation upon return. Many would also need and want language training to work successfully in non-English-speaking settings.

-Thus, as a result of the first five years of operating an international training program, 37 experienced extension agents are interested and ready to participate in international assignments, seven of whom would have few constraints to their availability. Additionally, those staff who are interested are more realistic about the challenges of international work. They appreciate the difficulties and have developed respect for the complications involved in cross-cultural work.

-By the time of this evaluation, fourteen extension trainees (30%) had been able to participate on one-month work assignments in developing country settings. These externships simulated conditions of technical assignments and provided rich experiences from which to judge one's ability to adapt and contribute to international projects.

-Based on interviews with host nationals who worked with IETP externs, hosts appreciated the work of MSU externs and felt that positive benefits have resulted for their local programs. Hosts felt that the strengths of the program centered around access to new ideas and resources. The energizing effect of the externs was extremely valuable, helping to reinforce and motivate staff to their common mission.

-Some evidence indicates continuing benefits for host programs in the form of resource materials or organizational changes

-Hosts were pleased with the caliber of individuals involved. They possessed the adaptability, practical skills, and rapport needed to fit into developing country work plans.

-Hosts confirmed the usefulness of involving field level extension staff in technical assignments. They reported that externs gained rapport quickly and were able to contribute to ongoing efforts. Hosts felt that the benefits associated with these externships were well worth the costs and expressed interest in continuing this type of interaction.

## **2. Ability to match trained people with extension needs in developing countries.**

The IETP office at MSU has been a key factor in facilitating communication among those on-campus involved in international programs and those in the extension system who are interested in international issues and positions. In addition, through coordinating the field experiences and externships, the IETP central office staff have become aware of extension needs and opportunities in developing countries, especially the Caribbean. Thus, when inquiries about staff international expertise are made, MSU can respond more quickly and accurately than would have been possible without this training support office.

-The active networking among international programs on-campus and the IETP office create an atmosphere of mutual interest and cooperation in responding to proposals and staffing projects.

-With the international newsletter and JOBS listing on the computer communications network in extension (COMNET), extension staff are more aware of potential international assignments.

-Extension staff, but especially trainees are encouraged to seek out their own opportunities for international assignments. Some have participated with other organizations such as PARTNERS and ROTARY.

-Individual extension trainees are developing their own networks of international contacts both on-campus and in host countries where they have visited.

### **3. A climate which supports an international role for extension.**

An atmosphere of support and commitment to international programming is evident and growing in Michigan. The mere presence of the IETP has reinforced this commitment. Positive attitudes exist among staff and administrators. Based on the evaluation findings, the following evidence exist:

-Field staff have positive attitudes towards international programs--83% believe it is important for extension to prepare staff for international involvements.

-Trainees (35%) perceive increased peer support for international programs since the beginning of the training program.

- In total, 78% of trainees perceive positive support among colleagues.

- Trainees hold optimistic views about clientele support. Seventy one percent (71%) of trainees felt that their clientele reacted positively to their involvement in international programs. Twenty five percent (25%) were not sure or perceived mixed responses from clientele.

-Field staff perceive modest increases in administrator and field staff support for international programs in the past five years.

-During the past five years, field staff report becoming more aware of potential roles for extension abroad.

## **B. Effects of the IETP on MSU's capacity to integrate an international dimension into domestic programs.**

### **1. Staff with new skills and perspectives.**

As noted in the next section, extension staff who participated in the intensive training program feel that they have changed. Their new insights and perspectives have affected their work here in Michigan.

-100% of the trainees currently report applying aspects of their international training or experience into their home county programming. Trainees believe that the field training experience is critical to their confidence and credibility in programming in this area. Ninety percent (90%) report specific examples of international integration, such as:

- presentations to community groups
- one-on-one interactions with clientele
- workshops, conferences and educational programs
- adaptations for low-income clientele
- hosting international visitors
- involvements with local exchange and development groups
- informal interactions with peers and friends

-Contact with trainees is also associated with programming around international issues for non-participating field staff. Twenty-eight percent (28.5%) of nontrainees report participating in providing county based programs with an international focus. Over 60 different program examples were listed on questionnaires. Based on these observations, the training program can be considered as having an catalytic effect on the organization.

-Based on the 1983-86 annual reports, Michigan Cooperative Extension Service reports reaching over 10,000 people annually with internationally oriented programs.

## **2. Positive attitudes among field staff toward an international dimension in extension.**

-Eighty three percent (83%) of field staff believe it is important for extension to bring international issues to the awareness of clientele.

-Eighty percent (80%) believe it is important for extension to incorporate an international dimension into it's domestic work.

- During the past five years, field staff have become more aware of potential roles for staff in the area of domestic programming around international issues.

## **3. Staff active in seeking additional training.**

- In addition to the 47 extension staff who have participated in the intensive training program, 53% of nontrainees report active efforts to develop their own skills in international areas. The IETP has sponsored a number of in-service options for the entire extension faculty and have encourage self-development of professional expertise.

#### **4. Educational resources available to support extension programming.**

A variety of educational resources have been developed over the years for staff to use in their domestic programming about international issues. Past trainees have themselves been instrumental in developing some of these resources, for instance:

- A group of trainees in the Northern region of Michigan developed a series of television public service announcements (PSA's) to promote the concept of interdependence. A local television station helped with the actual production tasks and aired the series.
- A Home Economist developed a slide-tape presentation on "Needing One-another", a look at how Michigan is tied to developing countries in social and economic bonds.
- A state program leader compiled a reference to the food and hunger literature to serve as guidelines for community educators.
- The IETP office promoted the development of a handbook for extension agents on trade and aid issues called, "Michigan Agriculture and its Linkages to Developing Nations".
- A series of table top displays were designed for use in expositions. A number of departments and CES units contributed to their development.

#### **C. Effects of the IETP on trainees.**

Trainees had multiple reasons for participating in the program. Most wanted to learn about people and cultures first hand. They wanted the opportunity to see if international programs were for them and to apply ideas gained to their work in extension.

##### **1. Positive change on pre-post measures.**

Three scales were used during the implementation of the training program to document change in participant's self assessed comfort, competence and willingness to participate in international programs. On all three measures, significant change was noted from the

beginning to the end of the program. Thus trainees showed improvements in their feelings of comfort in being able to participate, competence in being able to contribute and willingness to participate in international programs.

## **2. Change in perspectives and sensitivities.**

Both immediately following campus and field training sessions and during the follow-up interviews, trainees reported personal changes that they attributed to participation in the training program. In fact, during the follow-up interviews, eighty four percent (84%) reported considerable change in their thinking and behavior. Some of these changes were:

- increased motivation and commitment to extension work
- increased awareness of international issues
- increased sensitivity to cultural differences and to culturally different clientele.
- enlarged perspectives about international interdependencies
- increased tolerance and openness to ideas and differences
- appreciation for the difficulties of work in developing countries

## **3. Change in interests and commitments to international work.**

One of the expectations of the program was that staff would be able to make more realistic, informed decisions about their interests in international work. Through the training experience it was hoped that they would become more aware of the realities of development work and become more in-touch with their own reactions to living abroad. As a result of the follow-up interviews there is evidence to suggest that trainees are more realistic and pragmatic about overseas assignments.

-Interest in overseas work has remained high for 56% of the trainees. Another seventeen percent (17%) have grown more interested as a result of the training program. However, twenty three percent (23%) were not sure or not interested before training and confirmed that international work would not be in their best interests. Thus the training program helped some staff to make a decision not to become further involved in international assignments.

-Trainees are more aware of and realistic about roles and positions in international work as a result of training. Approximately one third feel that sufficient opportunities

exist internationally, while another one third are skeptical. Some feel opportunities for non-agriculturally trained staff are more difficult to find. In fact, their perceptions of the reality of foreign opportunities is justifiably cautious.

#### D. Assessment of the Training Model.

##### 1. Strengths and weaknesses of the training program.

For the vast majority of trainees (98%) the training program exceeded their expectations. Some saw it as the highlight of their careers in extension.

Trainees identified various strengths and weaknesses of the various program components.

#### STRENGTHS

#### WEAKNESSES

##### On-campus Training:

- learning about intern'l resources on-campus
- hearing directly from people with intn'l experience
- interacting with foreign nationals
- interacting across programs and areas of expertise
- emphasis on appropriate technology and situational differences
- spouse involvement

- overemphasis on agriculture
- information overload
- boring presentations, too much sitting, not enough hands-on experience
- time away from county
- not enough information about field experience site

##### Field Training:

- hands-on work and interaction with host extension org.
- interacting with lay people viewing daily life
- opportunities to live with family
- observing tropical production systems
- group interaction and analysis--learning from each other

- not enough one-on-one interaction with hosts and lay people
- too much time as a tourist/with the group
- too short of an experience
- too much attention to agriculture
- not really prepared for the weather and living conditions

-awareness of the realities of working in a developing country

Externships:

-good opportunities to find out how it feels to work in an LDC	-not enough knowledge of assignment ahead of time
-builds confidence and resourcefulness	-miscommunications about expectations/roles
-realizations of similarities in extension work	-lack of preparation by host organization to receive extern
-opportunities to get down to the grass roots level	-feelings of being alone
-gratifying to learn that U.S. extension staff have something to offer	

(From the point of view of Hosts)

-good exchange of ideas and approaches--opportunity for staff development	-too short a time span for the proposed agenda
-valuable source of educational resources	-lack of preparation on the part of the extern, and in receiving him/her
-energized the system--created enthusiasm and motivation among staff and clientele	-lack of lead time
-reinforced extension's agenda	-lack of opportunity for reciprocal visits to MI
	-lack of clarity about expectations

-When trainees were asked specifically about changes for the on-campus, field experience or externship model of the training, most (68%) said that they wouldn't change it at all. Some provided slight modifications such as:

- involving hosts in programs in Michigan
- longer involvements abroad
- provide basic, intermediate and advanced training in sequence
- provide training for all extension staff at some level
- include a language training component
- improve mechanisms for sharing among staff about their experiences
- improve coverage of content for Home Ec and 4-H Agents

## **2. Support for continuation.**

Trainees perceived the costs of participation in time and human investment to be well worth it. They felt that they, their families and their colleagues had benefitted from the experience. As a result, trainees unanimously supported the continuation of the training program. Interestingly, noninvolved field staff also overwhelmingly supported continuation. Ninety five percent (95%) of the field staff surveyed, voted to continue some form of a training program.

-Non-involved field staff regretted that there were so few opportunities for participation and suggested that the training program become a permanent feature of the extension in-service program.

-Host nationals who worked with externs also voiced support for the continuation of the externship program, welcoming additional externs. Hosts found field level extension staff to have the adaptability, practical know-how and rapport needed to successfully work in developing country settings.

### **Summary**

In merging the findings from the various evaluation procedures, the following results were highlighted:

#### **1. Effects on MSU's capacity to serve developing country extension related needs:**

- Trained people are available for overseas work
- An institutional ability exists to match people with needs
- A climate which supports an international role for Extension

#### **2. Effects on MSU's capacity to integrate an international dimension into domestic programs:**

- Staff have new skills and perspectives
- Positive attitudes are evident among field staff towards an international dimension in Extension
- Staff are active in seeking additional training
- Educational resources have been developed and are available to support international Extension programming

#### **3. Effects on Trainees:**

- Positive change occurred on pre-post measures of competence, confidence and willingness to serve
- Changed perspectives and sensitivities
- Changed attitudes and commitments to international work

4. Assessment of the Training Model:

- Both strengths and weaknesses exist but strengths outweigh weaknesses
- Externships and field experiences are valued

## Chapter Five

### CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis of these study results, the following conclusions and recommendations are presented.

#### Conclusions based on the Findings

1. There are critical elements that contribute to the success of the MSU training model.

a. The model itself.

The five elements of the training model interact and create a dynamic whole that is more than the sum of its parts. The three stage training program builds skills and increases the breadth of experiences; each component relying on the foundations set in the previous component. The field training and externships are viewed by trainees as being especially relevant to their decisions about future international involvements and to their confidence in addressing international issues at home. Having spouse participation is very much appreciated. The training program as a whole seems to be providing practical understandings and skills appropriate for successful work abroad.

But the training components alone would not be sufficient to maintain enthusiasm and active involvement among trainees and others in the system. The support systems and communications that are initiated by the IETP office are especially important in keeping people in-touch and involved in international issues and programs.

b. The organizational climate.

A number of features of the Michigan State University setting have emerged as being especially important to the success of this training program.

-Top administrators actively and vocally express support for the concept of extension involvement in international programs. Such leadership sets the tone for the organization as a whole.

-Creation of an office and staff to promote and coordinate both training and programming. The actual existence of a point of access for information and advice about international involvements is especially important for such a large and dispersed organization.

-Concrete reinforcement for international involvements. The system as a whole is consistent in the message that is being sent to staff. Leave policies have been relaxed, training experiences stressed and involvements given visibility and praise.

-MSU has an strong tradition in international programs. By pooling the resources of the university as a whole, the training program has received unusual strength and stature. Access to such a world renown body of expertise is especially valuable to extension.

-Active pursuit of additional resources to support the international training and program functions of extension and to enlarge the opportunities for overseas work. Staff appreciate the proactive role being taken by the IETP staff to strengthen and enlarge the program. It is viewed as a dynamic and forward looking effort.

-A feeling of comraderie exists among trainees and staff with international experience that cuts across program lines. The interdisciplinary nature of the participation enriches the learning experience. Staff appreciate the opportunity to get to know staff from other program areas and have experiences in common.

**2. Although the MSU model is effective, it may or may not be transferable to other states.**

The Michigan International Extension Training Model is effective, however, it is a highly intensive training effort. It requires substantial time commitments from participants and trainers and requires a strong and varied expertise base within the faculty. A large international university such as MSU can organize such an effort when other universities may not be able to do so.

The current training format also spreads the time involvement of participants over large spans of time. This format was chosen to reduce disruptions to home county programs. But by so doing, additional travel costs are incurred. The actual time away from one's home base creates time management problems for the participants and potential peer support problems from colleagues. All elements of the system must be supportive...peers, local officials, administrators and family. When all involved appreciate the value of the experience, accommodating to the absence of the participant can be facilitated. We have found that even

skeptical colleagues can become supportive. But participants need to consciously build relationships and articulate the value of the experience to dispell misperceptions.

#### **Recommendations for the future of MSU's Program.**

Although staff have provided a number of suggestions for improving the training program, it remains a very successful and relevant endeavor. As one agent said, "Don't fix it if it isn't broken!" A great deal of support for the training model and the specific training program exist among staff. It is therefore recommended that the program continue. Some specific aspects that may be strengthen are:

- enlarge the pace and number of externships so that all trainees can participate
- create a second level externship to further develop the skills and maintain the interests of those who have completed the current externship program.
- consider possibilities to involve larger numbers of staff in the campus training portion. Such an orientation to international issues and programs could create momentum for domestic programming and give staff an informed opportunity to select further involvement.
- promote opportunities for language training
- focus on hands-on learning activities in all training components
- strengthen ties with ongoing MSU projects and programs
- continue to monitor the organization for consistency in support. Staff in some program areas perceive greater support than others, and if CED's are not supportive, it creates barriers for staff.
- maintain the networking and communications function of the IETP office. Continual updating and sharing of information among agents is especially important to maintaining involvement.
- seek opportunities to involve host nationals in Michigan Extension programs and strengthen ongoing networking with programs abroad.
- expand involvements in research about international technical assistance and the interdependences that link Michigan to the developing world so as to better support domestic understanding of CES's International Role.

**Future roles of Extension Staff Abroad:  
An Assessment of an Assumption**

One particularly vexing issue is that of overseas work. This program was funded as part of a larger university program to improve the university's capacity to meet the needs of developing countries in the area of food and hunger. The fact that the project was funded indicates that MSU-CES, wanted extension to have a role to play in these issues. However, after five years of existence, only two persons trained through the program, have been able to accept long-term, overseas assignments. Interest has been evident, but positions have been scarce!

Thus, those who view the goal of the program as getting Michigan extensionists working overseas on extended assignments within a few years will say the program has not been successful. Certain issues related to overseas work may need to be addressed to accomplish such a goal. These include:

1. Selection.                    If the goal of the program is to quickly place extensionists in long-term overseas assignments, then assignments should be identified ahead of time and participants should be asked to make that commitment prior to being selected for the training.

People who were selected to participate in the IETP were not asked ahead of time to make a definite commitment to long-term overseas assignments. In fact the training program was viewed as an orientation and "reality check" to improve agent's ability to make such decisions in the future. This program offers people who might think that they want to work overseas the opportunity to try it out first. That way, if they are not really suited to such work, they can recognize their limits before going through the entire placement process. In other university, government, or business overseas programs, the expense of such a mistake involves the cost of bringing home the employee and his or her family before the job is done, and perhaps paying some public relation costs as a result of having an unhappy employee working overseas.

There is probably a middle ground here. If people are trained on the basis of interest and commitment to overseas work in the short term, then given training experiences similar to those offered in this program, they could be offered the opportunity of bowing out at any time. At the same time, those who knew ahead of time that their family situation ( or any other situation, for that matter) definitely precluded accepting such an assignment would not be involved in the training.

## 2. Job Security

A second important consideration was job security. People are reluctant to seek out or even accept an offer of a one or two year overseas assignment unless they are sure that they can come back to their own jobs and their own communities. Some would change location upon return, but an extension agent's relationship with his or her clients and community is crucial to his/her work, and people want some assurance that everything they've built over the years will not be lost. Michigan CES makes every attempt to hold positions or temporarily fills them to be able to offer such security to staff on international assignments. Such assurances are important.

## 3. Job Opportunities Overseas

The bottom line is that few long-term job opportunities have become available to IETP trainees. Even with aggressive networking with University programs, ES-USDA, OICD and other networks, only a handful of agents have been able to consider or review potential long term assignments. Extension-type positions are currently rare in USAID projects and institutions are pressured to recruit from within their own ranks. A breadth of roles and donor organizations have been scanned to find opportunities for Extension staff. Yet progress has been slow. Language skills are an especially limiting factor. Increasingly expertise is insufficient criteria for selection to overseas assignments. Language skills and in-continuent experience are becoming increasingly important. Thus Extension training programs need to consider these realities and accommodate to them.

## 4. The Value of Short Term Assignments

One way that Michigan CES has accommodated to the need for experience is through the use of short term assignments. The IETP has been fortunate to have been able to place a number (24) of CES staff on short term international assignments. Most of these assignments have become available through campus or MUCIA linkages, USDA networks, or through contacts with Private Voluntary Organizations. These assignments have been especially beneficial to staff; providing an opportunity to expand skills, compare development approaches across experiences and contribute practical skills and an "extension" point of view to international projects.

Based on the results of these short term experiences, we are even more certain that Michigan Extension staff have valuable expertise that can be applied in international settings. Not all assignments are equally successful and not all staff are equally prepared. But the system is growing in its ability to select, match and support such assignments.

Michigan CES, as an organization has been extremely supportive in accommodating to such assignments. On-the-job leave time has been made available and administrative processing time and procedures have been streamlined to facilitate quick action in responding to possibilities.

Likewise Title XII monies have been used generously in the form of the externships to support such assignments in the absence of donor support. Thus Michigan has been able to not only respond to opportunities, but to create some of their own. Such effort must continue in order to raise the skills and experience levels of staff to be better prepared for international contributions. The training program and donor organizations should consider new models and enlarged efforts to create and support short term technical assistance assignments for trained Extension staff.

-Both campus and field staff have critical expertise to offer. Non-PhD field staff can be especially useful to provide practical insights to both centralized and field level projects.

-Extension staff can contribute significantly to research and institution building efforts, therefore should not be viewed as only contributing to extension-oriented projects.

-Private Voluntary efforts are often field oriented and provide excellent opportunities for extension involvement. More must be done to help PVO's realize or appreciate this potential and begin to view the "university" system as potential collaborators.

-Extension, with its institutional continuity and broad based subject matter strength, can be an excellent point of access to a wide variety of international linkages. Extension could be much more active in developing long term supportive relationships and exchanges with international colleagues.

### Summary

The evaluation effort and compilation of this report has provided a basis of information from which some overriding conclusions and recommendations have evolved. The authors express these interpretations based on both the factual evidence that has amassed and also on the intensity of the opinions voiced. A clear mandate for continuation and increasing institutionalization is evident. But more subtly, a picture of a more broadly defined commitment of CES to international involvements emerges. In this sense, the training program can be viewed as a catalyst or focal point reflecting larger institutional changes and perspectives about the role of extension in international activities. As domestically oriented international needs have increased, the nature and structure of the training program has changed. This transformation needs to continue into the future.

## CHAPTER SIX

### EPILOGUE

The findings from this study have already begun to be incorporated into the thinking and planning for the IETP.

#### **Model Adaptations**

A major change has been to enlarge the training class for 1987-88 to allow greater participation. With an enlarged class and limited funds, not everyone will be able to complete the field training component. However, parallel involvement activities will be made available over time. Likewise a greater effort is being made to involve externs in post-extern assignments. "Add-on" experiences where trainees accompany international faculty on short-term assignments have been found to be very useful. Also involvements with private-voluntary organizations have been rewarding. These efforts will continue. Annual update sessions are being made available to past trainees to provide opportunities for renewal and sharing to maintain enthusiasm. And lastly, a greater number of ways to share with colleagues is being explored to involve a larger number of staff in understanding the CES international commitment.

#### **The Move Toward Institutionalization**

Another major effort has been institutionalization. Slowly over the years some aspects of the training program are being incorporated into ongoing Extension professional development activities. International resource materials are being made available to everyone. Training to incorporate a Development Education dimension into local extension programs is a regular offering in the inservice calendar. And the policy actions that allow CES staff to participate in international assignments and travel have applied to all staff regardless of one's training status. Thus, the opportunities for professional development and international participation are available to all routinely.

#### **Development Education**

For the past three years Michigan has been a lead state in the Consortium for International Cooperation in Higher Education (CICHE), "Understanding World Agriculture " project. This development education effort has complimented the IETP in operationalizing a concrete domestic education thrust. The resource materials and staff involvement generated from this effort have helped to articulate an organization-wide commitment to international extension. Trainees from the IETP have served as leaders in spreading this concept to peers and associates. With greater appreciation for our interdependence in the world, a larger number of staff see the benefits of international development programs and the critical need for staff and clientele to broaden their knowledge base about international affairs.

### Summary

The International Extension Training Program continues to evolve, and move beyond even earlier expectations. Extension staff have increasingly taken private initiatives to extend their skills, network with international colleagues and become involved in internationally oriented activities. The IETP often serves as a coordinating or facilitating point, but it does not attempt to manage all such activities. Thus the IETP has a life of its own in the sense that it catalyzes and supports varied and creative activities beyond its original mandate.

**APPENDIX**

**Part I. Results of Individual Evaluation Components**

## APPENDIX

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**1980 INVENTORY OF INTERNATIONAL ACTIVITIES**  
**Michigan Cooperative Extension Service**

Mary P. Andrews

In the spring of 1980, just as the International Extension Training Program was getting underway, all CES staff were invited to complete an inventory of their interests and involvements in International activities. The purpose of the inventory was to create a working database of staff interested in international assignments to be used to match appropriate staff with potential openings for extensionists on international projects. It also served to document the degree of interest among staff for international programming involvements. Of the approximately 395 CES staff in Michigan at that time, 230 responded voluntarily to the request. This was a 58.2% return rate.

For analysis purposes, staff were divided by their field or campus affiliation. One hundred sixty one or 70% of the sample were field staff and sixty nine or 30% were campus staff. Based on the number of field and campus staff at the time, this represented 54.6% of all field staff and 69% of all campus staff.

**International Experience**

Among the combined group of field and campus staff, 80 people or 35% of the sample had international experience. This represented 26% of the field staff and 56% of the campus staff. Based on program affiliation, this represented 57% of all agriculture staff responding, 71% of all NRPP staff, 47% of the 4-H staff, 24% of the Home Economics staff and 75% of the administrative staff in the sample. Thus it would seem that our Home Economics staff have had the least experience internationally, while NRPP and Agriculture staff have had the most experience. Based on the type of country visited, of those listed, 29% visited developed countries, 29% developing countries and 3% a combination of both. Western European and Central American countries were most often mentioned. In terms of language capability, interestingly 39% of the field staff surveyed and 28% of the campus staff reported having a working knowledge of a foreign language. Most often mentioned were Spanish, or another European language.

Past involvement in international activities can be summarized in Table 1.

In total, 64% of the field staff and 80% of the campus staff reported

at least one international involvement as part of their extension assignment.

Table 1  
 Involvements in International Development Activities  
 as part of Extension Assignment  
 N=230

	Field Staff N=161		Campus Staff N=69	
	N	%	N	%
Development Project	32	21.1	22	32.8
Sponsored Trip	22	15.6	21	32.8
Hosted Visitors	62	40.8	32	50.0
Advised Students	16	10.7	36	54.5
Involved Clientele	32	21.6	10	16.1
Served as Liason to Proj	34	23.1	25	40.3
Other	11	22.0	1	5.3

When asked if they had ever lived abroad, 36% of the field staff and 62% of the campus staff reported experience living abroad. These experiences are reported in Table 2.

Table 2  
 Experience Living in a Foreign Country  
 N=230

	Field Staff N=161		Campus Staff N=69	
	N	%	N	%
As a dependent	7	5.3	6	13.6
In the Military	24	17.1	12	25.0
As a Volunteer	10	7.5	4	9.3
As a Student	14	10.3	5	11.1
Work Professionally	19	14.5	21	39.6
As a Consultant	7	5.3	24	48.0

### Interest in Future International Involvements

A large number of respondents indicated an interest in having their names placed in the resource file. This included 62% of the field staff and 72% of the campus staff. Another 32% and 25% respectively indicated an interest at a future time.

Another indicator of interest was whether or not staff had thought of applying for the newly established International Extension Training Program. Among the field staff, 48% were interested in applying and among campus staff, 25% indicated an interest.

Staff preferences for future international involvements centered around short term travel assignments. These preferences are reported in Table 3.

Table 3  
 Preferences for Future International Involvements  
 (very much preferred only)

	Field Staff N=161		Campus Staff N=69	
	N	%	N	%
Hosting Visitors	23	14.3	7	10.1
Short Term Travel	73	45.3	39	56.5
Intermed. Length Travel	26	16.1	6	8.7
Long Term Assignment	18	11.2	6	8.7
Domestic Application	19	11.8	9	10.0
Other	1	.6	1	1.4

Based on these responses, few CES staff perceive the possibilities for domestic programming with an international dimension (approximately 10-12%). Although hosting foreign visitors is a preferred form of involvement for 10 to 14% of the staff. Most preferred are short term assignments abroad. Such assignments would be consistent with their ongoing responsibilities to domestic programs.

Some simple chi square analyses were done to see if staff with or without international experience differ in their preferences for involvements. No significant differences were found between those with and those without international experience on their preferences to host visitors, accept short term assignments, accept intermediate term assignments, or be involved in domestic programming with an international

dimension. But staff with international experience were more likely to prefer long term assignments, and to want to place their names in the active resource file.

There were no differences between those with and those without international experience and their length of extension employment, although older staff were more likely to have had international experience. There were no significant differences between international experience and interest in applying for the international training program but those with experience were less likely to perceive a need for self development of skills in the international arena.

### **Summary**

In summary, a great deal of international experience and interest was evident among the CES staff in 1980. Campus respondents reflected a greater amount of international experience than field staff but both groups were supportive of the idea of having an active resource file and both groups indicated interest in future international involvements.

**IMPACTS ON PARTICIPANTS:  
Summary of On-going Evaluation Component**

Mary P. Andrews

**Background**

During the implementation of the training program, ongoing evaluation procedures were used to monitor participants' reactions to the training program and to document the impacts of the program on key indicators of change. Pre-campus, post-campus and post-field training questionnaires were distributed in order to measure changes in participants' perceptions about their comfort, competency, and willingness or readiness to either work abroad or to integrate international issues into their domestic work. An expectations scale in the post-campus and post-field questionnaires was used to measure participants' expectations for success in the field and to compare these expectations with their actual experiences. In addition to these results indicators, open-ended comments were solicited and questions were asked dealing with reactions to the program and attitudes towards international involvement.

**Instrumentation**

The scales for measuring participants' perceptions of "comfort" in being able to participate in international development activities and their feelings of "competency" in being able to do so consisted of four items each. The scale for measuring "willingness" to participate in international development activities consisted of two items. The response format was a five point rating scale ranging from positive to negative feelings about each concept. These scales were designed especially for the training program by the Evaluation Specialist helping with the evaluation component.

An "expectations" scale adapted from the study, "Canadians in Development: An Empirical Study of Adaptation and Effectiveness on Overseas Assignments" (1979), was administered before and after the field training experience. It measured their expectation for success prior to the experience and their post experience perceptions of success. The scale included four items and used a five point rating response.

The analysis strategy used to determine statistical change was a dependent T-test. A level of probability of .05 or less was considered significant.

## Results

In reviewing the annual reports and evaluation results from each of the four training groups, amazingly similar results were obtained each time. Significant positive change was observed in perceived comfort and competency during the period of the campus training experience. However the additional period of time from campus training to post field training did not produce significant changes. Generally trainees showed significant positive change in their Willingness to participate even though initial scores were very high. The expectations for success scales also showed significant positive change. Participants had very high expectations for success, yet their expectations were more than confirmed. Across the entire training period significant positive changes in perceptions were observed.

For the purposes of this five year summative evaluation, the data from the four groups were merged and analyzed by the dependent T-test. These analyses represent the perceptions of 40 trainees. The results of these analyses are presented in Table 1 below:

Table 1  
Mean Perceptions of Comfort, Competency,  
Willingness to Participate and Expectations for Success  
Combined Groups I-IV  
N = 40

Scale	Pre Campus	Post Campus	Post Field	Notes
Comfort in being able to participate	3.61	4.03	4.23	a,d
Competency in being able to participate	14.37	16.55	17.16	b,d
Willingness or readiness to participate	8.05	8.83	8.58	b
Expectations for success		16.18	17.87	

Notes: (a) A summed total divided by number of items to correct for missing data. (b) significant change from pre-campus to post-campus (c) significant change from post-campus to post-field (d) significant change from pre-campus to post-field.

With the combined samples, significant positive changes were observed from the beginning to the end of the program on two scales; comfort and competency. Significant changes were also observed on the willing to participate in international programs but only during the campus portion of the training. The expectations scores showed positive change but were not statistically different based on a .05 level of probability.

### **Impacts as Perceived by Participants from Past Evaluation Reports**

1980- ..."although trainees as an aggregate became more willing and ready to apply their skills in development activities during training, the change in willingness to apply their understanding to domestic programs contributed most to the significant change observed. Trainees perhaps became more realistic during the training; their ratings reflect less enthusiasm for participating in international projects after field training as compared to the post-campus rating." (page 18 Annual Report)

1980- "Overall, the trainees felt that they were actually more successful on the trip than they had anticipated...These data would suggest that the training program had indeed prepared participants adequately for the experience; and, if anything, the program overemphasized the difficulties associated with culture shock. Even though the actual experience was trying, given the unexpected tropical storm, participants felt good about the experience, about themselves, and about their ability to manage in a different culture." (page 21 Annual Report)

1981-..."several of the participants commented that the program had had a very positive impact on their commitment to their work in Michigan. They noted that they had a "higher sense of motivation and expectations for areas of job responsibility", a "broadened professional perspective", "a strengthened commitment to help educate others at home and abroad", and that they were "more appreciative of the opportunities that we have before us".

Another common theme in the participants' comments was that they were far more sensitive to the problems faced by minorities and foreign visitors in the United States. Comments made by those who felt this way included, "drastic increase in cultural and racial sensitivity", "far more sensitive to low-income, small farmers, handicapped, and other minorities", and "far more understanding of the feelings of being a foreigner and sensitive to the need for hospitality to foreigners in Michigan".

Regarding their interests in international involvement, the participants were clearly interested in continuing their international activities either at home or abroad. One participant noted, "(I) now

understand the importance of Extension agents in Michigan with a background beyond MSU or Michigan". Another commented that "the training reinforced a need to keep an open mind about culture, language, and the environment of others", while others pointed to "the need for increased awareness of world agricultural problems in Michigan", "the need for continued interest in third world development", and "the need for U.S. assistance to third world countries". (pages 29-31 Annual Report)

1982-Participant comments concerning changes in attitudes and perceptions as a result of participating in the International Extension Training Program were also positive. "There is a tremendous amount to be learned". "The world is complex, but we share things with people in other countries to a greater extent than was realized prior to the training experience". "The experience made them less judgemental, more willing to tolerate differences and develop different approaches to their work with clients. The experience reinforced the need for involving and working with people, not concentrating solely on tasks. Participants looked at the world with a more open mind, but also questioned things at home more". (Annual Report, 1982)

### Summary of findings

Trainees showed significant change over the period of the campus and field training on two indicators; 1) comfort in being able to participate in international programs, and 2) competency in being able to contribute. Willingness or readiness to participate in international programs showed significant change, but only during the campus training.

- the change in willingness to apply their skills to international programs was stronger for domestic programs than for overseas programs.

- trainees found that they felt more successful about their participation in the field training than they anticipated

- common changes noted as an immediate result of participating in the training programs were:

- increased motivation and commitment to extension work
- sensitivity to minority and low-income clientele
- enlarged perspectives about international interdependencies
- increased tolerance and openness to ideas and differences
- appreciation for the difficulties of work in developing countries

## **Conclusions**

Based on the quantitative scores as well as participants' comments, it would seem that the training program did have a dramatic impact on participants. In some cases it caused participants to question their skills and motivation, but in the majority of cases it strengthened their commitment to work with an international perspective, whether at home or abroad. The following quote from the conclusions section of the first annual report from the program summarizes well the dynamic nature of the program:

" On the whole, the training experience was viewed by participants as being a positive, growth enhancing experience. It served to introduce CES staff to some of the potentials and challenges of international development activities while helping participants get to know themselves better and anticipate how they might respond to an international experience. The increased confidence and willingness to participate, reflect positively on the program's ability to motivate involvement while at the same time creating more realism and recognition of one's limitations." (page 21 Annual Report, 1980.)

## **Appendix**

Table A.1  
**Feelings of Competency  
in International Activities**

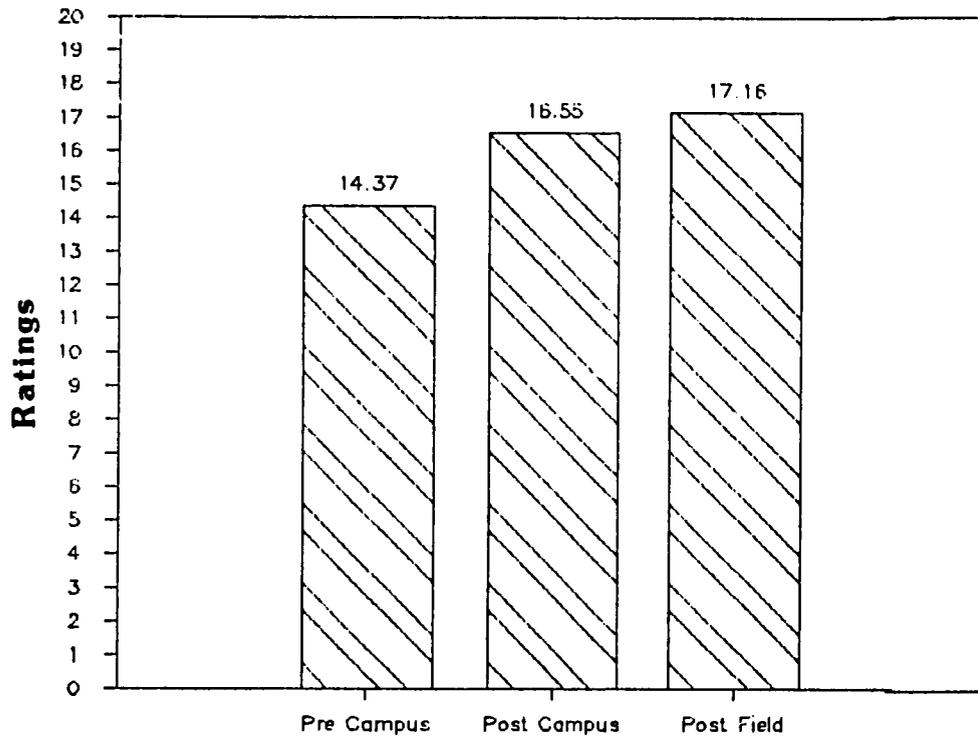
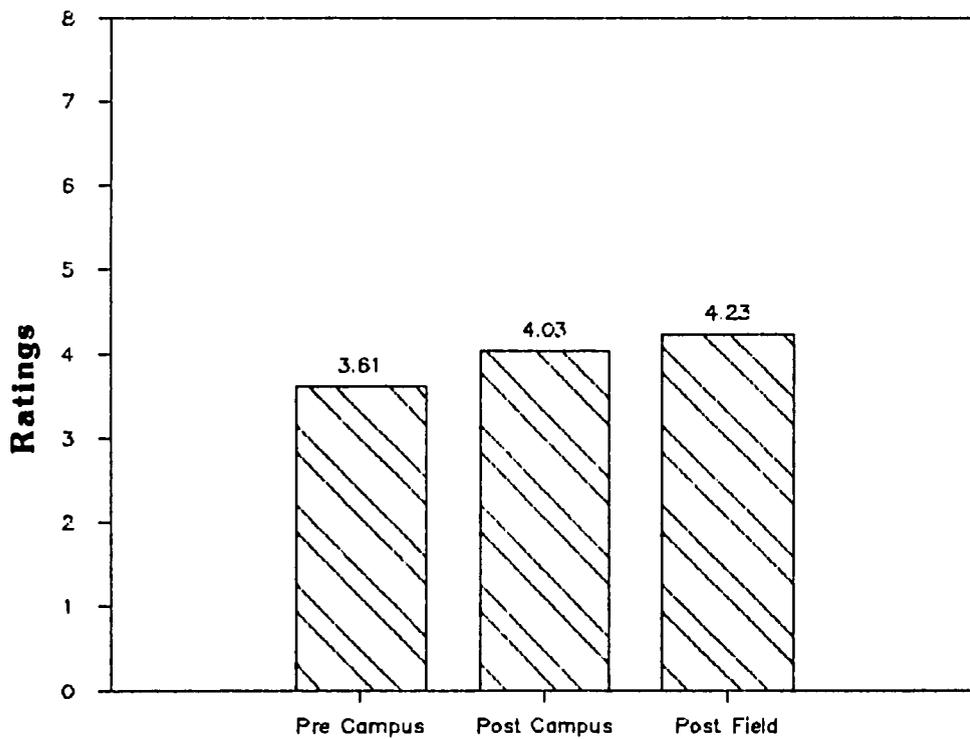


Table A.2  
**Feelings of Comfort  
in International Activities**



49'

Table A.3

### Willingness to Participate in International Activities

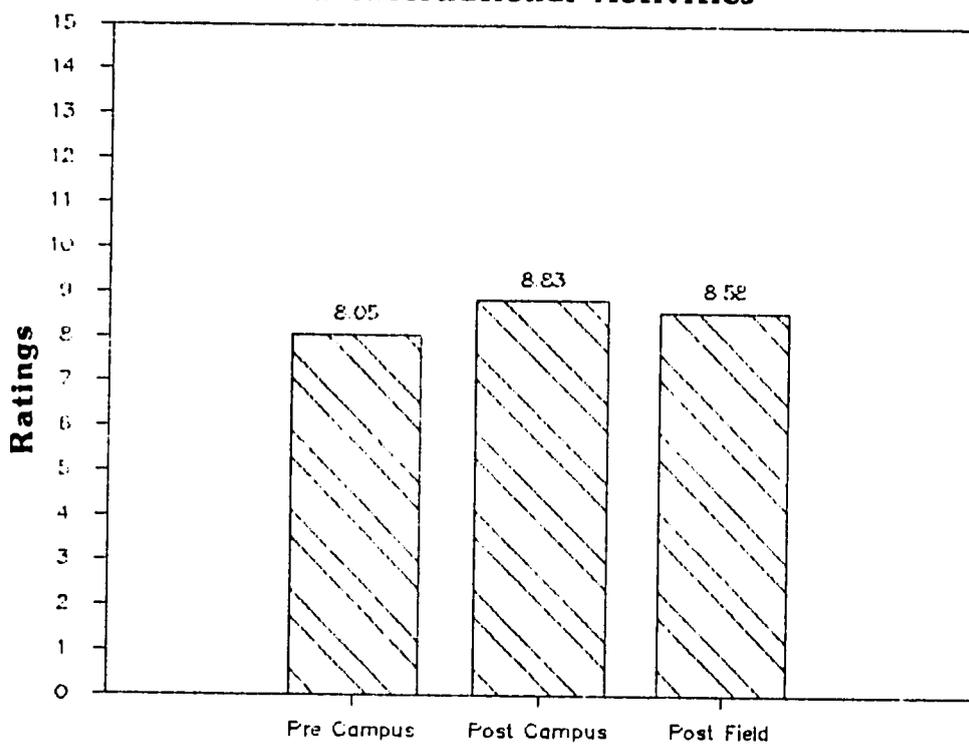
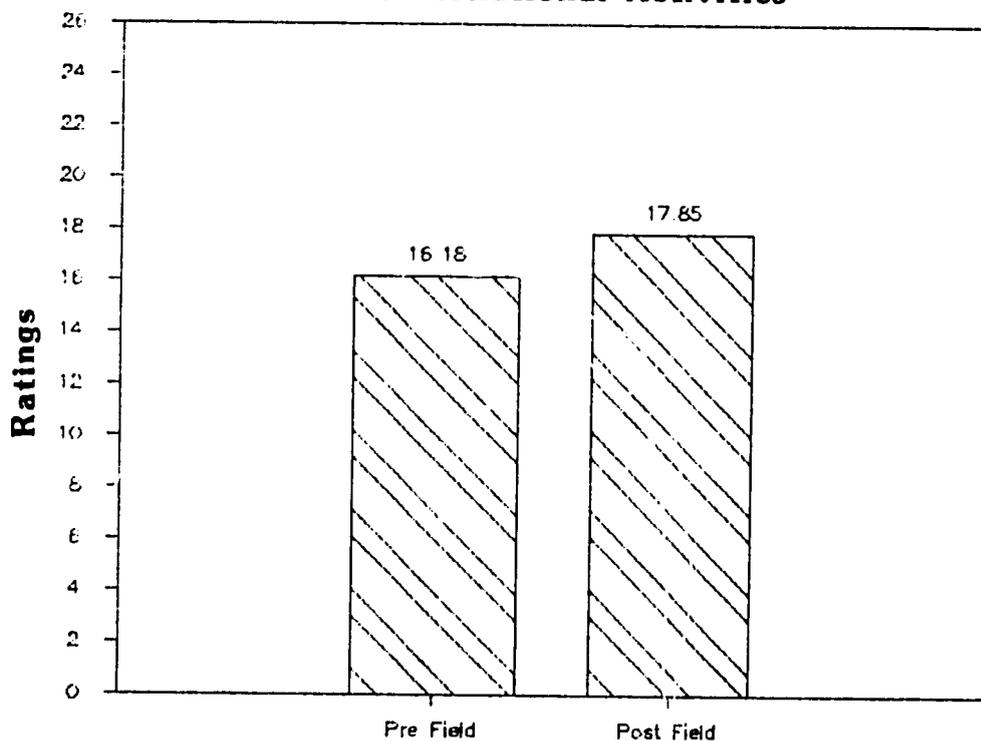


Table A.4

### Expectation of Success in International Activities



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**FIELD STAFF SURVEY**  
**International Extension Training Program**

Mary P. Andrews

**Overview**

In FY80, the Cooperative Extension Service (CES) of Michigan State University received partial funding to begin an International Extension Training Program (IETP). This program was part of a larger university Title XII Strengthening Grant program focusing on strengthening the university's capacity to respond to developing countries' need to combat hunger and poverty by improving food production and distribution systems.

The CES initiated the International Extension Training Program in order to take advantage of the strengths and interests of CES staff in international programming. In most developing country settings, gaps exist between research and practice. And it is the application of knowledge or the incorporation of new technologies into ongoing practice where extension can make a contribution. An equally important contribution would be to the state of Michigan in helping clientele better understand issues of international development and interdependence. Thus the program could strengthen MSU's overall capacity by training extension staff to take more active and supportive roles in international programs. Over a five year period, four groups for a total of 47 extension staff were involved in the training program ( 39 of whom still remain within the MSU system).

The training program's purposes are: a). to prepare extension staff to work in developing countries; and b). to incorporate international perspectives into extension programs in Michigan. In order to accomplish these objectives, the IETP was designed as a professional development experience to broaden CES staff's knowledge of international issues and development approaches, to familiarize CES staff with current international programs and personnel on-campus, and to help staff improve their ability to judge their competence, confidence and motivations for becoming involved in international programs. After the first five years of program implementation, a comprehensive evaluation was designed to determine the impact of the IETP. This field staff survey is one component of that evaluation effort.

**Design and Methodology**

In March 1985, a mail questionnaire was distributed to CES field staff to solicit their opinions about the International Extension training

Program. This survey was directed to the 250 non-trainee field staff. In other words, only staff who had not been involved as trainees were surveyed. The rationale for this strategy was to determine perceptions of the program from noninvolved peers. After two follow-up contacts, one by letter and one by computer mail, 206 questionnaires were received and used representing a 82.4% return rate.

The questionnaire consisted of rating scales as well as open-ended questions. It included statements about perceived level of clientele interest in international issues, opinions about what may be considered the impact of the international training program, suggestions for improving or continuing the training program and reported involvements in international programming in the state.

The data were analyzed using the Statistical Package for Social Sciences (SPSS) on the MSU cyber system. Frequencies, chi-square analyses, analysis of variance and content analyses of open-ended questions were performed by a research associate in the international programs office of CES.

### Sample

The completed questionnaires represented field staff from all Extension program areas. NRPP and Home Economics staff were slightly over represented in the final sample that consisted of:

- 44% Agriculture and Marketing staff
- 29% Home Economics staff
- 20% 4-H staff
- 18% Natural Resources and Public Policy staff
- 11% administrators.

The majority of respondents (58.7%) were employed by Extension for more than five years as compared to 41.2% who were employed less than five years. About one third of the respondents reported having some experience abroad (traveled, worked or lived abroad), with 31% having some foreign language capability, most commonly spanish, french or german. Interestingly, 68% indicated an interest in developing a foreign language skill!

### Results

**From the perspective of nontrainees, how important are the purposes of the International Extension Training Program?**

In combining ratings for "important" and "very important", 83% of the staff felt that it was important for Extension to prepare staff to work in developing countries. Equally important, 80% of the staff felt it important to incorporate an international dimension in Michigan's Extension programs. This supportive attitude was also reflected in that

83% of the staff felt Extension has a responsibility to bring international issues to the awareness of clientele.

**To what extent are nontrainees interested in and involved in international issues and programs?**

In spite of the fact that 49% of the staff perceive clientele as "not very" or "not at all interested" in international issues, an amazingly large proportion (28.5%) report participating in providing county based programs with an international focus. These programs include youth exchange and involvement activities, international trade and monetary policy discussions, church and civic club presentations, trips with clientele to other countries, study club investigations of other cultures, international foods and cultural programs, hunger awareness efforts, and commodity based programs on international research and quarantine updates. Over 60 different program examples were reported on the questionnaires!

Staff were also asked if they had involved themselves in any conferences or inservice training opportunities to learn more about international issues in the past five years. Over 53% reported that they had been involved in self development activities. Twenty five percent of these were seminars or workshops related to international food, agriculture and trade; 19% were exchange program related; and 11% were associated with the IETP sponsored Farmer's Week and State Networking Conferences. Other examples of self development activities included readings and travel experiences, working with foreign students or visitors, assisting other staff with their programs, serving on committees in church and community groups, and keeping in-touch with news and outlook presentations related to trade and development issues.

**Do staff perceive any differences in Extension's support or involvement in international programs in the past five years, or since the inception of the International Extension Training Program?**

Generally staff rated changes in the past five years to range from 3.0 to 3.7 on a five point scale (see table 1.). The most noticeable change was in support for international programs from administrators (3.7). Field agents were also rated as having become more supportive (3.4), while specialists were rated as staying the same (3.0). Only slight changes were noted in the amount of activity focused on informing clientele of international issues (3.2). However, more change was noted in their own awareness of Extension's potential roles in technical assistance abroad (3.7) and in bringing an international dimension to Michigan audiences (3.5).

Table 1  
Mean Ratings of Perceived Changes in Past 5 Years

Indicator of Change	Mean Rating*
a. Amount of support from:	
administrators	3.7
specialists	3.0
field agents	3.4
b. Amount of activity at local level	3.2
c. Status of extension in international work	3.3
d. Your awareness of Extension's potential roles in:	
technical assistance abroad	3.7
domestic education	3.5

\* Ratings based on five-point scale: (1) alot less, (2) a little less, (3) the same, (4) a little more, (5) alot more.

**How do field staff assess the training program and do they think that it should continue?**

Staff provided a resounding vote of support for the training program by 95% reporting that it should continue. However staff saw both positive and negative effects from the program. On the positive side, staff noted a wide range of valuable attributes of the training program. These included communicating about interdependence, broadening perspectives and thinking, strengthening extension systems abroad, exchanging ideas with colleagues abroad, improving cross-cultural communications, helping staff become more sensitive to international problems and concerns, helping agents expand their own horizons and develop personally, providing opportunities for travel and field work experiences in developing countries, encouraging friendships and eliminating barriers between people, and creating visibility for extension's educational role in international affairs.

Of the negative effects reported, many focused on the time demands of the training program and the disruption to local programming initiatives. Three staff noted that the program was "hard to justify to clientele" and two noted that "it provided few opportunities for total staff". Individual responses reflected concerns that clientele may think extension should solve problems at home first, or not dilute it's resources. The image of "travel as a vacation" was mentioned and a few comments focused on the selection process and the lack of feedback provided to people not

selected. One other concern was over the lack of effort exerted by trainees to share what they have learned with other staff, especially when staff have to cover for trainees when they are gone.

As was noted, staff were overwhelmingly supportive of the continuation of the training program. Many commented that with the constant flow of new staff into extension, that the training program ought to be established as a permanent feature of the inservice program. Some also noted that international issues will become more important to clientele in the future and thus Extension needs to be prepared. When asked what kind of changes could be made in the program, over 130 comments were provided. Some reflected specific topics or content to be included in training, some reinforced aspects of the program such as the field experiences. Overall the suggestions were positive refinements and encouragements to broaden or diversify participation. A number of comments reflected the interest of staff to participate and their regret that so few have had the opportunity to do so. More travel, language training and opportunities for participation on international projects were especially strongly voiced wishes. Staff suggested that an international training session be incorporated into block inservice week annually and that more cooperative interactions with developing country colleagues be established to support ongoing exchanges.

#### **Impacts of the Training Program**

In the absence of baseline and five year data, it was decided to analyze the programming activity of those nontrainees who have frequent contact with trainees (48%) against those who have infrequent contact with trainees (52%). Such an analysis would serve as an indication of the influence of the training program broadly on the Extension organization. Based on chi square analyses, those with frequent contact were more likely to have participated in internationally focused professional development activities, as well as to have been involved in international programming in their counties (  $p = .006$  and  $.019$  respectively).

Chi square analyses were also used to test for other factors that may be related to professional development and international programming. No significant relationships were found between having lived abroad or not and these two behaviors. However, when length of employment with extension was tested, significant differences were noted on involvements in self development. Those staff with more than five years of employment were more likely than those with less than five years of employment to be involved in internationally focused professional development activities. No significant differences were noted between length of employment and international programming. Thus only contact with trainees is related to involvements in county programming around international issues. (See Table 2 for the results of the chi square tests.)

Table 2  
 Relationship of Selected Variables to Internationally-focused  
 Professional Development and Local Programming

Variable	International Professional Development (yes, no)			Local International Programming (yes, no)		
	N	Chi Sq	P	N	Chi Sq	P
Contact with Trainees (freq, infreq)	160	7.54	.006	159	5.49	.019
Lived Abroad (yes, no)	193	2.50	.114	189	1.73	.596
Length of Employment (less than 5 yrs., more than 5 yrs.)	197	12.47	.004	193	6.24	.101

For additional rough estimates of program impacts, data from the Inventory of International Activities collected in 1980 from a sample of field staff and this current survey five years later can be compared.

In 1980, at the onset of the training effort only 10-14% of field staff were interested in domestic programming with an international focus. Five years later, nearly 30% are involved and 80-83% believe in the importance of such programming.

In 1980, 36% of the sampled staff had lived, traveled or worked abroad. In 1985 over 44% report such international experiences.

In 1980, 26% reported having participated in an international programming experience as part of their extension assignment (either domestic or abroad). In 1985 an estimated 40% have domestic programming experience alone, not counting their international experience.

Thus change has occurred and support for internationalizing the Cooperative Extension Service in Michigan is growing.

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## Summary of Findings

1. Extension field staff were very supportive of an international dimension in extension.

- 83% of the field staff felt that it was important for Extension to prepare staff to work in developing countries.

-80% felt it was important to incorporate an international dimension in Michigan's Extension programs.

-in spite of the fact that 49% of the staff perceive that clientele are not interested in international issues, 83% felt Extension has a responsibility to bring international issues to the awareness of clientele.

2. Twenty eight percent (28.5%) of field staff report participating in providing county based programs with an international focus. Over 60 different program examples were listed on the questionnaires. The major factor associated with involvement in international programming, was contact with trainees. Thus the association with staff involved in the training program impacts programming among staff not so involved.

3. Over fifty three percent (53%) report that they have been involved in developing their own understanding of international issues, eleven percent of the agents listing self development activities noted participation in events sponsored by the training program. Both contact with trainees and past international experience are related to involvements in self development activities.

4. Staff perceive only modest changes in Extension's support of international programs over the past five years. The most noticeable changes were in administrators support and field agent support (3.7 and 3.4 respectively on a 5 point scale). They also noted changes in their own awareness of technical assistance roles abroad and roles in bringing an international dimension to Michigan audiences (3.7 and 3.5 respectively).

5. Non involved field staff overwhelmingly support the continuation of the training program (95%). Staff noted specific benefits of the training program and only regretted that it couldn't be available for more staff. They suggested that it be established as a permanent feature of the inservice program.

## Conclusions

This survey of the extension field staff who have not participated in the intensive International Extension Training Program provides important evidence that the training program is functional and valued. Not only are staff extremely supportive of the goals of the training program but they are also supportive of the continuation and expansion of training activities. One may expect that trainees would be supportive of the philosophy underlying the training effort, but to find such support among nontrainees is especially noteworthy. Field staff strongly support the idea that Extension has a responsibility toward bringing international

issues to the awareness of clientele. Even though they are not part of the training program, over half of the field staff report involvements in developing their own international skills and understandings and nearly one third report helping to provide programs with international dimensions to county clientele. Thus a great deal of activity and interest is evident among field staff for international programming.

Interestingly, contact with trainees is an important variable in determining who is involved in domestic programming. With length of employment in Extension and international living experience controlled, only contact with trainees is related, and in a positive direction, with involvements in county programming with an international dimension. Thus the training program is making an impact on those staff who come in contact or work with international trainees.

**CARIBBEAN HOST INTERVIEWS**  
**International Extension Training Program**

Mary P. Andrews

**Background**

From 1980 through 1984, over a five year period, fourteen extensionists were able to participate in various post-training work experiences in the Caribbean Basin. These included six Agriculture agents or specialists, two NRPP agents, two 4-H youth agents or program leaders, and four Extension Home Economists.

These experiences are called "externships" as they provide an opportunity for experienced professionals to extend their skills to another setting while participating in a learning experience. These work assignments usually last from 3-4 weeks and are supervised by a host national. All direct costs associated with the work experience are assumed by the training program. The objectives of the externships are to help extension staff:

- further develop their skills and understandings of international extension work
- appreciate the realities of working in a developing country setting
- identify their own strengths and weaknesses so that they can make better decisions about possible future assignments
- better appreciate the dynamics of change and interdependence within and between nations
- contribute to the extension programs in the host country

The fourteen trainees who had completed externships by the time of this evaluation worked in 8 different countries. Each assignment was designed by matching the interests and skills of specific trainees with a task or role created by Extension colleagues in the Caribbean. Eight externships were organized in conjunction with the Caribbean Agriculture Extension Project (CAEP), a USAID funded MUCIA project coordinated by the University of Minnesota and the University of the West Indies. Other externships were designed with colleagues in the Partners of the Americas (Belize and Dominican Republic), hosts from the field training sites (Jamaica) or colleagues from previous joint ventures (St.Croix and St Kitts).

## **Methodology**

Ten Caribbean host nationals were interviewed in the spring of 1985 concerning the externship experiences of ten different trainees. Seven other hosts worked with externs but were unable to be interviewed either because they were off-post or didn't feel familiar enough with the externship to evaluate the experience. The interviews were conducted by an MSU graduate student from Jamaica by long distance telephone conversations. This particular graduate student was chosen based on her familiarity with the program, training in evaluation techniques, and ability to communicate in an accent familiar to our Caribbean colleagues thus minimizing language problems in the telephone transmission.

The interview protocol included questions about the Host's reactions to the externship program, perceptions of the value of the experience for both the extern and the host country, any ongoing interactions as a result of the externship, perceptions of the adequacy of the backgrounds and expertise of the externs, estimates of the cost of hosting an extern, and suggestions for future interactions. All questions were in an open-ended format. Responses were displayed on PC-FILE, a database management program appropriate for text processing. Categories of responses were analyzed and summarized.

## **Description of the Externships**

The externship assignments are designed to provide a more challenging training milieu--one that simulates a more typical short term technical assistance situation. Not only are trainees challenged to quickly adapt to a new organization and environment and yet provide professional assistance, but they are also challenged to personally cope with living in an unfamiliar developing country setting, often for the first time in their lives. In all cases spouses are encouraged to accompany married externs. This occurred in four cases. Since future international assignments often require full family participation, the externship offers spouses the opportunity to test their coping skills as well.

When an externship is designed, an attempt is made to have the Michigan Extensionist work alongside a counterpart in the host organization. The extern is then expected to participate fully in the day to day activities of their counterpart. Although this occurs to some extent, more frequently the extern is given specific tasks and may interact with more than one counterpart. Typically the extern provides inservice training, may collaborate on the delivery of specific programs to clientele, and creates an atmosphere of analysis and review, if for no other reason than to describe the workings of the host organization. A great deal of give and take is involved; hosts and guests learning about each other's roles and the challenges associated with extension work. Even after completion of the externship, counterparts often continue to exchange materials and ideas.

The fourteen externships that were completed between 1981-1984 are

summarized in Table 1 following:

Table 1  
Summary of Externship Assignments

ASSIGNMENT	COUNTRY	YEAR
Women in International Development workshop participation & planning	Jamaica & D.R.	1981
Farm Management; dairy, beans, veg., irrigation mgt. and communications	Jamaica	1981
Animal reproduction and livestock disease investigation	St. Croix	1982
Horticultural production and marketing; demonstration plot development	Antigua	1982
Consumer education and home food preservation	Antigua	1982
Organizational management and supervision training for Extension	Montserrat	1982
Livestock improvement and small scale agricultural production	St. Kitts	1982
Extension long range planning and strategy development	Belize	1982
Home Economics program development and Nutrition Education Training	Belize	1983
Home Economics program development and Child Development Training	Belize	1983
Fisheries expansion and educational outreach planning	Montserrat	1984
Beekeeping education and organizational development	Dominica	1983
Youth educational program development	Dominica	1984
Nutrition education planning	Dominica	1983

## Results

Of the twelve interviews with ten different hosts, in 10 out of 12 interviews the respondent noted that he/she was the major contact person for the extern. They also rated their familiarity with the extern as 92% very familiar and 8% somewhat familiar. Most hosts were very pleased with the externship program. Their general reactions were "useful having someone from a different system", "did a fantastic job", "reinforced things extension should be saying", "glad to have the opportunity of exchanging experiences", "great boost to (our) work".

**Benefits:** When asked if they thought the extern benefitted from the experience, all noted specific benefits. These ranged from "gaining experience in tropical veterinary medicine" and other specific skills learned from the new setting, to insights about their work back home, such as "learned to be more critical of his program in Michigan". Two comments related to cross cultural benefits-- "by working with women they understood each other and have lasting friendships" and "they entered into full community development, not restricting themselves to their specific field".

Hosts also noted specific benefits to the host program or people. These included comments about benefits to the host counterpart, such as, "(name of counterpart) himself sharpened up while working with extern", "officers benefitted, had useful workshops", "worked closely with one officer, this officer had an in-service training opportunity". Another area of benefit was to the program or extension activities. Hosts noted, "they were able to address these needs as priorities", "fishermen liked him being here". "They learned alot from him", "benefitted immensely from his work", "could identify programs to be developed..reinforced the ideas in programs, especially good from someone outside", "motivated people into working with the (extension) programs".

**Continuation of work:** When asked if anything that the extern worked with has continued, all hosts noted specific activities or benefits that have continued. These included "following suggestions he made", and "Home Economics Officers use their techniques" to specific program initiatives that have continued...

"He started an educational program on the radio which continued a few months after he left. After it was finished, strong demand (was received) for the continuation of the program. (Our) intention is to scale it down from a half hour program to five minute (segments) and keep it going on the radio."

" Books and materials she left now being used."

" Training materials developed are being used."

" Much more organization has been put into Extension

work, based partly on his contribution. There is now a clearer direction."

"(Beekeeping) groups have continued and grown into a strong nucleus for an organization. (He) got many to expand hives, keep records and improve queens."

"Program planning and leadership development workshops were planned for each district; have three districts covered already."

**Strengths and Weaknesses:** The most often mentioned shortcoming of the program was the short time span. "The length of time needs to be increased". "Time is too short in which to interact with the people. This does not allow extern enough time for planning and even getting to know the country properly." "Stay could be longer in light of the type of programs we would like to accomplish". "Left alot of unfinished business" and "needed to squeeze too much within a short period of time". Two comments also were critical of the prior communications; "we were unprepared for the visit, need more notice" and "programs (need to be) planned well ahead. Need better communications ahead of time". Preparation was also mentioned in terms of materials and teaching aides. "He needs to be more prepared in order to relate to farmers", e.g. "using charts and pictures". "Provide simple tangible training materials". Another underlying theme was the concept of continuity. One host noted that a strength of the program was the opportunity to compare their country and program on an international bases. To do this properly the program needs different resources at different times. "Great need for follow-up by another extern coming back or counterpart getting opportunity to visit Michigan". This concept of a reciprocal exchange was mentioned a number of times.

Other perceived weaknesses of the program centered around the preparation of the externs. Although when asked specifically if the extern was prepared to fit-in and work, all hosts responded positively. But their responses focused on the motivations and personal characteristics of the externs. In terms of in-country knowledge and skills in specific programs, some deficits were noted. For instance two hosts noted; "(needs) better knowledge of local conditions", "he was not prepared for the visit--don't think he had enough information before he came". "Pre-preparation of externs who are often familiar with only North American problems is a necessity". One other comment suggested that the host country was not prepared or ready for the extern; "constraints were from (host country). They were not able to implement program as well as desired".

Strengths of the program included the idea that it was nice to have a specialized person available to focus on their problems, it was good to get the advice of an experienced professional, the extern brought valuable resources in materials and ideas to improve local programs, and that the externs energized the system by creating enthusiasm and motivation among

clientele and staff.

**Selection of externs:** Hosts were asked if they felt that the extern with whom they worked could contribute to programs in other international settings. Although hosts generally did not respond directly to the transferability of the externs' skills, they did provide positive comments about the attributes of the externs. These included:

- o he moves easily with people and fits in
- o he fit into the local situation very well
- o he has know how and can get across his ideas to people
- o had great ability to combine different areas of extension, eg home economics and agriculture
- o quite friendly, mixed with people, appeared to enjoy herself
- o adapted to the situation very well even under strenuous conditions, worked on weekends and late in evenings
- o very amenable to understanding the system
- o developed very good relationships with Extension Officers
- o had good rapport with the people
- o very adaptable

**Costs vs Benefits:** Hosts had a hard time responding to a question about the costs of hosting an extern. Most noted that the externs fit-in so well, that there was little extra effort devoted to the hosting. The flexibility and teamwork evidenced from the externs were credited with helping to reduce any stress associated with the visits. Only three hosts could estimate dollar costs of the program. Two of these reflected costs of transportation provided by the Extension organization, and one host mentioned costs associated with the costs of materials and transportation for workshops provided to clientele. Were perceived costs worth it? "Positively yes!" Hosts noted a number of ways in which benefits overshadowed any costs. "What host country got out of it was worthwhile". "Quite satisfied with the results of his visit here". "She gave alot of her time. (We) learned alot".

**Would you do it again?** Hosts were asked if they would receive another extern. All responded positively. Some listed specific tasks or areas of expertise needed, such as; "media and extension methods", "water

management", "livestock production", "home management" and working with young people to encourage them into agriculture as a career". Others noted that they would like the same extern to return or wanted to know what kind of people were available so that they could match expertise with priority programs.

Is there a role for field level extension exchanges? This externship program was designed with the philosophy that field level extension staff have important skills to contribute to host country programs. Host were asked if they would rather have a field level extern or a campus specialist. Responses varied but basically reinforced the concept of field level exchanges. Nine out of twelve responses favored field level exchanges. One host qualified his statement by noting that "a field level person in Michigan could easily be regarded as a specialist in host country due to the relative differences in levels of training". Most hosts, however, preferred field level people. They commented, "field level people more useful to program", "field person more relevant", "field person tends to speak the farmer's language better". Some hosts noted that they could also use specialists. "Depends on the area", "select areas are relevant", for instance, "livestock forages", "farm machinery", "extension media", "pest control", or "group dynamics and motivation for village groups". One host noted, "it is good to have both", while another, who received a specialist as an extern, noted "(We) are not lacking in field personnel. The main problem is (we) are not equipped to deal with specialized problems. University based persons are more helpful in these situations".

#### Summary of findings

1. Host country respondents were very pleased with the externship program and felt that it provided useful interaction.

2. Host felt that both the externs and the host country staff benefitted from the experience. Most common benefits for the host country were:

- in-service training and growth for staff
- motivation and enthusiasm
- reinforcement for extension's agenda
- visibility among clientele

3. All hosts could enumerate specific activities or benefits that have continued. Most commonly these involved materials produced or organizational developments that were institutionalized.

4. Hosts felt that the strengths of the program centered around access to new ideas and resources. The energizing effect of the externs was extremely valuable, helping to reinforce and motivate staff to their common mission.

Weaknesses generally centered on the preparation and communications surrounding the assignments. Specifically, hosts mentioned the following

suggestions for improvements:

- longer length of time
- more clarity about expectations and more lead time
- externs prepared to share or produce material resources
- better knowledge of host situation
- opportunities for reciprocal visits to Michigan

5. Hosts were pleased with the caliber of individuals involved. They commended the externs for their flexibility, adaptability, "know-how" and rapport with both staff and clientele.

6. Hosts felt that the benefits associated with the program were well worth any costs involved. All would accept additional externs and listed specific expertise desired.

7. International donor organizations seem to question the need for extension type expertise, especially that from field staff. Hosts were asked to reflect on the role of field level staff in international development work. Hosts confirmed the usefulness of field level staff. Three-fourths desired field staff for their practical know-how and rapport with people. The need for specialists was also reinforced; each role had a place.

## Conclusions

Based on this survey of host nationals who supervised or helped to organize the externships of fourteen different Michigan extension staff members, it can be concluded that the externship program is well received and valued. A reciprocal exchange of benefits is evident that outweighs personal or dollar costs to the host country programs. The model of sending field level staff to work at a variety of tasks within Extension organizations is viewed as positive and needed. Specific suggestions to improve the program included extending the time period, orienting the extern more thoroughly to host country conditions and programs and identifying externships with greater lead time to permit interaction and planning prior to the externship. If a way to include host nationals visiting Michigan programs could be arranged, this also would be desired.

Externs are viewed as having the critical extension skills to allow them to operate under field level conditions. They are also commended for their adaptability and flexibility, key attributes needed for successful work abroad. Although hosts could not evaluate the preparation that the externs received, they seem to have been pleased with the caliber of individual send and the ability of externs to relate to their programs and people. All would continue to receive externs; a vote of confidence in the program.

**TRAINEE INTERVIEW RESULTS**  
**International Extension Training Program**

Eileen Stryker

**Overview**

From the beginning of the program until 1985, four groups of Extension staff had been involved in the International Extension Training Program. This included forty-seven (47) individuals. To mark the fifth year of operations, the program administrator initiated a comprehensive evaluation effort. This impact-oriented evaluation was to complement on-going evaluations of the training components to estimate the overall effects of the program, and to identify issues that needed to be addressed in determining future directions.

The trainees were considered primary informants--key individuals whose insights would be useful in making administrative decisions. They could inform decisions about the operations of the program, share assessments of program impacts on themselves and their work, and enlighten efforts to estimate the effects of the program on MSU's capacity for international work.

**Methodology**

A telephone interview was chosen as the data gathering technique to ensure accuracy in interpreting comments and to allow opportunities to probe and enlarge responses. The interview protocol was designed by the principle investigators based on the critical issues being addressed in the study. A written protocol was sent to trainees in advance to help them prepare for the actual interview. Most interviews were quite involved, lasting from 20-40 minutes.

The co-principle investigator, and at the time, PhD candidate, conducted the telephone interviews. This interviewer had not been involved in the training program and was not familiar with the trainees. She was introduced to the trainees by a cover letter from the program director. Trainees were extremely cooperative and openly shared their insights and feelings. The data received in the interviews were transcribed from tapes and then organized and combined by the interviewer. Original protocols were destroyed after data were extracted to protect the anonymity of respondents.

The interviews were conducted in the fall of 1985. At that time, 47 staff had completed the on-campus portion of the training, the current group of eight had not yet had their field training component.

## Sample

Among the 47 trainees, seven had left extension by the time of the interviews. Two of these had moved to another extension service, three had joined organizations outside of extension, and two had retired. Responses from four of these seven trainees who had left extension were included in the survey. The others were unable to be contacted. In total, forty-three (43) interviews were completed and included in the data summaries. Respondents included 28 men and 19 women. Seven were based on campus and 36 in the field. Of these in the field, nine were County Extension Directors, seven were 4-H agents, five were Agriculture agents, ten were Home Economists and two were Natural Resource and Public Policy agents.

## Results

The results of the telephone interviews are presented under four major headings; A). Effects of the training program on Trainees, B). Effects on Extension programs and activities in Michigan, C). Effects on trainee readiness to participate in international assignments, and D). Trainees' assessments of the training model.

### A. Effects on Trainees

#### 1. Why trainees decided to become involved in the program

Trainees decided to become involved in the IETP for four main reasons:

1. To learn about other people and cultures first hand. (51% gave this as their main motivation).
2. To incorporate previous international experience into extension work (27%).
3. To see whether they wanted to work overseas (15%).
4. To deal more effectively with culturally different clients in their counties (10%).

Those who wanted to learn about other people and cultures first hand saw this as a chance to get actively involved. Though these people had not had previous international experience, many said that they had always been interested in international issues.

"I've always been interested in international issues, and extension offered me this opportunity to learn more. I feel that we live in a global world, and understanding that world is important for all of us. Having had this experience makes me more credible when I convey that message to my clients."

"I wanted to have the perspective of looking at the world through someone else's eyes -- to see how we in the U.S. are perceived by those in other countries. Secondly, I wanted to see how people are making do with less -- working with limited resources."

"This was a good way to explore whether international work and travel were really something I want to do in the future."

Those who wanted to incorporate their international experience with their extension activities had had previous international experience.

"Having been involved in the Peace Corps, I have a strong desire to remain involved in the international field. I felt frustrated in my first few years, since there was no vehicle for doing that. This program lets me continue my development."

"I was involved in IFYE (International Farm Youth Exchange) in 1955, have worked with Partners to the Americas programs in Belize, traveled to Mexico, and to Japan with the LABO program. When I retire, I might be interested in doing some longer term international work."

Those who wanted to explore their interest in working overseas saw this as an opportunity to see whether they were capable of doing so.

"It was a lifetime ambition. My husband and I had wanted to be in the Peace Corps in the 60's, but couldn't because we had a small child. It was a chance to learn about, experience, and work with extension programs in another culture. I prefer to go as a worker rather than as an observer, and extension is an ideal way to do that."

The final group started out with the idea that this training would prepare them to deal more effectively with culturally different clients in this country, and saw it as an important professional development opportunity.

"Some of the sensitivity issues would make me a better director in my county because of the cultural diversity we have, so I saw some immediate applications."

## **2. Whether trainees' expectations were met**

No matter what their expectations, the trainees were overwhelmingly pleased with the program. Comments like "100% plus" and "far exceeded my expectations" were common. The only two suggestions of disappointment were from one person who would have liked more training specific to his specialty area, and another who would like to have been able to follow up with an externship. Two of the most glowing comments:

"It absolutely met my expectations. It was the highlight of my career."

"This is the thing about extension I will remember the longest."

We asked them to place the degree to which their expectations were met on a five point scale with one being not at all, and five being a great deal. Their

responses are summarized in Table 1.

Table 1  
Degree to which trainees expectations were met

Response	Number	Percent
Not at all	0	0
Very little	0	0
Some	1	2.3
Quite a bit	15	34.9
A great deal	27	62.8
	-----	-----
Total	43	100.0

### 3. How trainees changed as a result of their involvement in the program

The vast majority of the trainees (84%) felt they had changed considerably as a result of the program. By far the most frequently mentioned changes were a better awareness of international issues, and an increased sensitivity to cultural differences. Virtually all those who felt they had changed mentioned one of these two. Some examples are:

I choose newspapers and magazines based on international information now. I look at the international things first. I didn't do that before because I didn't think it would ever be a reality for me.

I'm much more hospitable to foreigners. I go out of my way to help them. Because of the warmth and generosity I was given, I think it needs to be returned.

I have more empathy and understanding of people who are different from myself.

I'm sure I'm more sensitive and interested, even to people here in this county. I'm better able to help people with very difficult personal economic problems.

I've changed; no question about it. It has broadened my outlook; I'm not as narrow as I was. I think I recognize people's needs better. I'm happier with my own job and what I'm doing here now, as a result.

I've found a link. Now I have motivation to incorporate my international experiences into my job as a 4-H agent. That connection had been lacking.

Most people mentioned changes in more than one area. For example, they're

more aware of international issues, more sensitive to the needs of clients who are culturally different from themselves, and, as a result, are more self confident and happier in their work. Many people mentioned both personal and professional change.

I think that the biggest thing has been personal growth -- my outlook on life. It's helped put things in better perspective. I don't worry about little things as much any more, now that I realize there are much bigger problems. Professionally, It has also helped me relate better to clientele. Sometimes I think we get too involved in our own worlds. We're specialized to the point that it inhibits communication. This experience helps overcome that.

I have a different outlook on world affairs; I'm more open-minded. I tend not to see a problem and jump to an immediate solution as I used to. I see reasonable causes for the problem, and look for a variety of solutions. That has transferred to my work here. I think I'm more thorough in my decision-making process.

Several mentioned more self-confidence, in addition to other ways in which they'd changed.

My perspective on life has changed. Because of the field experience and the externship, I'm more independent, self-sufficient, less materialistic, and more appreciative of the American way of life. I've done more traveling on my own, which I would not have done before.

Not everyone felt that had changed, of course. Three people with previous international experience felt that the IETP served to strengthen their skills in that area, but that hadn't really changed much. A couple of people just weren't sure whether they'd changed or not, feeling that other people should judge that. Only one person said he hadn't changed at all, and he had left extension work before completing the program.

#### **4. How much trainees and their families have benefitted from the experience**

Trainees felt that they and their families had benefitted substantially from their participation in the IETP. When asked to rate the benefits on a one to five scale (one is low), the average rating trainees gave themselves was 4.55, and for their families, 4.08 (see Table 2).

Table 2

How much trainees and their families benefitted from the IETP\*

Group	Low Score	Median Score	High Score	Average	Standard Deviation
Trainees	2	4.673	5	4.558	0.629
Trainees' Families	2	4.147	5	4.088	0.830

\* 1 = "not at all"      5 = "a great deal"

**B. Effects on Extension Programs and Activities in Michigan**

**1. How trainees have used their training in their extension work in Michigan**

Over 90% of those trained have incorporated some aspect of what they learned into their extension activities at home. Some were very creative, building on existing programs, as well as seeking out new opportunities. The variety and scope of their activities makes a complete portrayal of their work impossible to present here, but we hope to give a suggestion of the ways in which the trainees have built their training experiences into their work.

The most common activity was giving international presentations to groups. In fact, many really played down these presentations. It seemed as if they couldn't imagine not doing that, so it really didn't count as something special. Giving presentations, workshops, or seminars is very much a part of most of their jobs, so doing them on international topics didn't seem to be that much out of the ordinary. Here's an example:

I had a hard time looking at that question and really putting my finger on anything specific. I think it's working with the people and trying to know where they're coming from -- that's the thing this did for me the most. But as far as actual material kinds of techniques, I really haven't done all that much. [after further questioning, he said] Oh yes, I gave quite a few talks to groups, hosted foreign visitors in my home, things like that.

Not everyone had such a hard time remembering, of course, but many who named specific presentations almost had to be convinced that it somehow "counted" as using their training. Nevertheless, they did give a number of presentations to a variety of groups. They mentioned: service groups (e.g., Kiwanis, Masons, Lion's), women's groups, League of Women Voters, church groups, farm organizations, agriculture groups, schools, extension club members, 4-H leaders, county groups, government officials, and dairy associations.

I've tried to make people aware of my experiences through taking all the opportunities I can to speak to groups -- at annual meetings, banquets,

72-

service clubs, etc. Whenever I get a request to speak, I take advantage of it to speak about my international experience rather than some other aspect of extension. But I think the real challenge is to try to get other people to think internationally. We don't often get a chance to see the people-to-people kinds of programs. We've hosted many international visitors in the county and in my home, some for extended periods of time. I served on a regional committee that developed a series of public service TV and radio spots on international issues.

I've worked with kids, emphasizing issues of interdependence. In this part of the state, with a depressed economy, people were opposed to other countries taking away our money and jobs, etc. It's important that kids be exposed to other points of view and realize that the issues are far more complex than that.

In working with farmers, it's helped me be a better communicator. I have done a number of programs related to the international aspect. I did a program for farmers on how Michigan agriculture is linked to the international market and how dependent we are on that market. I also talked about US aid, and how much of that aid goes overseas, and how much is spent on US products, not spent on overseas products. That's a big misperception people have, that we're sending all this money overseas, when actually most of it is spent in the US or on US products.

Some examples of other programs and activities mentioned include special workshops, new approaches to training, and adapting what they learned for use with low-income clients.

I've gained the support to incorporate my own international extension ideas into my work. For example, I took information from the national 4-H center on global concepts, and we had a day where extension and farm bureau got together and did some global awareness exercises. Then we talked about how to incorporate that into agriculture, 4-H and home economics.

We're experimenting with an adaptation of the farming systems concept in our county through a farm family financial management project. We will do a holistic analysis of family needs, and an interdisciplinary team will provide services.

We got a Partner's minigrant to organize a county wide international day for extension women with international guests.

We had an international display at the fair. That was because of this training; we'd never done that before.

Together with a committee, I was able to put together a guidebook to resources for extensionists who want to do international programming.

I use what I've learned to develop programs for low-income people here.

I'm more aware of the needs and limits to participation in 4-H activities for low-income families.

Many have hosted international visitors in their own homes, and encouraged others in their counties to do the same. They have also become more active in existing exchange programs, e.g., IFYE, LABO, Partners and through the schools. One trainee who became known as an international "expert" because of these kinds of activities gives an example of the ways training can have spin-off effects.

I am a farmer's wife. A major corporation in our area wanted one of their foreign clients who was visiting the company to have a farm experience. One of their employees, who knew that I had had this training, suggested that I should make the arrangements for this visitor. After getting permission from my supervisor (who was reluctant at first), I organized farm visits, a pot-luck, and invited the foreign visitor to stay at my house. An advisory group member also hosted the visitor for a while. Farm families, families from the corporation, other IETP trainees and other international visitors were all involved in the project. He's a prominent businessman from Japan, and wanted to learn about American farming by living on a farm. He's also an importer/exporter dealing with agricultural products. The families involved gained greater understanding. Their kids took Japanese souvenirs to school to talk about them. The whole thing just mushroomed and provided the opportunity for the whole community to become involved in international issues. If I hadn't been in the IETP, I never would have had the chance to help all this happen.

Several of the trainees have done a little bit (or a lot) of everything -- group presentations, hosting visitors, international programming, etc.

I have been able to be a better host for international visitors who come to this area and to integrate some aspects of what I've learned into programs. I can speak more knowledgeably to people when they express opinions or views that show they don't have that background. I've also had international information in news columns and newsletters. We were able to establish an international program council here in our community through extension. We show where there are international interests, not only in business and industry, but in community, family life and cultural exchanges. I've also been very involved in our own community's ethnic festivals.

I've been able to incorporate international programming into my work much more effectively than if I hadn't been involved. We have visitors who want to come to this county specifically because they met me in their country, or they know someone who did. I can capitalize on that by organizing presentations and workshops based on their visit. Even though not too many people in our county can afford to travel, they can get a real education by interacting meaningfully with these visitors. I feel very committed to the idea that we have something to learn from the kinds of technology used in the so-called "developing" countries. They may not be technologically sophisticated, but they work. I try to convey this side, which is not often heard, when I talk to groups. I applied for an extension job in another state and, through the application process, ended up giving them a lot of input into their international programming. I decided to stay here in Michigan because of the international program. I see this as a benefit to

my job here.

I've done programs for extension club members, 4-H leaders, county groups, and church groups. One program has centered on understanding women in developing countries. In fact, in a couple of weeks I'm going to do something with the Methodist church women's group whose whole theme this year has been issues facing women in the 80's, and an emphasis on overseas work. I'm able to bring something to them to give them a better understanding of what they are studying. I've also been involved in college week international programs. I've hosted a professional home economist and volunteer woman from Belize. It's easy to incorporate internationalism into my work.

Some categorize the ways they use their training experiences as "informal," not exactly programming. Others cite the advantages of an increased cultural awareness.

I had a Japanese visitor through an extension exchange program, and we had problems communicating; his English wasn't very good, and I couldn't understand the problems he was trying to explain to me. I went to a local Japanese manufacturing plant, got an interpreter, and everything got straightened out. I don't think I would have done that if I hadn't become comfortable in international situations through the training.

I've used the training in informal ways. For example, I've been able to help clients from other countries with limited English language ability better because I knew something about their country of origin. I'm also active in a tour for farmers to Canada and involved as a volunteer in an international institute.

Less than 10% said they hadn't used anything they'd gained from the program in their extension work. Some, mostly from the group still in training at the time of the interview, said they hadn't used anything yet, but they planned to. Others felt they hadn't used anything specific, but that their attitudes had changed, and this probably had some influence.

I guess I haven't used anything directly, not in an international sense. But dealing with the cultural awareness and bringing it back to the county level -- it's just a better awareness of another human being, if nothing more, and I think that's significant in itself. You like to think that you have always been aware and considerate of others, but I think this kind of training really makes you do some self searching. Though I can't say that we've done any international kinds of programming at this point, I do think that it has made not only myself, but others in the staff more aware. As I come back and talk with staff and my peers about what's been happening in the program, I think that they see through me some of the things that I've experienced. I hope, at least, that it is a positive thing for them.

Though I haven't really incorporated new skills and knowledge into my work yet, we have a 10% minority population in my county, and I've felt the difference in my sensitivity level. I felt the need for this training before I started.

A few were more pessimistic about using their international training with their clients.

The problem that I see is that our production levels are so much better, and our clients are so far ahead of the clients there. I can use examples from here over there, much better than I can do the reverse. I see the needs over there. How to get knowledge transfer taken care of in that environment.

To say that I have an international aspect to my regular extension programming, I can't say that that's happened. Speaking from the standpoint of agriculture, I think that the international aspects of things are beneficial when we look at things like marketing where we're involved with world trade. But I'm not sure that Michigan farmers, other than how they're affected by trade, really care about international programs. It seems to me that the farm community is really more interested in their own survival. If international affairs have an impact on their own survival, that's fine, but just to learn about somebody else's culture from the standpoint of knowing about it, I don't think they'd see that as a very high priority item.

## 2. Trainees' perceptions of their colleagues opinions of international programming

Most of trainees felt that most of their colleagues now view international program positively, and that the image is improving. These perceptions are summarized in Table 3.

Table 3

Trainees' perceptions of colleagues' opinions of the IETP

Colleagues' opinions	Percent
Positive Before and Positive Now	43
Mixed Before, More Positive Now	11
Mixed Before, and Haven't Changed	14
Negative or Disinterested Before, and More Positive Now	24
Negative or Disinterested Before and Now	09

Trainees were also asked how much they felt their colleagues had benefitted from the program. Their responses are summarized in Table 4.

Table 4

How much colleagues benefitted from the IETP\*

Group	Low Score	Median Score	High Score	Average	Standard Deviation
Colleagues	1	3.000	5	2.949	0.857

\* 1 = "not at all"      5 = "a great deal"

### 3. Trainee reports of client reactions to the IETP

The majority (71%) of the trainees reported that their clients reacted positively to the program. Some (17%) weren't sure how their clients felt; some of these people had only been in the program a short time, others didn't think they could adequately characterize the perceptions of their clientele. Only 2% felt their clients reacted negatively, and an equal number felt their clients were neutral, didn't care much one way or the other.

Table 5

Trainees' perceptions of clients' reactions to the program

Reaction	Percent
Positive, Interested	71
Mixed, Some Positive, Some Disinterested	06
Not Sure	17
Neutral	02
Negative	02

Trainees were also asked how much they felt clients had benefitted from the program. Their responses are summarized in Table 6.

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Table 6

How much clients benefitted from the IETP\*

Group	Low Score	Median Score	High Score	Average	Standard Deviation
Clients	1	2.868	4	2.800	0.853

\* 1 = "not at all"      5 = "a great deal"

C. Effects on trainees' readiness to participate in international assignments

1. Trainees' interest in overseas work before and after training

Changes in trainees' interest in overseas work are summarized in Table 7. Most (65%) of the trainees had been interested in overseas work of some kind before they started the training program. Of these, one isn't sure (he wants to complete the externship first), and two more are not interested now, one because she learned she's not suited to this work, and one because she just got married and isn't ready to travel. The rest haven't changed their minds; they're just as interested or more interested than before.

Another 10% weren't sure about overseas work when they began the program, but are definitely interested now. Of the 25% who were not interested in overseas work before the training, most haven't changed their minds, and still aren't interested. Two people, however are definitely interested now, and two still aren't sure.

Table 7

Trainees' Interest in Overseas Work

NOW	BEFORE		
	Interested	Not Sure	Not Interested
Interested	56%	10%	5%
Not Sure	2%		5%
Not Interested	5%		17%

78

Those who indicated an interest in overseas work are not necessarily ready to get on the plane and go. There are several intervening factors which are addressed in the following questions.

## 2. Trainees' perceptions of overseas work opportunities

The responses to this question fell into three groups about the same size: Those who felt there were enough opportunities (32%); those who didn't know or weren't sure about the number of opportunities (32%); and those who felt there were not enough opportunities for all extension staff (37%). Some of this latter group felt that there were enough opportunities for university people, but not field staff, others that there were enough long-term, but not short term assignments, and still others felt that there were enough opportunities for those involved in agriculture, but not for those in home economics or 4-H. Of those who felt that there were sufficient opportunities for overseas work, three fourths were agriculture agents, county extension directors, or university specialists. The other fourth were home economists.

Table 8

### Perceptions of Opportunities for Overseas Work

Response	Percent
Yes, there are sufficient opportunities	32
Not sure	32
Not enough opportunities for <u>all</u> extension trainees (though there may be enough for agriculture or university-based people)	37

## 3. Problems trainees anticipate in seeking or accepting an overseas assignment

The majority of the trainees anticipated some problems in seeking or accepting an overseas assignment. Only 18% didn't see any problems. The most common problem mentioned was family commitments. However, though 34% of the trainees gave this as a the main problem they would face, there the similarity ended. Some of them had children that were too young because they weren't in school yet, some had children who had to graduate from high school first, some didn't want to leave their grandchildren. Some didn't want to go because they were married, and some because they were single. (Gender didn't make a difference here). Thus, it is impossible to draw a profile of the kind of

family situation that lends itself to accepting an overseas assignment.

Job security was mentioned as the main problem by 18% of the trainees. People are not prepared to leave their jobs, homes and communities unless they are assured that they will be able to return. Many felt they'd have to quit their jobs to accept available overseas assignments, most of which they saw as long term (i.e., more than a month or two).

Another 16% said their lack of a second language would hamper their efforts. A few (10%) mentioned possible problems with the overseas work itself. These included political unrest, health conditions, and the impossibility of knowing beforehand what kind of work they'd be doing once they got there. Finally, one reiterated her concern regarding the lack of opportunities for home economists.

The above figures are based on each trainee's main concern. Most, in fact mentioned more than one area.

There might be problems with job security, a time limit for overseas commitment, the right educational background, language, and possibly being a single woman.

Some problems might be: my family situation, not enough opportunities for home economists, time commitment required, lack of job security upon return, finding a job for my husband, taking along the whole family, and no leave of absence opportunity. Nearer retirement, the situation would be different.

Table 9

Possible problems in accepting an overseas assignment

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Main problem mentioned	Percent
Family Considerations	38
No Problems	18
Job Security	18
Language	16
Problems in foreign countries	10
Lack of opportunity	2

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**D. Trainees' assessment of the training model**

**1. The need for continuation**

The large majority (83%) said yes, MSU should continue to offer such training. A few (14%) said the program should continue, but with some changes. Three percent said they really didn't know enough about other extension considerations to say.

80

Those who felt the program should continue were very positive and enthusiastic.

I learned more through the international training than I did through new agent training, even for dealing with situations in the county. Things are not always the way they seem to be, so you should really listen and find out what other peoples' needs are rather than push your own ideas off on somebody.

Absolutely. It was the highlight of my career.

I think there is a tremendous need for it, and MSU has an excellent reputation for international program involvement. We need to continue to be the leader in that field.

I realize that not every agent will have a chance to participate, but I hope every agent will have some kind of experience related to this program. I think it's of primary importance. I think that agents of change in the community can no longer afford to be unaware of global issues and they need to incorporate that into county programs.

Yes. This is the best training I've ever received from the extension service.

Those who felt the program should continue, but with some changes mentioned finding overseas assignments for those already trained and waiting, rather than training additional people. They also mentioned using the core of trained staff to improve international programming in Michigan.

I think they need to make sure that they place people who have already been trained in externships before they train too many more. A number of people are waiting for overseas assignments. They should make sure those who want international experience get that experience before training others who will also have to wait.

I think there's a need for it as long as there's a need for our extension agents to work overseas.

I think we have a pretty large group of field people trained right now. One way to really make use of that group would be to put together a developmental group to talk about ways we can put together programs here in Michigan? Another would be to somehow generate more short term assignments overseas for those already trained. If we're going to transport the extension method to the developing countries, we need to look at ways of doing that in shorter increments, using shorter-term assignments. Long term assignments are not very appropriate to field extension personnel. We need to think about what regions overseas we want to serve, and provide further training to those already trained which would help them learn more about the region. Then as the short-term assignments come up, it would be much easier to plug those people in. The only thing is, I don't see a lot of short-term assignments. The assignments are for six months or one or two years.

## 2. Alternative approaches

When asked specifically about changing the on-campus, field experience, externship model of the training, most (68%) said they wouldn't change the model at all.

I think we need the orientation of the campus to get us thinking in terms of international. We need the field experience and externships to apply that, so I wouldn't change the model at all.

It's a very good model because it brings us to campus to see what resources are available.

The structure of the training met my learning needs very well. There were days when I was really fatigued from sitting during the on-campus training, because the sessions were long, but I learned so much from that, and it was such good preparation for the field experience, I wouldn't change it. For me it was a good approach.

A range of suggestions were made by the remaining 32 percent. Examples have already been given of those who would like to build on the base of the training that has already occurred by providing more overseas opportunities. Other suggestions were:

To bring clients from the regions we've visited here and show them different methods and what can be done, even if it was just two days, and to some place like Arizona, which is closer to their own climate and conditions. Some examples might be in the areas of animal nutrition or artificial insemination.

The only other type of approach that would make a difference would be longer involvement abroad.

They could phase the program differently -- begin with the on-campus training as it is, then add intermediate and advanced training. For example, four inservice days a year, across program areas, on specific topics. Others that haven't gone through the training could be involved. There is also a need for language courses, which could be done through reimbursement for tuition, time off work to attend language classes. Tapes won't do it; you need classes.

I'd provide more information to all extension staff, rather than just a few. The current international newsletter is a good idea that should be built on.

Those who participated should be required to come back and let others know about it -- like IFYE. It would be helpful for new participants if those who had gone through the program previously had the responsibility, through some kind of structure, of presenting it to others. We haven't fired people up by telling them about our experiences. Previous trainees could talk to

others around the state so that people could begin to think about it and maybe build it into their long-term plans.

Many more staff could be involved if you had: a) a one-day international orientation for staff with speakers and foreign visitors; b) more people in on-campus training (what was done for 12 could be done for 45); c) have only some of those in "b" do field experiences. Make it even longer. First year, orientation; 2nd year, on-campus, 3rd year -- field experience.

More arrangements for home economists and 4-H agents on the field experience. Send someone down two weeks ahead of time to make the arrangements; it can't be done on the phone.

A curriculum could be arranged which builds from an introductory orientation, open to everybody, then goes to a second segment, for those still interested. That might include working with ethnic groups, or some kind of contrast group in the U.S. that would be similar to international situations. I'd build on it, and let them have electives. By the time you got through the third or fourth course, which might be a short trip to another country, then the next one would be an externship.

The purposes of the whole thing weren't known to those of us in the first groups, because it was new. It was just getting made up. Now that the curriculum has been tested, you could build a curriculum with more options. You could use block inservice training to do it for one year. I think it's important enough that everyone needs to be involved in the introductory part. I think that would be just as important as marketing or something else we've often had training sessions on.

### 3. Strengths and weakness

#### a. On-campus training

The three most frequently mentioned strengths of the on-campus portion of the training were: learning about the international resources on the MSU campus, hearing from those with direct experience working overseas, and interacting with foreign students from developing countries. Other things mentioned include:

- Having resource people from different areas of expertise, and different levels of international experience come in and talk to us about their projects, their programs, what they felt and saw.
- having international students come and talk about their own countries\*
- working as a group, the team spirit
- having a mixed group, home economists, 4-H agents, agriculture agents and others all working and learning together.
- small group size

- spouse involvement gave breadth and diversity to the group, and prevented extension shop talk from taking over.
- preparation for culture shock
- diversity of programming -- international speakers, simulations, lectures, visit to ethnic minority population in Michigan, both formal and informal settings, reading materials
- organization on the part of the staff
- good preparation for the field experience
- variety of points of view
- emphasis on appropriate technology
- understanding how foreign aid programs are administered

Though each group's experience was somewhat different, the strengths mentioned were largely transferable (the exception being group IV's Detroit experience). This was less true of the weaknesses mentioned. Instead of listing them for each group, however, they are combined here; doing so permits an overview of things to avoid in general. An overemphasis on agriculture, to the exclusion of women and youth was a frequently mentioned weakness that cut across groups, though it was more prevalent in the earlier groups. So was reference to information overload, boredom in the classroom, too much sitting, and the like.

- Not enough hands-on activities.
- Some of the lectures were boring.
- Required a great deal of time away from the county
- The exact purposes of the training were not made clear early enough
- Too much focus on agriculture and not enough on the family unit as a whole in developing countries. This precluded youth and women's issues from being discussed.
- Too much listening, and not enough research work done by the participants themselves.
- Too intensive, too much in too short a time.
- Not enough information on the specific area we were going to visit.
- Not knowing soon enough where we would go on the field experience, so we could tailor the on-campus training experience to prepare us.

## **b. Field experience**

Trainees saw the field experience as essential to the training. Without it, they felt, their understanding of development issues wouldn't begin to approach the level they have now. Some of the strengths they mentioned include:

- having the chance to interact with extension staff there, to get a real appreciation for the problems they face, and how we might be able to help.
- talking with the lay people -- farmers, homemakers, children -- who are doing the best they can with little help from anyone. They could very articulately state their hopes. That was the real strength -- getting down to the real people.
- gives you the chance to see whether overseas work is for you or not.
- actually being there and seeing the conditions, talking to the people
- opportunity to live with a family
- points out the gaps in your knowledge, so you can go back and learn more.
- getting to learn about and see production systems I didn't even know existed.
- having opportunities to talk with people doing similar work. Having this same opportunity provided to spouses
- being there with a group to discuss, analyze, and solve problems together.
- We got to see a lot of their major research and demonstration projects, They did to us just what we do to foreign people we bring into our county!
- Seeing a variety of programs in different areas: Peace Corps, work, schools, plantations, subsistence agriculture.
- It was exceptionally well organized
- Just seeing the reality of life in a developing country. What it is for people to struggle just to feed themselves. Not having the freedom to develop other parts of themselves. Things that we don't even consider here.
- The acceptance and cooperation of the people we visited.
- You can talk about it in the classroom, but getting out to see it and have it demonstrated, it's just like anything in extension, you really learn it better. I think there's no substitute for learning by experience.
- being able to work with a counterpart for a couple of days.

The strengths are reflected in the weaknesses; i.e., many who weren't able to work one-on-one with a counterpart during the field experience wished they

had had the opportunity. These are extension people who apparently believe in "learning by doing"! The more they could work while there, the better they liked it. Some of the weaknesses they mentioned include:

- I wanted to do something. Ours was a little like a tour guide thing. I wanted to stay longer in one spot. I'd also like to have had a little more experience in needs assessment.
- not enough opportunity to work directly with the people there.
- too much time spent with the whole group, not enough working alone with counterparts.
- too little time.
- nervousness caused by constant changes in plans.
- spent too much time studying extension areas that don't relate to my work. I felt left out.
- The hurricane that happened while we were there. We couldn't do everything we planned. But, then again, that was a wonderful learning experience about the limits of planning.
- would like to have stayed with families.
- I wasn't prepared for the culture shock
- Sometimes the dynamics among the group members were a bit touchy.
- Tried to do too much. Would have been better to visit just one or two places and get to know them better.
- Too much attention to agriculture.
- getting sick
- physical demand
- the hot climate

### c. Externships

The most frequently mentioned strength of the externship was having the opportunity to actually go abroad and do some work. The externs felt that this experience, more than any other, provided them with the opportunity to see whether they really wanted to get involved in international work. Some of their comments regarding the strengths of the externship were:

You're there alone. You have to get down and dig.

The fact that the home economics officers I worked with and the government followed through with some of the things I started. Some things have changed, even though it took time, as a result of some of our suggestions. The externship builds confidence. You learn by working with your counterparts that you can get out there and do something. It was a good personal growth experience.

I was very much on my own, and was able to largely structure my own experience. I know some people got off the plane and were handed an agenda. Each day you'll be picked up, attend this meeting, or whatever -- somebody takes care of you for the day. Mine wasn't like that.

The realization that comes from working with a counterpart that there are a lot of similarities in our jobs; e.g., the challenge of communicating new ideas to clientele.

In the field experience, you're with a group and you observe, in the externship you do! It's like that extension saying, "What a man hears, he may doubt. What a man sees, he may doubt. What a man does, he does not doubt."

The most frequently mentioned weakness of the externship had to do with pre-planning and organization. Though many realized that learning to be more flexible is part of the learning experience, they were often frustrated when they arrived, and nobody seemed to know what they were supposed to do.

There needs to be more time spent on the other end developing an understanding and identifying the need for our being there. I found myself continually explaining to people why I was there, even to those that I had thought were pretty well informed, even those who had taken part in the decision to have me visit there. I spent the better part of the first week trying to (get organized), and not even getting past the government officials and others and not even getting out into the field. Once I got out into the field, the reception was very good. But again, I don't think that the need to have me there had been communicated. It came as a total surprise to them in many cases.

The fact that they were not prepared for me when I got there was a bit frustrating. I had assumed that some things would be in place when I got there, and part of my experience was learning that that's not the way it works. I had to learn to be a flexible person. At the same time, I may have had a better experience in the end because of the openness of the assignment. I could do things on my own.

It was rough from an organizational standpoint; the expectations were not really laid out, either for me or for the people in the Caribbean. But it all worked out for the best, that was an experience in itself in terms of international work--learning that things are not always laid out. They sent a letter saying what they expected me to do, but when I got there, they really didn't expect me to do anything. They mainly sent the letter out of courtesy.

It cost me more money out of my own pocket than I had bargained for, and that upset me a little bit.

I wasn't prepared for the health hazards. Had I known ahead of time, I could have taken some precautions, but I didn't know.

I felt somewhat inadequate being there alone. I would have loved to have had somebody else. I ended up teaming up with some of the Peace Corps people to share some of my perceptions of what I was seeing and hearing, and they were able to show me some things I was completely missing. It was useful to have a team to sound things off of, and it would have been nice to have had another extension person there.

4. Could the IETP be considered successful even if few trainees ever worked overseas?

Almost everyone thought the experience could be considered a success even if few of those trained ever worked overseas. The few (5%) who did not respond with a resounding "yes" to this question felt that it was up to someone else to set the criteria for success.

As extension educators, we are in a position to help others in this country better understand people from other countries. It also helps us better understand foreign visitors here, and how they feel. We're better able to accept things we may not be comfortable with, and help others do the same.

I think it's a very positive program. I've been a university person almost 15 years. Prior to 1981 I'd had a fair amount of overseas experience, and yet I felt like I learned a great deal. Especially the awareness of the problems involved in third world countries that I had no idea about and probably never would have.

It creates an awareness and understanding of developing nations, and of subcultures in your own country. You're able to communicate that to people that you work with daily in your community. You don't necessarily have to jump in and roll up your shirt sleeves and work side by side in these situations to be able to communicate an understanding and tolerance for others beyond yourself.

What you learn in the process helps in local programming. You can take what we've learned and adapt it. Also it helps people personally to develop a better perspective on their thinking about international activities.

It's made me much more aware and sensitive in dealing with people right here in my own county.

I think one of the things we learned is that everybody's values are different, and those are the kinds of experiences we need to work well at home. Makes us better able to deal with and respect people who are not like us in our extension work.

It's a mind -broadening experience.

## **5. Support needed for domestic programming around international issues**

Several people felt that the support they were already getting from both county and state staff was sufficient to do what they want. Others mentioned support needs that were, in effect being met. For example, there was wide recognition that the success of the program was greatly enhanced by having top-level CES administrators support the program. Some of the ideas for support were:

- More money, in general, to support this kind of training.
- A willingness for extension to say it is okay. An understanding from the state level people that this is an important, legitimate activity.
- More support from the county -- the extension director, staff, and county commissioners.
- The international newsletter is good, and the other international information we get.
- We need more information about possible overseas work opportunities.
- We need more time to devote to international programming. It's very difficult to build it in without taking time away from something else that's required.
- Getting constant updates, so you can keep your clients up-to-date.
- Some way to help show people the third world's economic importance to us.
- To put together a group to develop a long-term plan for continuing the program.
- To have full staff involvement in the county.
- More sharing of ideas of what people in other counties have done. Developing teaching materials related to that.

## **6. Special externship issues (asked only of externs)**

### **a. How did the externship compare to the on-campus and field experiences?**

Most of the externs felt that the externship was the capstone experience of the training sequence. They thought that the meaning of the on-campus training was made clear in the context of the externship, and that only through actually being there and working could they get a feel for what international work is really like. Many mentioned how gratifying it was to realize that they actually had something to contribute. Being on their own and actually working

were the two key elements to their successful experiences.

The externship was very useful, no doubt. It puts all the training in better perspective, and really opens your eyes. One of the main things I learned was to be flexible and "go with the flow."

You're out there on your own. It teaches you and reminds you that when there you don't put American values first, you put their values first. You don't push, you respect their lifestyle, you have to be sensitive. It bore out what we had learned in the on-campus training.

That was living it. Having two people work together was positive. Shared ideas, and provided support.

In the externship the needs of the people were really laid out on the table, and they worked with the people of the ministry to brainstorm some ideas about how those needs could be met. Went beyond rest of training. Really became aware of how the system works.

It was a real complement to the on-campus and field experiences, and I think the order in which they came was just right. I wouldn't have wanted to do the externship before the on-campus training or the field experience. It made me convinced that this is indeed something I want to do. It was a great experience for me.

The externship was absolutely necessary to complete the training experience. There's great value in having the on-campus training, but without the actual opportunity to go to a developing area, it's incomplete. It's a climax to the experience.

It was extremely gratifying; I finally felt as if I had something to offer. Prior to that, I questioned whether I could really make a contribution there; and coming away from the externship, I knew I could. In many cases it is inappropriate to take our technology and try to use it there, but the methodology of delivering the technology is the same as here, and that's what the extension worker has to offer. Many of these countries have a technology to build on. We think that there's very little knowledge in those countries of how to grow a particular food crop or whatever, but there's a lot of research. The problem is getting the research, in practical terms, out to the people. For example, at the large, well-staffed research stations, they don't write bulletin number one!!!

**b. Were the costs of the externship to you and your family worth the benefits?**

Virtually all the externs felt that the benefits of the externships far outweighed the costs they incurred. Costs ranged from few, if any, through the emotional costs of being separated from their families, the costs of getting sick, to the financial cost of taking their families with them.

I got sick with amoebas, and the doctors here didn't know how to treat me, so I finally had to go out of town to a Cuban doctor who knew right away.

All that cost in terms of time and hassle, as well as money paid to doctors, but the benefits far outweighed those costs.

The benefits were very much worth the costs. I spent some of my own money, but I felt I was really able to help people, and that made it more than worthwhile, since that's one of my goals in life.

The cost to my family of me being away was fairly great, though they were very much in favor of it. We've all gained as a family from this experience, especially those who were able to go with me. That's the thing that sticks in my mind, the cost of not being able to all be together for that time. Financially, I suppose there were some costs, but they weren't much. I had to pay for part of the family to go with me, but that's like taking them on a vacation in a sense. It wouldn't deter me from doing it; the benefits to all of us were definitely worth the costs.

**c. Could extension staff who have not had the on-campus and field experience benefit from an externship?**

The consensus on this question seemed to be that it would depend on the individual. People with previous overseas experience might be able to adjust and benefit a great deal. However, most of the externs felt that it would be extremely difficult for someone with no international training or experience at all to have a successful externship.

Yes, but it would be difficult for them to adjust. They wouldn't be prepared for the unexpected lack of facilities, different attitudes toward time, organization, etc.

We have a lot of people on staff who already have international experience, e.g., through the peace corps. Those people might be prepared to do that. Or if they went as a team, with somebody who has had previous training and experience.

Yes, to a limited degree. They'd need at least the campus experience. Otherwise they'd have a narrower approach. If they went on the externship without any training whatsoever, it might reinforce stereotypes and misperceptions.

It depends on their background. I really feel that the old time family farm background gave me as much preparation for what we did as what you can learn in the program.

**d. How could the externships be improved?**

Some of the externs said they wouldn't change a thing; everything went very well. The most common suggestion for improvement involved making better arrangements before the extern leaves. These included providing resource materials specific to the area which the externs could study before leaving, and perhaps direct contact between the extern and the host, so that

expectations on both ends would be clear. One person who went alone felt he would have benefitted if there had been someone else with him. Two of the externs who did go together felt that working as a team was a strength.

Some kind of information exchange with people who have already been there before we go. Though I read all I could about the area I was going to visit, there wasn't much available. For example, the names they use for many fruits and vegetables is different. That's something I could have learned here, so I could have begun work more quickly.

Have the people in the Caribbean made more aware of the purpose of my visit, so I wouldn't have to spend so much time explaining why I was there, and could begin to work sooner. I would also have had more language training. Most of the people I worked with spoke English, but I could have been more effective in the countryside if I could have spoken their language.

#### e. Additional training needs

Many of the externs would like language training. Others want additional technical training that would make them more useful overseas. A third group would like to be trained in cross-cultural awareness activities that they could use with clients here. Finally, a number of people wanted another externship experience.

I'd like to learn a second language. I'd also like more overseas experience, and more information about what educational models have worked in developing countries. In short, I want more formal training to add to the campus training we had.

Training in how to work with small, subsistence farmers. I'd like some technical training in what the extension model might look like that would really improve their quality of living.

I'd like to have the technical skills in my area of expertise that are appropriate to use in these countries. I can do some good as an extension person, talking about ways to bring information to the people, but I couldn't go down there and do some of the technical things I do here. I would like some technical assistance training, at a workshop somewhere where we could really get some hands-on training or exposure in that area.

I'd like to do some more things in the Eastern Caribbean and expand what we've already done. They should keep this program going. I think everyone here has benefitted from it. It's a very positive project in terms of expanding our horizons.

I'd like to learn Spanish, and take a sabbatical to go to another university to study women and development. I'd like to get into the international area more, but I'm not really sure what job opportunities there are.

#### f. Whether MSU and CES should continue to offer externships?

All the externs felt that MSU should continue to offer externships. These are representative of their comments:

If we don't have a chance to get out and have experiences like this, the training is not nearly as useful. This is the most important part of the whole thing. That's when you really come to grips with the issues.

It is very, very beneficial and broadening. It is part of extension's philosophy, to have a hands on experience.

I feel that we really do have a contribution to make, and that the one-to-one contact is crucial. It also really stimulates you to want to go back and put more internationalism into your own programming. I don't think it's the same with just the field experience.

## Summary of findings

### A. Impacts

1. Trainees had multiple reasons for participating in the program. Most wanted to learn about people and cultures first hand. They wanted the opportunity to see if international programs were for them and to apply ideas to their work in extension.

2. For the vast majority of trainees (98%), the training program exceeded their expectations. Some saw it as the highlight of their careers.

- 84% felt that they had changed considerably as a result of participation. Most frequently mentioned changes were:

- increased awareness of international issues
- increased sensitivity to cultural differences and culturally different clients
- more self confidence and satisfaction with their extension work

-Trainees perceived the costs in time and human investment to be well worth it. They felt that they, their families and their colleagues had benefitted from the experience.

3. Over 90% of the trainees have incorporated information gained from the training program into their extension activities at home. Major methods of integrating these international experiences are:

- presentations to community groups
- one-on-one interactions with clientele
- workshops, conferences and educational programs
- adapted into new approaches with low-income clientele
- hosting international visitors
- involvements with local exchange and development groups
- informal interactions with peers and friends

4. Trainees perceive their colleagues as viewing international programs more positively since the training program began. Thirty five percent (35%) see positive changes in colleague opinions. Forty three percent (43%) have always

perceived positive opinions toward international programming.

5. Trainees hold optimistic views of clientele support. Seventy-one percent (71%) felt that their clientele reacted positively to their participation in international programs. Twenty five percent (25%) were not sure or perceived mixed responses.

6. Interest in overseas work has remained high for 56% of the trainees. Another seventeen percent (17%) have grown more interested as a result of the training. Twenty three percent (23%) were not interested or unsure before and confirmed that international work would not be in their best interests.

7. Trainees are more aware of and realistic about roles and positions in international work as a result of training. Approximately one third feel that sufficient opportunities exist internationally, while another one third are skeptical. Some feel that opportunities are difficult to find, especially for non-agriculturally trained extension staff.

8. Most trainees (72%), anticipate some barriers in accepting overseas assignments. Although family commitments were the most often voiced concerns, no patterns emerged based on age, gender or family circumstances of trainees.

- job security was a concern for 18%
- language was viewed as a barrier to some 16%
- health and safety concerns were raised by 10%

## B. Training Effectiveness

1. Trainees overwhelmingly (97%) supported the continuation of the training program, with 83% providing an unqualified vote of support.

- Trainees were positive and enthusiastic about the program
- Many thought it was the best professional development experience that they have had in their extension careers
- For those who have not had an externship experience, this was high on their "wish-list"
- Trainees felt such a training program should be institutionalized within extension

2. Although a range of suggestions were offered to improve the training model, most (68%) wanted the model to stay the way it is. Specific suggestions for improvements would be:

- more and longer overseas components
- reciprocity--bringing hosts to Michigan
- providing basic training for everyone, then intermediate and advanced training to smaller groups
- better sharing of communications about local programming
- better opportunities to deal with issues on interest to Home Economists and 4-H agent

3. The most frequently mentioned strengths of the campus based training

program were:

- learning about international resources on campus
- hearing from those with direct experience working overseas
- interacting with students from developing countries

The most frequently mentioned weakness were:

- overemphasis on agriculture
- information overload
- too much sitting and boredom in the classroom (trainees wanted action-oriented learning experiences)

4. Trainees saw the field experience as absolutely essential. Common strengths and weaknesses mentioned were:

Strengths:

- interaction with extension agents under their work conditions
- getting out to see projects and people in-action
- opportunities to live with host families
- seeing a variety of development organizations
- appreciating the realities of life in a developing country

Weaknesses:

- not enough "doing", too much "touring"
- not enough opportunities for one-on-one interaction with counterparts
- coping with the heat, weather, unfamiliar conditions

5. Externships were viewed as a "reality check"...the opportunities most similar to international assignments and therefore most likely to provide insights about one's readiness for international work.

- Externships made the training "come alive"
- Many only realized what they could contribute to international programs during and after the externship
- Most felt that the training would have been incomplete without this "capstone" experience
- All externs felt that the costs to family and self were well worth it
- When asked if extension staff could be successful in the externship without the training program, most voiced caution. Depending on the individual, most felt it would be difficult without the orientation and sensitivity gained in the training program.

Strengths:

- builds confidence and resourcefulness
- action-oriented, could see results
- opportunity to see how one fits in

Weaknesses:

- lack of preparation and communications about the assignment
- lack of support while there
- health hazards

6. Trainees overwhelmingly viewed the program as being successful, even if few ever worked overseas. A major benefit of the program was their own

changed perspectives and the anticipation that their work with people back home would enlarge understanding of international work.

7. Trainees appreciated the support they were getting from CES administration.

- some county directors were perceived as not fully supporting the program
- trainees wanted more time and opportunities to plan together
- the state level communications and networking were valued

8. Externs wanted more training for themselves as well as others.

- more language training
- experience with subsistence farming
- more appraisal of appropriate technology
- continuing interaction with host countries

## Conclusions

Trainees are generally very positive about the training program and realize that they have been a part of a very unusual professional development experience. Trainees not only express support for the continuation of the training program, but through their personal experience confirm the logic and appropriateness of the multi-phased training model.

Trainees verify the importance of the campus training to set the foundations for purposeful and focused interactions while in the field. The field training, and more especially the externships, are viewed as essential to unfolding the insights and essence of what is gained from the training program. All interact to effect the cognition and affect of participants, creating a lasting impact.

Not only do trainees report significant changes in their own thinking, they report actual change in how they work. If for no other reason, they would view the program as successful because of the benefits they perceive for the people in their home counties. Trainees report improvements in how their colleagues view international programs and confirm changes in their own expectations and interests in international work. On all accounts, the training program has had, and continues to have a positive effect on Michigan's capacity to support international programs.

**APPENDIX**

**Part II. Training Program Documents**

## LIST OF INTERNATIONAL EXTENSION TRAINEES

1980

### Agriculture and Natural Resources

Richard Kirch                      County Extension Director, Osceola County  
Expertise: soil conservation, land-use planning, soils

James Krenek                      County Extension Director, Baraga County  
Expertise: small-owner woodland management, production of forage crops and certain grains, small farm vegetable production, soils management

Richard Miller                      Resource Development Agent, Livingston County  
Expertise: organization and evaluation of community development, management training, vocational-agricultural education

Don Pellegrini                      County Extension Director, Delta County  
Expertise: soils, soil and water conservation, small fruit

James Swart                      Extension Field Crops Agent, Calhoun/Hillsdale County  
Expertise: field crops production, marketing, pest management

Vernon Vandepol                      County Extension Director, Missaukee County  
Expertise: vocational-agricultural education, farm credit management, sheep farming

### Home Economics

Margaret Bucklin                      Extension Home Economist, Ingham County  
Expertise: sewing, management supervision, nutrition education

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

**Peggy Houck**

**Extension Home Economist, Sanilac County**

**Expertise: nutrition education for low resource families, child development and family communication, consumer education, cultural differences in family development**

**Connie Reed**

**Extension Home Economist, VanBuren County**

**Expertise: foods and nutrition, nutrition education, maternal and child nutrition, housing and interior design**

**Margaret Ann Ross**

**Extension Home Economist, Eaton County**

**Expertise: food preservation, leadership development, child development, home gardening, clothing construction, resource planning and management**

**4-H Youth**

**Jan Barker**

**4-H Youth Agent, Kalamazoo County**

**Expertise: nutrition education, food preservation, small farm skills, marine ecology, leadership development, sewing, taxidermy**

**Ronald Pletcher**

**4-H Youth Agent, Cass County**

**Expertise: classroom teaching, small farm operations, coordinating work experience programs**

**Specialists**

**Charles Gibson**

**Herd Health Programs for Food Animals Specialist**

**Expertise: animal reproduction and diseases in cattle and swine**

**Angus Howitt**

**Fruit Insects Specialist**

**Expertise: LV and WLV spraying, fruit and vegetable insect biology and control, host plant resistance**

**1981**

**Agriculture and Natural Resources**

- Richard Breyer                      County Extension Director, Menominee County
- Expertise: dairy farming, organizational skills for farm organizations, 4-H club organization, crop culture and fertilization, home vegetable gardens, vegetable produce use, marketing of farm products
- Charles Cooper                      Extension Horticulture Agent, Jackson County
- Expertise: fruits and vegetables cultural practices, small farm management, pest control, soil management, cooperatives, extension communications skill, youth work
- Duane Girbach                      County Extension Director, Livingston County
- Expertise: management of production units, farm organization of partnerships, etc., economic analysis of small farms crop production of corn, hay and pasture crops, livestock production of dairy, beef and swine, community development
- Paul Marks                          Extension Agricultural Agent, Monroe County
- Expertise: vegetable production -- diseases, insect control, livestock production -- rations minimizing imported feeds and housing minimizing cost and space, pest management, beekeeping, photography
- Melvin Matchett                      Regional Extension Supervisor, North Region
- Expertise: livestock production of cattle, sheep, swine and poultry, organization and analysis of extension components, agriculture education training, staff development, program planning of integrated agriculture
- Warren Schauer                      Extension Agricultural Agent, Bay County
- Expertise: farm management, low income resource management, livestock production, crop production of beans, peas, corn, potatoes, dairy management

## Home Economics

Carol Garlitz

Extension Home Economist, Macomb County

Expertise: nutrition education, media development, small farm agricultural production, gardening, home management, income-generating activities for women, leadership development, parenting and human development

Elaine Glasser

Extension Home Economist, Oakland County

Expertise: leadership development skills for women, communication skills, parent-child relationships and roles, child development, visual aids, community development, craft skills, marketing, teaching all of the above

Julie Michael

Extension Home Economist, Emmet County

Expertise: family planning programs for youth, co-operatives for income-generating activities for low-income households, nutrition education, craft skills training, leadership training, agency management, volunteer management

## 4-H Youth

Thalia Johnson

4-H Youth Agent, Marquette County

Expertise: youth program leadership development, recreation leadership, tropical agriculture teaching, extension communication and management, extension methods

Stephen Leite

4-H Youth Agent, Midland County

Expertise: youth development, small animal projects for youth, small business development, beekeeping, family centered community development, educational processes for youth and adults

## Specialists

Sharon Anderson Browne

Program Leader, Family Living Education

Expertise: home economics, home management, clothing care and construction, educational materials development, program planning and coordination, training, proposal writing, staff development

John Aylsworth

Program Leader, 4-H Youth Programs

Expertise: organization of youth clubs, training youth leaders, livestock and vegetable production, organization of large events

Jerry Cash

Ag Marketing Specialist, Food Sci & Human Nutrition

Expertise: small processing operations scaled to handle volume of produce available, processing techniques for here-to-fore unprocessed products, marketing strategies for processed products, training in product handling, quality control, regulations, etc.

## 1982

### Agriculture and Natural Resources

Carolyn Bay

Regional Livestock Extension Agent, East Central Reg

Expertise: animal production (beef, sheep, swine, horses), 4-H youth programs, recruiting and training volunteers, program organization, working with advisory groups

John McKinney

District Extension Sea Grant Agent, North Region

Expertise: marine recreation, park management, environmental protection, commercial fishing, field research skills, coastal processes, wetlands management, coastal tourism development

Lawrence Stebbins

County Extension Director, Ottawa County

Expertise: farm management, agricultural mechanics, livestock, horticulture, gardening, greenhouse production, community and leadership development, local government, extension methods and administration

Van Varner

County Extension Director, Gratoit County

Expertise: farm management, crops and soils, marketing, financial management

### Home Economists

Geraldine Peeples

Extension Home Economist, Saginaw County

Expertise: leadership development, youth and adult programs in nutrition and food preparation, human and volunteer skill development, minor home repair programs

### 4-H Youth

Bernard Jardot

4-H Youth Agent, Montcalm County

Expertise: livestock, small animals, crops, conservation, handicapper programs, developmental committees, recruiting and training volunteers

Robert Jaskiewicz

4-H Youth Agent, Bay County

Expertise: management, organization and communication skills, youth and family development

Cynthia Mark

4-H Youth Agent, Ingham County

Expertise: personnel management and program development, coordinating with other youth and community service agencies, basic nutrition, primary school health education

### Specialists

Lowell Rothert

Program Leader, Human Ecology, Energy Electricity/Electronics, Crops and Horticulture

Expertise: youth development, community organization, energy issues, volunteer training, program development and administration

### 1984

#### Agriculture and Natural Resources

Ray Fast

County Extension Director, Branch County

Expertise: agriculture education, mixed farm systems, leadership development

**William Harrison**

**County Extension Director, Kent County**

**Expertise:** agriculture education, extension administering, staff development, community development, leadership

**Timothy Johnson**

**Extension Agriculture Agent, St. Clair/Macomb County**

**Expertise:** livestock/dairy production, forages, farm financial management

**Ron Kinnunen**

**District Extension Sea Grant Agent, UP Extension Cntr**

**Expertise:** commercial fisheries, aquaculture, fish health management, fish disease diagnosis

### Home Economics

**Dawn Harris**

**Extension Home Economist, Clinton County**

**Expertise:** extension methods, family living education, nutrition, human development, housing, resource management

**Edith Aline Mills**

**Extension Home Economist, Lapeer County**

**Expertise:** small home business, foods and nutrition education, leadership development, youth development

### 4-H Youth

**Sharon Fritz**

**District Extension 4-H Youth Leader, Northwest**

**Expertise:** volunteer training, youth program development, self esteem program supervision and management

**Patrick Livingston**

**4-H Youth Agent, Cheboygan County**

**Expertise:** ethnobotany, agriculture research and program development, fisheries development, youth program development



4-H Youth

Ruth Eggert

Program Leader, 4-H Youth Programs

Expertise: home economics education, developing educational programs and activities for youth and adult volunteer leaders in Food and Nutrition education, and leadership development, leader training

Dean Kiesling

4-H Youth Agent, Shiawassee County

Expertise: youth development, agriculture and livestock production, dairy, gardening, small animal projects, volunteer management, youth exchange opportunities

Bill Mills

4-H Youth Agent, Wayne County

Expertise: health, physical education, recreation, sociology, educational program development for youth in urban areas; program management, volunteer recruitment and training

Supervision/Management

Sandra Clarkson

Regional Supervisor, West Central Region

Expertise: personnel management, staff orientation and development, program development/management; extension program monitoring, evaluation and accountability, policy administration; program reviews and planning processes, public relations, and promoting community liaison relationships

Daniel Lyons

Coordin. of Ag and Nat Res, N Carolina A&T State Univ

Expertise: curriculum development, program planning, leadership development, survival of small, part-time, limited resource family farms

Paul Thompson

Regional Supervisor, Southeast Region

Expertise: agricultural economics, community development, farm operations and management; teaching extension methods and techniques to educators; and program development and management

Robert Williamson

Nat Resources Specialist, N Carolina A&T State Univ

Expertise: rural resources education and assistance, resource development and management

# Contributors to the International Extension Training Program

YEAR	SESSION SPEAKER	TITLE OR CONTENT OF PRESENTATION	DEPT AFFILIATION
1980			
	<b>I. SELF-CLARIFICATION OF GOALS IN INTERNATIONAL EXTENSION</b>		
	Madaski, Frank	Welcome/Introduction	
	Harder, Ken	Hosting International Visitors	
	Allen, Christy Spielberg, Dr. Joe	Culture	
	Hannah, Dr. John	MSU Extension, and Foreign Aid	
	Axinn, Dr. George Moran, Dr. Michael	Extension Education: A World-wide Phenomenon - Part I	
	Gordon, Dr. Guyer	The Value of International Extension to Michigan	
	Axinn, Dr. George	Extension Education: A World-wide Phenomenon - Part II	
	Moran, Dr. Michael	Agricultural Development Assistance in IICA	
	Ross, Margaret Ann Pletcher, Ronald	What We Saw in Belize and the Dominican Republic	
	Riley, Pat	Ready To Travel	
	<b>II IMPACT OF CHANGE AGENTS ON GLOBAL SITUATIONS</b>		
	Harrison, Mrs. Montero, Renee Niles, Norma	Cross-Cultural Encounters in Belize, Passport Photos	
			Axinn, Nancy Nelson, Dr. Linda Dumor, Cecilia Stover, Stu
			People are Many, Fields are Small
			Axinn, Nancy
			Working with Farm Families
			Deans, Dr. Robert
			Animal Agriculture in Central America
			Morris, Robert
			Counterpart Views of Foreign Advisors
			Nethertons, The Ned Cardozo, Eduardo Rymer, Richardo Vecino, Carlos
			Extension in Uruguay
			Claffey, Joan
			Introducing Change: A Case Study
			Director, Nonformal Education Education Information Center, MSU
			<b>III TECHNOLOGY TRANSFER</b>
			Kramer, Dr. Robert
			The Role of Foundations in International Development
			Vice President in Charge of Programs in the Southern Hemisphere, Kellogg Foundation
			Abu Malik, Sabah
			Visit to Islamic Student Center
			Harder, Ken Cosstick, Frances
			Bafa Bafa
			Smuckler, Dr. Ralph
			MSU and International Programs
			Dean International Studies, MSU
			Kapenga, Mark
			Community Development in in Guatemala
			former volunteer 4-H program assistant, Allegan County

G-1

Bucklin, Margaret  
Ross, Ann

Workshop: Family Living  
in Belize

Curtis, Arvella

Workshop: An International  
Dimension

Brown, Roger  
Taboada, Oscar

Workshop: Agriculture  
Communications in  
Lesser Developed Countries

Coy, Dr. Charles

Workshop: Animal Care  
in Swaziland

IV UNDERSTANDING SMALL RURAL HOUSEHOLDS

Bingen, Jim

Extension Systems in  
Francophone W. Africa

Agricultural  
Specialist

Axinn, Dr. George

Rural Life in  
Indian Villages

Assistant Dean  
International Programs

Connor, Larry

International Development  
and the Dept of  
Agricultural Economics

Chairman,  
Dept. of Agricultural  
Economics

Liedholm, Carl

Rural Non-Farm  
Employment

Professor  
Agricultural Economics

Weber, Mike

Marketing and Small Rural  
Rural Households  
Cases from Brazil

Assistant Professor  
Agricultural Economics

Anderson, Dean James

Trends in MSU's Involvement  
in International  
Rural Development

Dean, College  
of Agriculture and  
Natural Resources

Thorburn, Tom

Working with Rural  
Households

Program Leader,  
Agriculture Marketing Prog

Krenek, James

Culture in the  
Caribbean

CED,  
Baraga County

Niles, Norma

Culture in the  
Caribbean

Graduate Student  
College of Education

V EXTENSIONISTS ABROAD: MY IMPACT

Tillet, Cathy  
and Eddy

Exploring Belize

Belizean nationals

Laluz, Jose

Political Setting in the  
Caribbean and Central  
America for Foreign  
Advisors

Labor Specialist,  
School of Labor  
and Industrial Relations

Threadgould, Earl

Preparing Learning Aids  
for Rural People -  
Experiences in El Salvador

4-H/Youth Agent,  
Ingham County

Gladhart, Peter

Ecuadorian Family Ecology  
A Success Story in  
Working Abroad

Assistant  
Family and Child Ecology

Gladhart, Emily

Ph.D. candidate  
Education

Axinn, Nancy  
Cosstik, Frances  
Gladhart, Amalia

Mental and Physical Well-  
Being Abroad

Barnes-McConnell, Pat

Female Consultants Abroad

Associate Professor  
Crops and Soil Science

Axinn, George

Where Do We Go  
From Here?

Assistant Dean,  
International Programs

1981

I EXTENSION SYSTEMS ABROAD

Madaski, Frank

Welcome/Introduction

Ext. Coordinator  
Int'l Stu  
Programs

Cosstick, Frances		Graduate Assistant
Madaski, Frank	Training Goals Training Administration	Ext. Coordinator Int'l Studies and Programs
Cosstick, Frances		Graduate Assistant
O'Gorman, Frances	Advocating Change in Brazil	Educadora, FASE, Brazil
McNair, Ian	Other Points of View As Others See Us	English Teacher in Japan, Iran Canada
Axinn, George	Extension Education A Worldwide Perspective	Asst. Dean, Int'l Studies and Programs
Hannah, John	The Changing of Extension and Foreign Aid	President Emeritus, MSU
Guyer, Gordon	Role of MSU Extension Abroad	Director, Cooperative Extension sion
Madaski, Frank Frances, Cosstick	International Ex- tension Training 1980: A Bus Ride Through Belize/Costa Rica Slides	
King, Ruby Sulaimana, Annette	Introducing Jamaica	Education Ag-Economics
II WORKING WITH RURAL FAMILIES		
Anderson, James	The Importance of Extension in LDC Involvement	Dean, College of Agriculture and Natural Resources
Malkawi, Fathi	Understanding Beliefs and and Values-A Visit to a Mosque	Jordanian doctoral student in education

Wyeth, Irving	Survey of MSU Inter- national Projects through the Institute of Int'l Agriculture	Director, Institute of Int'l Agriculture
Axinn, Nancy	Working with Farm Families: An Ecosystem tem Approach	Consultant, Rural Associates
Nelson, Linda		Professor, Family and Child Ecology
Smuckler, Ralph	Basic, Background and Trends of U.S. Foreign Aid	Dean, Int'l Studies and Programs
Axinn, Nancy Pigott, Jeri	Approaching Com- munity Projects: A Case Stud viding Water Resources	M.S. Student in Food Science and Human Nutrition
Abdoulaye, Idrissa	An Extensionist's Perspective	M.S. student in Resource Development from Niger
Deans, Robert	Animal Agriculture in the Caribbean	Professor, Animal Husbandry
Madaski, Frank	CES: An Adaptable Model Discussion and Analysis	
Cosstick, Frances	Case Study in Rural Development	
Madaski, Frank Cosstick, Frances	Home Visit Assign- ment Evaluation Administration	

## III APPROPRIATE TECHNOLOGY AND TRAINING

Kramer, Robert	The Role of Foundations In International Development: The Example of the Kellogg Foundation	Program Director, W.K. Kellogg Foundation
Zalla, Tom	Moniteurs in Cameroon: Appropriate Extension Training	Specialist, Agricultural Economics
Thorburn, Tom	Partners in Grassroots Development	Program Agricultural Marketing
Seim, Diana		Extension Assistant 4-H Int'l Programs Executive Director Partners in the Americas
Dodd, Jan and Dale	Perspective on Haiti	Private volunteers to Haiti
Sarbaugh, Larry	Value Identification for Cross-Cultural Training	Asst. Dean, Communication Arts and Science
Korzenny, Felipe		Asst. Professor, Communication
Lodwick, Dora	Appropriate Technology: Its Impact on Women	Rural Sociologist and Chair, Advisement Task Force, Women in Development
Fienup, Darrell	Nepal Project: World Hunger Issues	MUCIA/ Project Coordinator and Professor, Agricultural Economics
Moran, Michael	Inter'l Institute for Agricultural Sciences-Assignment in Jamaica	Special Advisor for External Affairs, Inter-American Institute for Agricultural Sciences

Rymer, Ricardo	Extensionists of Uruguay	Director, Plan Agropecuario in Uruguay and MA student Adult Education
Vecino, Carlos		Extension Agent, Plan Granhero in Uruguay and MS student, Horticulture
Cash, Jerry and Stella	A Middle Eastern Hafli	
Marinez, Juan	Home Visits Discussion	Regional Extension Supervisor and Program Leader, Special Programs
Dean, Anita	Community Health Aides in Jamaica	Retired Nutritionist, Food Science & Human Nutrition

## IV TECHNICAL ASSISTANCE TO RURAL AREAS

Axinn, Nancy	My Role in Inter'l Extension: The Professional and Spouse	
Herriott, Andra	Anatomy of AID Projects: Post Ante vs. Postmortem Emphasis on Non-formal Education	Head of Education Division, AID
Gladhart, Peter	Case Study of Weaving Cooperatives in Ecuador: Their Family and Economic Impact	Professor, Family and Child Ecology and Resource Dev.
Gladhart, Emily		Specialist in Women Int'l Development

Southall, Aidan	Social Impact Analysis and Development Conf.	Discussant U. of Wisconsin
Dewey, Kathryn	Nutrition, Social Impact and Development: A Mexican Case	U. of Cal.
Axinn, George	Nepal: Social Impact, Change, and Dev.	
Wisner, Ben	Social Impact, Socialism, Socialism, and Mozambique	U. of Wisconsin
Madaski, Frank Cosstick, Frances	Jamaican Briefing	

V EXTENSIONISTS ABROAD: MY IMPACT

Barnes-McConnell, Pat	Sensitivities in Project Negotiation and Management: A Cross-Cultural Perspective	Bean/Cowpea ative Research Support Program
Liedholm, Carl	Rural Off-Farm Employment in Jamaica: Lessons for Extension	Professor, Agricultural Economics
Andrews, Mary	Final Campus Training Evaluation	Program Development and Evaluation
Lightfoot, Elmer	Working in Developing Countries through Voluntary Organizations	Retired, MI Dept. of Ed and Vocational/Agricultural Volunteer for CROP in Ethiopia, Senegal, India and other
King, Ruby Sanguinetti, Carmen Wilson, Middleton Skinner, Ewart	Panel on Jamaica: Issues Burning You	Sch. of Ed, UNI Excelcior Ed Ctr, JA Small Enterprise Corp. JA Media Consultant

Fridgen, Cynthia	Energy and Life-styles: Learning from Abroad	Housing and Energy Specialist
Axinn, Nancy	Everything you wanted to Know about Living Abroad but Were Afraid to Ask	
Wittwer, Sylvan	Extension Processes in China	Director, Agricultural Experiment Station
Joesting, Lynn	Bafa Bafa: Simulation Game in Cross-Cultural Understanding	On leave, Normandale Comm. College, Spanish and Intercultural Communications
Seim, Diana Cosstick, Frances		
Axinn, George	Where do we go from here?	As't Dean, Intn'l Studies and Programs

1982

I. EXTENSION IN AN INTERNATIONAL CONTEXT

Crone, Don	International Interdependence	Ass'nt Prof. of Inter'l Relations
Axinn, George	Extension Education: A Worldwide Perspective	Ass'nt Dean Inter'l Studies and Prog and Programs
Axinn, Nancy	A Systems Approach to Understanding and Working with Farm Families	Specialist in Women in Development
Parkhurst, Marilyn		Specialist in Human Ecology
Sarbaugh, Larry Thomas, Gordon	Value Identification in Cross-Cultural Communication	Professors of Communication

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Hoopfer, Leah	Identifying and Coping with Sources of Stress	Program Leader, 4-H Youth Programs
Smuckler, Ralph	Basis, Background, and Trends in U.S. Foreign Aid Programs	Dean of Intern'l Studies and Programs
Axinn, George	Extension Education: A Worldwide Perspective	Ass'nt Dean of Intern'l Studies & Programs
Barry, Jim	Agricultural Developments in Belize	Former Peace Corps Vol. Belize
Anderson, James	The Importance of Extension in Developing Countries	Dean, CANR
Program Staff	Bafa Bafa Cross Cultural Simulation	

II TECHNOLOGY TRANSFER IN A CULTURAL CONTEXT

Wittwer, Sylvan	Extension Processes in China	Director, AES
Guyer, Gordon	The Role of MSU Extension Abroad	Director, CES
Sorenson, Vernon	International Ag Trade	Prof, Ag Econ
Deane, Bob	Ag in the Caribbean	Prof, Animal Science
Seim, Diana	MI Partners of the Americas	Director, MI Partners of the Americas
Wyeth, Irv	MSU International Projects through the IIA	Director, IIA
Anderson, Sharon	Group Dynamics	Program Leader, FLE
Esmay, Merle	Transfer of Tech to Developing Countries	Prof, Ag Engineering

Kramer, Robert	The Role of the Foundation in Intl Development	Director, Ag Programs Kellogg Foundation
Turner, Diane Butler, Barbara	How Anthropologists Look at Other Countries	Dept of Anthropology
Radtke, Nancy	Needs Assessment in a Developing Country Environ	
Gibson, Charles	Externship Experience in the Virgin Islands	Past Program Participant
Miller, Peggy	The Many Cultures of Belize	
Axinn, Nancy	Everything You Ever Wanted to Know About Living Abroad but Were Afraid to ask	
Seim, Diana	Review of Itinerary & Orientation to Belize	

III. DEBRIEFING

REVIEWING DEVELOPMENT ISSUES:

	Sharing observations from Belize
Hall, Doug Stebbins, Larry Peeples, Gerri McKinney, John	Population/Resource Squeeze in the US and Developing Countries
Hall, Doug	Conflicting Agendas in Development Aid
REACHING OTHERS	
Radtke, Nancy	Introduction to AID Development Ed Project

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## EXTENSION'S ROLE IN DEVELOPMENT

Radtke, Nancy Axinn, Nancy	Talesh Simulation
Axinn, George	Models of Extension/ Cultural and Clientele Influences
White, Brenda Varner, Van Jaskiewicz, Bob	How all program areas can use the family ecosystem approach/role that agents from all fields can play in easing the population/ resource squeeze

## OVERSEAS OPPORTUNITIES

Radtke, Nancy	Externships & International Organizations
Seim, Diana	Michigan Partners

## DEVELOPING STRATEGIES FOR DOMESTIC EDUCATION

Andrews, Mary Axinn, Nancy Axinn, George	What we know that is of use at home & in overseas work
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## THE INTERNATIONAL EXTENSION TRAINING PROGRAM

Andrews, Mary Radtke, Nancy	Observations on this year's training program
	Future directions for the training program

1984

## I. INTRODUCTION TO INTERNATIONAL DEVELOPMENT AND PROGRAMS

Crone, Donald	Understanding Development	Asst Prof, James Madison
Shrestha, Narayan Khaji	Development from a Third World Perspective	Grad Student/Nepal

Vincent, Warren	Approaches to Rural Development	Prof, Ag Econ
Roberts, Paul	MSU International Programs	Title XII Prog Admin/ MSU IIA
Bonger, Tenkir	Family Size & Output Among Small Farmers: Modeling Ag Production in Chilalao, Ethiopia	Grad Student/Ag Econ
Wood, Garland	MSU Development Projects in Retrospective	Prof, Ag Econ
Andrews, Mary Radtke, Nancy	International Programming at the County Level	
Pigozzi, Mary Joy	Non-Formal Ed & Develop	Non-Formal Ed Info Ctr
Gallin, Rita	Women in Development	Director, MSU WID
Camargo, Irfe		Grad Student/Brazil
Gibson, Charles	Improvement of Dairy Herd Production in the Caribbean	Extension Specialist, Large Animal Clin Ctr
Meaders, Don	Extension Systems in Other Countries	Prof, AEE
Ukesh Bhuju		SCS, Nepal
Quiamco, Madeline		Ext Service, Ministry of Ag, Philippines
Quiroz, Consuelo		Dept Ag Science U of Andes, Venezuela
Andrews, Mary Radtke	Planning Future IETP Sessions	

## II. CROSS CULTURAL SENSITIVITY

Smuckler, Dean	MSU International Programs	Dean, International Studies/MSU
----------------	-------------------------------	------------------------------------

Buschman, James	Perspectives on Central America Today	Act Dir, Latin Am Studies Ctr, MSU
Adams, Walter		Grad Student/Guatemala
Alvarado, Roberta		Ag Student/Honduras
Korzenny, Felipe	The Challenges of Intercultural Communication	Assoc Prof, Com Arts
Ferguson, Anne	Learning About Another Culture: An Anthropologist's Perspective	Specialist, WID & Bean/Cowpea Research

FIELD TRIP TO DETROIT SPANISH COMMUNITY  
SITE VISIT, URBAN EXTENSION, WAYNE COUNTY STAFF

Marcillo, Carlos	Latino Outreach & Community Serv Ctr	Director
de la Isla, Jaime Llera, Dalia Rivas, Armando	LUNCH at El Zocalo	Bilingual Ed Prog Director, LaCasa Director, Latin am Social & Econ Dev
Suchara, Helen	Int Institute of Detroit	Member, IID Board Dir
Andrews, Mary Radtke, Nancy	Reflections on Site Visits & Intercultural Experiences	
Berger, Elizabeth	From the Ashes: Nicaragua Today - film	Wayne State U

III. RURAL DEVELOPMENT AND EXTENSION

Andrews, Mary Radtke, Nancy	Welcome	
Thomas, Robert	Intro to Jamaica	Prof, Geography

Bobbitt, Frank Dennis, Frank	Ag in Jamaica	Prof, AEE Prof, Hort
Deans, Robert	Animal Systems in the Caribbean	Prof, Animal Science
Schultink, Ger	Resource Assessment in Jamaica	Asst Prof, Res Dev & Dir, Comprehensive Resource Inventory & Eval System
Dunkley, Dorothy		Jamaican Resource Assessment Project
Hamilton, Grethel	Extension Systems in Jamaica	Jamaican Ext Service
Staatz, John	Alternative Rural Development Strategies	Asst Prof, Ag Econ
Liedholm, Carl	Small Scale Rural Industries	Prof, Business
Gladhart, Emily	Sweater Knitting as an Income Generating Activity	Consultant, WID & Owner, Andean Art
Gladhart, Peter		Asst Prof, FCE
Andrews, Mary Radtke, Nancy	Issues in Technology Transfer	Director, IETP Ext Asst, IETP
Cosstick, Frances	Case Study Examples	Training Consultant, Indonesian Non-Formal Ed
Garbutt, Brenda		Home Ec Officer, Belize Ministry of Social Dev
Mills, Ailene		EHE, Lapeer
Harris, Dawn		EHE, Clinton
Gold, Michael	International Forestry NOVA program "Aquaculture"	Visiting Asst Prof, Forestry

Brewer, Frank            Tips on Working in            Asst Dir, Ag Mkt  
                                 Another Country: Ag  
                                 Development Strategies  
                                 & Realities

Bralts, Vincent            Water Resources & Dev            Asst Prof, Ag Eng

V. DEBRIEFING

Staff                      Processing International  
                                 Experiences

Personal Reactions/  
Aspirations

Radtke, Nancy            International Programming    Ext Asst, IETP  
                                 at the County Level

Riley, Harold            Marketing Systems in            Prof, Ag Econ  
                                 Other Countries

Andrews, Mary            Extension's International    Director, IETP  
                                 Role

Riley, Harold            Marketing Case Study            Prof, Ag Econ

Andrews, Mary            Planning & Future            Director, IETP  
                                 Directions

## RESOURCE MATERIALS FOR INTERNATIONAL PROGRAMS

*A number of materials have been prepared to help Michigan CES agents organize international programs in their counties. In addition to the materials listed below, copies of readings on development issues may be borrowed from the office of the International Extension Training Program. For more information, contact Mary Andrews or Sharon Browne, International Extension Training Program, 48 Agriculture Hall, MSU, East Lansing, MI 48824-1039; phone (517) 355-0115.*

**Extension's International Role.** Portable exhibit showing the activities of the International Extension Training Program

**Michigan Agriculture and its Linkages to Developing Nations: A Discussion Guide for Extension Agents.** Readings and background information designed to help CES agents respond to questions about international trade and development issues. Prepared by Larry Lev, Michael T. Weber, and H. C. Bittenbender. Copies on file at county extension offices.

**Needing One Another: Michigan and the Third World.** A slide-tape program which explores agricultural, industrial, and cultural linkages between Michigan and Third World countries. Useful for older youth and adults. Prepared by Brenda White Cummings, Extension Home Economist, Huron County Cooperative Extension Service.

**Partners in Agriculture: Our Interdependence with the World.** Portable exhibit showing Michigan's agricultural interdependence with the Third World. Prepared by the 4-H Crops and Soils Science Developmental Committee.

**Pa Ndau and Hmong Refugees: The Art of a People in Transition.** Self-teaching packet, slide-tape program, and portable exhibit about the Hmong refugees from Laos, their efforts to adjust to life in Michigan, and the possibilities for using their intricate needlework, Pa Ndau, as a means of introducing Americans to Hmong culture and of helping Hmong families earn income. Prepared by Emily Winter Gladhart and Nancy Radtke.

**The Spice of Life.** Portable exhibit showing the Third World origins of some everyday spices. Prepared for the 4-H Folkpatters Project by members of the 4-H Foods and Nutrition and Passport to Understanding State Developmental Committees.

**Water . . . Water . . . Everywhere? . . . For Everyone?** Self-teaching packet on water use, health, and policy issues as they affect families in Michigan, Canada, and low income countries. Prepared by the Michigan Association of Extension Homemakers for use with MAEH study clubs and other community groups. Distributed to MAEH International County Chairpersons and Extension Home Economists. Also available from the AEE Resource Center.

**Women in Michigan and Latin America.** Self-teaching packet which looks at common problems faced by women in Michigan and Latin America. Prepared by the Michigan Association of Extension Homemakers for use with MAEH study clubs and other community groups. Available from the AEE Resource Center.

**World Hunger and Poverty: A Guide to Information and Program Resources for Michigan Cooperative Extension Staff.** Readings, activities, and resource lists for CES agents. Prepared by Sharon Anderson Browne. Copies on file at county offices. Also available from the International Extension Training Program. Supplementary slide programs and resource packets are available from the AEE Resource Center.

**Michigan's International Roots.** A series of short case studies documenting the international contributions to over 40 Michigan commercial fruits, vegetables, forestry products and livestock production systems. Prepared by H. C. Bittenbender and Steven a. Sargent, Department of Horticulture. Copies on file in county extension offices and from bulletin office (APR62).

**Potential Contributions of Exotic Tree Species and Imported Technology to Michigan's Forestry Sector.** More comprehensive discussion of the international "roots" of Michigan's forestry sector. Prepared by Michael A. Gold, Department of Forestry. Available from bulletin office, research report #476.

**Interconnections: Issues that Affect Local Communities and the World.** A leader's guide for assisting individuals or groups in analyzing issues that have global dimensions. Available from bulletin office (NRM28).

**International Connections: A Resource Packet for Community Educators.** This three ring notebook provides background information, activity outlines and handout materials to assist community educators in conducting development education programs. Available from International Extension office.

**World Trade and Development: Major Agenda for Michigan Agriculture.** Portable exhibit highlighting facts about the scope of world hunger, levels of U.S. foreign assistance and U.S. dependence on developing countries as agricultural trade partners. Available from International Extension office.

**Solving World Hunger: The U.S. Stake.** A six-unit slide/tape set which compliments a handbook by the same title. Slides approximately 15 minutes long. Covers an Overview of the U.S. Stake in Solving World Hunger, the World Food Problem, U.S. Foreign Assistance, U.S. and Developing Countries as Trade Partners, U.S. Benefits from International Agriculture, and World Food Problems and Political Instability. Available from International Extension office.

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All materials may be borrowed from the Agricultural Extension and Education Resource Center, 10 Agriculture Hall, Michigan State University, East Lansing, MI 48824-1039; phone: (517) 355-6580, unless otherwise indicated.

# Externship Summaries

## WOMEN IN DEVELOPMENT

Jan Barker  
4-H Youth Agent

Jamaica & Dominican Republic  
October 12-18, 1981

### ROLE/OBJECTIVES:

Jan traveled with a co-worker from the Expanded Foods and Nutrition Education Program to attend a "Women in Development" conference in Jamaica and to the Dominican Republic to discuss mutual projects that could benefit both the U.S. and D.R.

### ACTIVITIES/OBSERVATIONS:

At the Jamaican conference, the theme was issues of women in developing countries. Topics include improving home gardening; textile weaving as an industry; farming cooperatives; how to raise more productive swine; and infant stimulation. Jan noted that the women's issues are more basic in developing nations and different from what women face in the United States. It is not a case of equality, but survival.

Jan visited homes in the hills to observe small garden plots. Erosion is a problem; the people were working to restore damage done by recent rains.

Activities at the conference included role playing of projects that were being implemented; some projects were evaluated.

In the Dominican Republic, where people have a low-calorie and low-protein intake, conference participants tackled nutrition as the main topic.

Both Jan and her co-worker, Josie Taube, found the experience to be beneficial to them in focusing on the needs of families in underdeveloped settings. Their interactions with colleagues were fruitful in identifying options and planning concrete approaches to tackle food and nutrition problems.

As a result of the visits, two projects were formulated: 1) Michigan Partners, the sponsoring organization, will send a nutrition educator to the Dominican Republic to help train community nutrition workers and; 2) incorporation of Japanese quail raising projects in low-income neighborhoods.

## **FARM MANAGEMENT**

Warren Schauer  
Agricultural Agent

Jamaica  
Nov 16 to Dec 11, 1981

### **ROLE/OBJECTIVES:**

Warren was assigned to the Trelawny Parish Extension office to work with Jamaican Agricultural Officers. His task was to assist in educational programming and provide training in communications and delivery techniques.

### **ACTIVITIES/OBSERVATIONS:**

Warren worked alongside Jamaican Extension officers and aides in responding to agricultural questions raised by farmers, assisting in accessing legume seed, facilitating an organizational meeting for tenant farmers concerning an irrigation project and providing a staff training workshop on communication skills.

Warren found that the externship experience was very useful to him personally -- helping him appreciate the importance of the interpersonal relationships developed between agent and farmer as being key in creating any change. His skills in organizing and planning his own behavior and activities with clientele were a key contribution he made to his Jamaican counterparts. Warren found the campus and field training to be very helpful in preparing him to adjust and "fit in" quickly so that his limited time could be profitable and rewarding.

## **ANIMAL REPRODUCTIVE HEALTH**

Charles Gibson  
Livestock Management & Health Specialist

Virgin Islands  
January 10 - February 4, 1982

### **ROLE/OBJECTIVES:**

All five dairy herds which produced all of the milk for the island were in serious trouble with reproductive inefficiency problems. Charles Gibson, an Extension Veterinary Specialist in Michigan was assigned to investigate the problems in terms of reproduction, low milk production and to make recommendations for improvements.

### **ACTIVITIES/OBSERVATIONS:**

Gibson examined over 600 cows and 50 bulls on all five dairies and two beef farms. Laboratory analysis revealed serious nutritional mismanagement resulting in milk production problems in all five herds. In addition, leptospira infection was present in one of the herds.

Gibson made specific recommendations for each herd including the following: a change in diet to increase phosphorous and calcium; a complete immunization program including immunization against the five strains of leptospira that are known to cause problems in cattle; and, frequent examinations by a veterinarian during the breeding period. With improved health, the calving interval could be cut down and the herd efficiency would be increased.

Gibson also spent much time -- most afternoons -- making small farm calls with Dr. Duke Deller, the federal veterinarian in charge of St. Croix, in the effort to manage health problems in food animals on the island including goats, sheep and beef cows.

A part of the extension activities included a short course for beef and cattle producers which involved a wet lab with specimens obtained from the slaughter plant. Most of the cattle producers of the Islands attended the course and were complimentary of Gibson's ability to interact with them. Another short course was for the benefit of the small ruminant producers. This session also involved about 50 livestock producers and was conducted at the College of the Virgin Islands, St. Croix campus.

Gibson reports that the externship experience was extremely valuable to him professionally. He was able to expand his knowledge in the area of agriculture in the tropics as well as extend a helping hand in a diagnostic sense to identify some health and production problems. Some exciting research possibilities surfaced as a result of the visit and proposals are in the works for research at the College of the Virgin Islands Experiment Station at St. Croix involving personnel from MSU's College of Veterinary Medicine.

## EXTENSION LONG RANGE PLANNING

Richard D. Miller  
Wexford County Extension Director

Belize  
August 23 - September 23, 1982

### ROLE/OBJECTIVES:

The purpose of the month long assignment was to observe and review District Agricultural and Extension Officers in the six district settings of Belize. Miller observed both "what" officers were doing as well as "how" they were doing it. He was particularly concerned with the Extension methods used. He also had the opportunity to review and comment on the Plans of Work (for 1982-84) for each district.

### ACTIVITIES/OBSERVATIONS:

In his observation of Extension staff -- both in the office and out in the field -- Miller reported on some specific findings and suggestions for improvement.

An underlying problem with Extension in Belize is a lack of pride in their work by Extension workers. This is partly due to the low priority for Extension work by the government and may help explain low performance in many instances. Many Extension workers do not see themselves as educators and teachers; rather, they see their role as technical servicemen or purveyors of information to the farmer. Much time (estimated 60%) is spent on administrative duties -- enforcing regulations, gathering statistical data, etc.

Extension officers primarily rely on one-to-one contact with clients rather than employing other methods -- newsletters, mass media, tours and field days, etc. -- to increase contacts.

Resources are limited, particularly for transportation, greatly curtailing field activity. The scarce resources hamper communication between administrators, Extension workers and their clientele.

Plans of Work, although lacking in methods, are generally comprehensive and should contribute to the overall effort for agricultural development. Miller's recommendations to the Belizean Extension system were based on his observations and included the following: in-service training for officers to help them understand their role as teachers and agents of change; de-centralization of district offices in key villages to reduce travel time; utilization of mass media, particularly radio, to reach more people; clarification of necessary administrative duties so that officers can spend more time on educating; and, to spend more time writing and publishing applied research results for use in the field.

## EXTENSION ORGANIZATION AND MANAGEMENT

Melvin Matchett  
Regional Supervisor

Montserrat  
September 8 - 25, 1982

### ROLE/OBJECTIVES:

Matchett was on assignment to the Ministry of Agriculture, Trade, Lands and Housing in Montserrat. His primary responsibility was to review the existing organization of the Montserrat Extension Service and assist in the design and implementation of improved management, supervision and communication strategies.

### ACTIVITIES/OBSERVATIONS:

Matchett worked with a wide variety of people and organizations including the Agricultural Marketing Organization, the Lands Office, the Cooperatives Officer, the Fisheries Agent and the Director of Agriculture in an attempt to get to know their organizational and training needs. One of the highlights of the trip was a one-day workshop with Extension and Department of Agriculture staff where different programming ideas were explored. Another meeting focused on ways to improve follow-through on projects which had been developed by Peace Corps volunteers.

After meeting with Extension personnel and observing the existing system in Montserrat, Matchett developed some specific recommendations for trainees and support staff: development of job descriptions for agents; regular staff meetings with expected outcomes or results; and expansion of information delivery systems to clientele that would increase the amount of contact with individuals.

It was observed that agriculture is not considered a status occupation in Montserrat; therefore, the pride and self-image of Extension agents and farmers is very low. A campaign to increase the sense of pride and professionalism among farmers is needed. Introduction of a 4-H youth program could contribute significantly to improving the image of agriculture among the nation's youth.

Matchett felt that the externship experience was extremely valuable professionally. The experience resulted in a closer examination of the Michigan Extension system and critical evaluation of the decisions he makes on a day-to-day basis.

## HORTICULTURE PRODUCTION AND MARKETING

Charles Cooper  
District Horticulture Agent

Antigua  
October 8 - November 5, 1982

### ROLE/OBJECTIVES:

Cooper's primary duties were to assist extension efforts in horticultural production and marketing and to provide support in establishing and managing demonstration plots to extend research information to farmers.

### ACTIVITIES/OBSERVATIONS:

Cooper was with a different extension agent each of the four weeks spent in Antigua, giving him the opportunity to see a broad cross section of the Antiguan agricultural sector. An area of great need was soil-testing in which Cooper became heavily involved.

In Antigua there is no soil testing service and fertilizer recommendations are not made by the extension agents. Instead, farmers use whatever fertilizer is available. Cooper demonstrated the use of the Sudberry soil testing kits and, with assistance from Antiguan agents, set up procedures for making a soil demonstration on 1/500th of an acre. Each extension agent received a packet of information including instructions on soil testing and a chart of the N,P and K requirements for most of the vegetable crops in Antigua.

The Chief Extension Officer in Antigua discussed plans to set up a soil testing lab and, depending on demand, hire someone to do the soil testing.

As a result of the soil testing demonstrations initiated by Cooper, Antiguan agents have the opportunity to take a look at the soils in their area and set standards for fertilizer use in the future.

Cooper also worked with the Women's Desk of the Ministry of Education and taught home gardening four afternoons. Some areas of gardening that were discussed and demonstrated were: planning gardens, raising transplants, soil preparation, insect and disease control, mulching, planting on ridges, interplanting, and continuous planting year round. Ways of using water efficiently during the dry season were also discussed. The local television station filmed some of the gardening program and the ceremony at the end of the workshop where participants were presented Michigan State University Cooperative Extension participation certificates.

The Antiguan Extension Service had little printed material available. Therefore, considerable time was spent revising the CES Home Vegetable Gardening series bulletins (E-824) to make them relevant and helpful to Antiguan gardeners.

## CONSUMER EDUCATION

Julia Michael  
Emmet County Extension Home Economist

Antigua and Barbada  
Oct 11 - Oct 30, 1982

### ROLE/OBJECTIVES:

Michael's primary tasks were to assist in the development of plans for consumer education and home food production, processing and marketing programs; and to provide support for home economics professional and lay leader training.

### ACTIVITIES/OBSERVATIONS:

Women in developing countries around the world tend to do much of the farming and gardening to sustain their families. In many countries, they are the heads of households: they rear children as well as farm and market home-produced goods.

Conditions for women in Antigua are improving due to the dynamic leadership of Mrs. Gwendolyn M. Tonge, Director of the Women's Desk, St. Johns, Antigua. Mrs. Tonge is a dynamic woman whose aspirations are self-sufficiency for her country's men and women. Michael worked with Mrs. Tonge concentrating in the areas of food production, preservation, and consumer education.

Michael worked directly with a group of about 30 women providing practical information and demonstrations in the areas of food production and preservation. Time was spend in the evenings with Mrs. Tonge planning sessions and other administrative duties.

Michael made appearances on television where she gave practical demonstrations on canning and other methods of food preservation. The radio was the medium used to talk to the people about their responsibilities as home gardners or commercial farmers in order to be able to feed their families and get an income to help improve the quality of living generally. Michael and Tonge talked to women specifically about the role they can play in the developmental process of the new nation of Antigua, at that time, celebrating its first birthday of independence.

According to Michael, the Antigua Externship work experience was one of the most worthwhile experiences of her career in Extension and served to prepare her for independent work in other countries.

## HOME ECONOMICS PROGRAM DEVELOPMENT

Peggy Houck Vuylsteke  
St. Clair County Extension Home Economist

Belize  
March 3 - 16, 1983

### ROLE/OBJECTIVES:

Vuylsteke traveled with Elaine Glasser, Oakland County EHE, to Belize with the objective of assisting the Belizean Home Economists in curriculum development and management.

### ACTIVITIES/OBSERVATIONS:

Vuylsteke worked with Alicia Harrison, Chief Home Economics Officer and Enita Kazmierkoski, Peace Corps worker, to set up lesson plan guidelines for Home Economics Officers (HEOs). Using food preservation as the skill to be learned, Glasser and Vuylsteke assisted HEOs concentrating on one subject area for a period of time rather than touching on a variety of subjects as had been their practice. Also, the importance of using an evaluation tool was stressed. Specific methods of evaluation were discussed including having homemakers repeat back the steps involved and home observations to evaluate skills.

At a March 10 workshop for HEOs, a discussion of the Michigan-Belize exchange showed a need for practical information that can be incorporated into the Belizean lifestyle. Identified areas of need in Belize were: canning, diets, nutrition, nutrition and teenage pregnancy, income generation and gardening.

Income generation is a job not a hobby for Belizean women and some concrete ideas were generated in this area. It was suggested that HEOs help identify marketable skills for proposed income generating groups and encourage group cohesiveness. Natural resources should be identified and used whenever possible by income generating groups.

It was Vuylsteke's observations that HEOs could benefit by training in teaching skills, assertiveness and time management. Better communication between administrative staff and HEOs was also seen as a need; newsletters and quarterly meetings were recommended.

With nutrition being identified as the greatest area of need, it was suggested that an HEO come to Michigan to work with the EFNEP program. This would give the HEO the opportunity to learn teaching nutrition on a one-to-one basis with a homemaker, how to identify what nutrients are lacking in a diet and how to help a family improve their diet.

## HOME ECONOMICS PROGRAM DEVELOPMENT

Elaine Glasser  
Oakland County Extension Home Economist

Belize  
March 3 - 16, 1983

### ROLE/OBJECTIVES:

Glasser worked with administrative and field staff of the Home Economics Division of the Ministry of Social Development. The objectives were to share information, explore possibilities and develop alternative educational approaches for meeting the needs of families, especially in rural areas, given the limitation of a severely reduced Extension staff.

### ACTIVITIES/OBSERVATIONS:

Much time was spent with Alicia Harrison, the supervisor of the Home Economics Officers, in exploring options and methods of staff management and maintenance. Field staff in Belize are far from central offices, have unreliable and often faulty telephone contacts, and do not consistently communicate via reports or in person with their supervisor. Transportation to villages is not always available.

It was recommended that communication between Mrs. Harrison and the field staff be strengthened via quarterly meetings and bi-monthly letters. It was suggested that each Home Economics Officer visit villages more often by setting up a schedule to visit each village the same day of each month and arrange transportation accordingly.

Glasser worked with Harrison to assess priorities and educational approaches for the Home Economics program. Priority subjects were identified and lesson plan materials were developed that can be used easily by agents. The number one topic of importance listed by Home Economics Officers (HEOs) was nutrition. Glasser also explored interest in continuing interaction with Michigan.

Subsequent to her visit, Glasser sent 20 educational kits and information designated as important by Belizean staff to be developed into concise lesson plans that all HEOs can use in their districts.

Those involved are definitely in favor of continuation of the Michigan-Belize partnership. Belizean field staff want clear educational goals and practical information adaptable to the Belizean people. Suggestions for the future include having Home Economics Officers from Belize come to Michigan to learn specifically about Michigan's Expanded Food and Nutrition Program and to attend a series of workshops on starting a small home business.

Glasser reports that her sensitivity to cross-cultural differences and similarities has been enhanced by this experience with foreign nationals in a work and family setting with Americans including Peace Corp workers, USAID staff and agriculturalists. Glasser has learned a great deal from her interactions with the Belizean people and plans to identify that knowledge and those practices that can be appropriately transferred from one culture to another and utilize them in her own county programs.

## NUTRITION EDUCATION PLANNING

Brenda White  
Extension Home Economist

Dominica  
Aug 26 to Sept 21, 1983

### ROLE/OBJECTIVES:

Brenda was assigned to the Ministry of Agriculture Extension Program in Dominica to assist in reviewing programs and seeking opportunities to address the needs for food security and nutrition education on Dominica.

### ACTIVITIES/OBSERVATIONS:

Brenda spend a great deal of her time in Dominica visiting with extension officers and accompanying them in their work. She spoke with clientele and observed women's involvements in Extension activities.

Another aspect of her work concerned visits with the other health and education agencies that address nutrition needs. She provided a link between the Ministry and these other programs to reinforce joint efforts and targeted programs to stretch scarce resources.

Brenda found the experience most rewarding. She was warmly received and found a great deal of enthusiasm and interests in the food security issues faced by families and multiple agencies in Dominica. Through her presence, she was able to reinforce the importance of collaboration and helped to bring food security issues to a greater level of awareness among those working in agriculture and health.

## **BEEKEEPING**

Richard Breyer  
Menominee County Extension Director

Dominica  
Sept 6 - Oct 6, 1983

### **ROLE/OBJECTIVES:**

Breyer's objectives while in Dominica were: to contribute to the day-to-day operations of the Extension system in Dominica by providing assistance and support as needed; and to explore possibilities and develop strategies to provide structured training and support in the area of beekeeping.

### **ACTIVITIES/OBSERVATIONS:**

Much time was spent in on-site visitation of bee producers. As Breyer observed the Dominican beekeepers' methods and situation, it became evident why they had requested a working bee person with practical knowledge to work with them. They used very little protection when working with bees; old bottles were used for honey with corks for closure -- a problem when honey expands; the wooden equipment was subject to rot and insect damage; and, many of the hives were located in hard-to-reach jungle terrain.

Breyer held practical classes in beekeeping which were attended by over 40 people. Workshops on equipment making were viewed as particularly helpful. A couple of meetings with experienced beekeepers were held, one for the purpose of education and feeling out the need for developing a cooperative or an association, and the second for expressly carrying out the steps necessary to organize. Marketing and management tips were also included in the classes for the experienced beekeepers.

Toward the end of Breyer's visit, time was spent training three persons (Dominicans) to take over the educational efforts after his departure. A visit to the office of Cooperative Organization and a commitment from Mr. Barry, the Director, to teach the cooperative process and help with the organization of the beekeepers was encouraging. The goal was to have a working cooperative in about three months time.

Upon his return to the U.S., Breyer's reflections resulted in some specific recommendations to the Dominican Ministry of Agriculture in the area of beekeeping: 1) to provide a bee person to work with the growing bee area; 2) the development of a newsletter to be sent to all beekeepers on a regular basis (Breyer volunteered to contribute); and 3) efforts by experienced beekeepers to develop different honey types and expand their markets. Breyer has had continuing contact with his colleagues in Dominica and the organization of beekeepers has become a reality.

## FISHERIES EXPANSION

John C. McKinney  
District Extension Sea Grant Agent

Montserrat  
January 4-28, 1984

### ROLE/OBJECTIVES:

McKinney was attached to the Montserrat Ministry of Agriculture, Fisheries Unit as an observer of the Fishery Extension Education system. The objectives of the externship were to explore development possibilities with the fisheries staff in Montserrat; observe and support inter-organizational and inter-island linkages in developing the economies of the West Indies; and to assist the Ministry of Agriculture staff in areas related to Extension-type activity and organizational development.

### ACTIVITIES/OBSERVATIONS:

Montserrat has many natural advantages in its location but not as many as other nearby islands. Within most aspects of the economy, and fisheries particularly, is a problem of capital funding and lack of trained personnel. There is a need for some shifts in government policy and philosophy before certain economic development systems can even be considered, let alone take place.

Communication is important and is a problem. With one fisheries officer, it is difficult for everyone to get the same message. Radio Montserrat (ZJB) willingly airs programs. During his visit, McKinney helped organize and record a series of radio shows entitled "The Afternoon Crew." Ten programs were done by McKinney and John Jeffers, the Fisheries Officer for Montserrat. The programs covered many aspects of fishery development.

Although the fishery is small and underdeveloped, it is a vital part of the economy and could become an even more important aspect. One possibility for financial assistance is the World Bank. McKinney arranged for a World Bank representative to meet with key industry people, view sites for large-scale development, and explore economic options for the fishery.

McKinney was involved in a direct, practical way, as well. Going fishing as a crewman with a local commercial fisherman provided experience with hauling nets, pots and pulling the boat up and down the beach. The life of a fisherman is not an inviting one for Montserrat youth: encouragement needs to be provided.

McKinney feels that the Montserrat fishing industry could benefit from small-scale specialized activities. Extension in general -- agriculture, fisheries, youth work, and family living -- could benefit from low-cost applied technology.

## **YOUTH PROGRAM DEVELOPMENT**

Lowell F. Rothert  
4-H Program Leader

Dominica  
January 8 - February 3, 1984

### **ROLE/OBJECTIVES:**

One of Rothert's tasks while in Dominica was to observe and support inter-agency linkages to enhance youth development. Other objectives were to assist the 4-H staff in planning strategies to expand parent and volunteer involvement in youth programs, and to contribute to the day-to-day operations of the Dominican 4-H program providing assistance as needed.

### **ACTIVITIES/OBSERVATIONS:**

Much time was spent visiting the National 4-H Centre and regional 4-H Clubs. The National Centre property consists of five acres and has classroom space, dormitory, gardens, and small livestock facilities; animal projects are milk goats, sheep, quail and rabbits. There are also one and two week shortcourses in nutrition and vegetable gardening for youth ages 12 to 19. Projects of regional programs include gardening, cooking, crafts, and small livestock.

Rothert conducted regional workshops for 4-H leaders covering subjects of leadership, life skills, and program planning.

Other activities Rothert reported as significant achievements were: development of a 4-H leader's guide; solar food dryer construction workshop; efforts to get the Youth Division and agricultural working more closely together; and, visits with youth staff, agriculture staff, school principals, teachers, 4-H leaders, youth and community and governmental leaders.

Rothert's suggestions for development in Dominica include the following: 1) a closer working relationship between the Ministry of Natural Resources and the Ministry of Social Development; 2) an effort to promote agriculture as a respected occupations; 3) an effort to get agricultural commodities into a grading system and on a world market price structure; 4) encouragement of foreign investment in agriculture by providing additional financial incentives and long-term commitments; 5) encouragement of more family vegetable gardens, small animal and poultry enterprises to make the rural people more self-sufficient for their food supply; 6) encouragement of 4-H to take an even stronger role in introducing youth to agriculture and family living skills; and 7) emphasis of Family Living and 4-H programs on food production, food preparation, home improvement, clothing, leadership, and personal development rather than on crafts and sports.

**CES-PVO PARTNERSHIP  
FOOD PRODUCTION COORDINATION**

Larry Stebbins  
County Extension Director  
Horticulture Agent

Save the Children  
July 1984 - June 1985

**ROLE/OBJECTIVES:**

This was a "Pilot Cooperative Technical Assistance Program" between Save the Children Foundation and the Extension Service - USDA. The purposes were: 1) to provide for the establishment of a one-year professional development assignment for an Extension employee with Save the Children (SCF); 2) provisions for short-term technical assistance by CES to SCF project; 3) to develop long range options for future cooperative efforts between SCF and the CES.

Save the Children is a world-wide private voluntary organization which provides development assistance to economically deprived communities in the U.S. and 40 countries. This pilot project is the first joint international program effort between the CE System and a private voluntary organization (PVO).

**ACTIVITIES/OBSERVATIONS:**

Larry provided a variety of inputs to SCF during his one-year assignment. He spent three weeks in an orientation program at headquarters in Westport, Connecticut. At Westport, he prepared background information on several countries in the Africa Region for potential visits, also in Latin America Region. He had visits to SCF projects in the Gambia, Burkina Faso, Cameroon and Somalia. These short visits (5-10 days) were to assess the food production situation and needs in several SCF impact areas (September 10 - October 16, 1984). He attended the Caribbean Food Production Association Conference in St. Croix and visited the SCF program in the Dominican Republic (October 20 - November 1, 1984). He developed a "Food Production Strategy for Africa" policy paper for SCF and assisted in its implementation within the organization. Toward the end of his stay, he spent 7 weeks at the SCF projects in the Gambia (January 21 - March 8, 1985). While in the Gambia, he conducted a Food Production Strategy Seminar for the SCF staff and extension workers; assisted with a rice seed multiplication project for farmers in SCF impact area; recommended specific repairs for a windmill and millet grinding machine; provided SCF staff and farmers with food production information; gave assistance to "The Gambia Agriculture Show" organization committee with exhibitors information forms and exhibitors agreement forms; visited many government officials, agriculture extension staff and NGO technical and developmental staff. Before leaving SCF, Larry helped design a position for a full time staff person at headquarters to continue his work in coordinating and assisting food production activities within SCF.

APPENDIX

Part III. Evaluation Instruments

# Initial Audience Interview Schedule (Stakeholder Interviews)

Contact Record

Date: July 1984  
Interviewer:

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## Interview Schedule for Initial Audience Interviews

### Respondent

<mail to>

<phone>

### Source of Name

Mary Andrews

Other (specify)

### Relationship to IETP

### Specific Questions to Ask or Special Perspectives

## Interview Schedule for Initial Audience Interviews

Hello, my name is Eileen Stryker and I am working with Mary Andrews in the International Extension Training Program. We are designing an evaluation of the program, and would like your input. Is this a good time to talk, or shall I call back later?

"1" I am not sure how familiar you are with the program or how you have been involved in it. Could you tell me a little bit about that, so that I will be more aware of your perspective?

"2" We are, at this point, designing the evaluation of the program, and would like to know what kinds of information you would find useful. If you were conducting this evaluation,

What would you look at?

Who would you talk to?

What would you ask?

"3" If we were able to answer all those questions (though you understand, of course, that this will probably not be the case), how would you use the information we provided in your work?

"4" Is there anyone else you think would be especially useful for me to talk to in planning this evaluation?

I-I

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# Formative Evaluation Instruments

## Pre-Campus Questionnaire

### INTERNATIONAL EXTENSION TRAINING PROGRAM

Name \_\_\_\_\_

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

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

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

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

D. HOW WOULD YOU RATE WHERE YOU ARE COMING FROM? HOW EXTENSIVE HAVE BEEN YOUR.....	very	<u>not at all</u>			
1. past contacts with foreign nationals?	5	4	3	2	1
2. past involvements in international projects related to your professional expertise?	5	4	3	2	1
3. interest (reading, studying, discussing) in development issues related to food /agriculture?	5	4	3	2	1
4. past experience in planning or implementing educational programs or community development projects for subcultural groups?	5	4	3	2	1

THANK YOU

## Post-Campus Questionnaire

### INTERNATIONAL EXTENSION TRAINING PROGRAM Reaction to Campus Training

Name \_\_\_\_\_

Date \_\_\_\_\_

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

**A. HOW COMFORTABLE DO YOU FEEL....**

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

Comments:

**B. IF ASKED TO PARTICIPATE ON AN INTERNATIONAL PROJECT RIGHT NOW, HOW COMPETENT WOULD YOU FEEL ABOUT YOUR ABILITY....**

	very competent				not sure scared	
1. to relate to the culture?	5	4	3	2	1	
2. to contribute to a team effort?	5	4	3	2	1	
3. to apply your knowledge and skills to the new setting?	5	4	3	2	1	
4. to recognize and be sensitive to issues that may affect the appropriateness of suggestions?	5	4	3	2	1	

Comments:

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

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

Comments:

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

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

Comments:

**E. PLEASE RATE YOUR PRE-DEPARTURE EXPECTATIONS..... for field training....**

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

F. What were the pluses of the program?

G. What were the minuses of the program?

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

I. What would you like to see happen for your group after this training?

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

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

Reasons:

9/6/72

## Post-Field Questionnaire

### INTERNATIONAL EXTENSION TRAINING PROGRAM Reaction to Field Training

Name \_\_\_\_\_

Date \_\_\_\_\_

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

**A. HOW COMFORTABLE DO YOU FEEL....**

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

Comments:

**B. IF ASKED TO PARTICIPATE ON AN INTERNATIONAL PROJECT RIGHT NOW, HOW COMPETENT WOULD YOU FEEL ABOUT YOUR ABILITY....**

		<u>very</u>					<u>not sure</u>
		<u>competent</u>					<u>scared</u>
1. to relate to the culture?	5	4	3	2	1		
2. to contribute to a team effort?	5	4	3	2	1		
3. to apply your knowledge and skills to the new setting?	5	4	3	2	1		
4. to recognize and be sensitive to issues that may affect the appropriateness of suggestions?	5	4	3	2	1		

Comments:

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

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

Comments:

Now that you have visited a developing country, relate what you saw and experienced to one major issue explored during campus training: i.e., family approach to development intervention, transfer of appropriate technology, distribution of development benefits, extension systems, etc.

PERSONAL REACTIONS TO YOUR INVOLVEMENT

How do you feel about your overall experience?

What were your personal reactions to the organization, systems or programs that the one-on-one experience exposed you to? Did you agree or disagree with the directions being taken?

What are your personal recommendations for future CES involvements?

How adequately prepared were you to undertake this field training experience?

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

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

What other issues were evident that should be dealt with in the campus training?

I. PLEASE RATE YOUR RETURNING IMPRESSIONS ....

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

SELECTION CRITERIA

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

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



## Host National Evaluation

### AMERICAN COUNTERPART EVALUATION

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

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

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

ASSIGNMENT \_\_\_\_\_

COUNTRY \_\_\_\_\_

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

How well does this person:

		COMPLETELY	A GREAT DEAL	QUITE A BIT	TO SOME EXTENT	HARDLY AT ALL
appear calm, comfortable and self confident?	1					
Demonstrate a capacity to build and maintain good relationships with you, your colleagues and clients?	2					
Respond with an open mind to the ideas, beliefs or points of view of others?	3					
Appear to be a good listener who accurately perceives the needs and feelings of others?	4					
Show an interest in others through attentiveness & concern?	5					
Demonstrate sensitivity to your national issues and realities, cultural, social and political?	6					
Appear to be able to interact with host country individuals as friends?	7					
Seem to be interested in learning to speak and understand the common working language of the country?	8					
Demonstrate a factual knowledge of this country such as in history, geography, politics, religion, current events, etc.	9					
Possess the appropriate technical background for the situation?	10					
Appear interested and involved in the working situation?	11					
Seem to be interested and able to share knowledge with others?	12					

### SELECTION CRITERIA

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

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

# Trip Report Form, 1984

## JAMAICA TRIP REPORT GUIDELINES

IETP 1984

As we prepare to leave for Jamaica, it might be helpful to reflect on some of the purposes of this trip and to start thinking about how we might report our experiences when we return home. Our purposes in organizing the field training are to provide you with an opportunity to:

1. Observe multiple approaches and organizations involved in development.
2. Experience firsthand how an Extension system in another country operates.
3. Become more aware of structural and environmental forces influencing farmer and family behavior.
4. Test one's personal ability to adjust and relate in a "new" environment
5. Share experiences and expertise with counterparts and build positive relationships.

After we return, we'd like for each of you to prepare a brief report (5 pages or so) which summarizes your experiences and reactions to the training program. The following outline could serve as a rough guideline:

- A. Personal and professional observations of events and experiences in Jamaica. (Where possible, relate these to the purposes listed above.)
- B. Personal ideas/recommendations that could possibly lead to the further development of Jamaica. (These could be either general thoughts or related to your specific area of expertise.)
- C. Personal ideas about how you could use your Jamaica experience in your county programming.
- D. Comments about the itinerary
- E. Recommendations for future training programs
- F. Names, titles, addresses, and phone numbers of people you met while in Jamaica.

We'll also need to have you fill out the standard university trip report for out-of-state travel. A copy of the form is attached.

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ASSIGNMENT REPORT  
INTERNATIONAL EXTENSION TRAINING PROGRAM  
MICHIGAN STATE UNIVERSITY

NAME \_\_\_\_\_ DATE \_\_\_\_\_

JOB TITLE \_\_\_\_\_

LOCATION \_\_\_\_\_

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

ASSIGNMENT \_\_\_\_\_

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

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

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

MAJOR ISSUES, CONCERNS, OR CHALLENGES ADDRESSED

Stated reason/purpose for involvement

State other issues that emerged or needed attention

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

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

# Field Staff Survey Questionnaire

ID# \_\_\_\_\_

## INTERNATIONAL EXTENSION TRAINING PROGRAM

### FIELD STAFF QUESTIONNAIRE

Please place a ( ) in the appropriate space and write in your responses to the following questions.

1. Do you know anyone who has been a trainee in the International Extension Training Program?

- ( ) 1. no  
 ( ) 2. yes
- (check as many as apply)
- ( ) an agent in my county  
 ( ) an agent I used to work with in another county  
 ( ) someone I exchange ideas with frequently  
 ( ) someone I know, but don't interact with frequently

2. The International Extension Training Program has two main purposes: a) to prepare extensionists to work in developing countries; and b) to incorporate international perspectives into extension programming in Michigan.

How important do you think these purposes are?

	very important	important	not very important	not at all important
a. preparation for work in developing countries	( )	( )	( )	( )
b. incorporate international perspectives into Michigan extension	( )	( )	( )	( )

3. How interested do you think your extension clients are in international issues generally?

	very interested	interested	not very interested	not at all interested
	( )	( )	( )	( )

Comments:

4. To what extent does CES have a responsibility to bring international issues to the awareness of clientele?

	to a great extent	to some extent	to a little extent	not at all
	( )	( )	( )	( )

5. In the last five years, have you been involved in any programs, conferences or seminars that helped you understand international issues?

- ( ) 1. no  
 ( ) 2. yes
- ( ) exchange programs (e.g., IFYE, IABO, Partners to the Americas)  
 ( ) international awareness programs or events (e.g., "Michigan & the World" committee, or "Farmer's Week")  
 ( ) seminars or workshops on international agriculture or food & hunger, etc.  
 ( ) other (please explain) \_\_\_\_\_

6. Are there any programs that you helped develop for your county that have an international focus?

- ( ) 1. no  
 ( ) 2. yes

When? \_\_\_\_\_

Please describe them briefly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Since the Extension International Training Program began 5 years ago, do you see any differences in:

		a lot less	a little less	the same	a little more	a lot more	NA
a. the amount of support for international programs							
. from administrators?	( )	( )	( )	( )	( )	( )	( )
. from specialists	( )	( )	( )	( )	( )	( )	( )
. from field agents	( )	( )	( )	( )	( )	( )	( )
b. the amount of activity at the local level informing clientele of international issues?	( )	( )	( )	( )	( )	( )	( )
c. the status of extension in the eyes of MSU faculty involved in international work?	( )	( )	( )	( )	( )	( )	( )
d. your own awareness of extension's potential roles							
. in technical assistance projects?	( )	( )	( )	( )	( )	( )	( )
. in domestic education about international interdependencies	( )	( )	( )	( )	( )	( )	( )

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8. What is the most valuable thing the International Training program is doing, or has done?

-----  
-----

9. Have there been any negative results of having the International Extension Training program?

-----  
-----

10. Should some form of training program continue?

( ) yes ( ) no Comments: \_\_\_\_\_

10a. If yes, what should be done? What types of training & support activities should be made available to Extension staff?

-----  
-----

11. Is there anything else you'd like to say about international extension activities or the training program?

-----  
-----

About Yourself:

- |   |                            |
|---|----------------------------|
| 1. Length of employment with Extension: | 2. Major responsibilities: |
| ( ) less than 3 years                   | ( ) Ag/Mk                  |
| ( ) 3 - 5 years                         | ( ) Home Ec.               |
| ( ) 6 - 10 years                        | ( ) Adm.                   |
| ( ) over 10 years                       | ( ) 4-H                    |
|   | ( ) NRPP                   |

3. International experience:

- |  |     |     |
|--|-----|-----|
|  | yes | no  |
| a. Have you ever lived or worked abroad?                                     | ( ) | ( ) |
| b. Have you ever chaperoned or traveled with a group of Extension clientele? | ( ) | ( ) |
| c. Have you traveled abroad (other than above)?                              | ( ) | ( ) |
| d. Do you have any foreign language skills? if yes, what language(s) _____   | ( ) | ( ) |
| e. Would you be interested in developing a foreign language skill? _____     | ( ) | ( ) |

Thank you for your cooperation

Please return this questionnaire to:  
International Extension Training Program Evaluation  
Room 48 Agriculture Hall  
Michigan State University  
East Lansing, Michigan 48824

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# Trainee Interview Protocol

## Interview Questions

This is the information we have on record about your International Extension Training Program experience. If any of it is mistaken, please let us know when we call. Thanks!

Name: <last name>, <first name>

Position: <position>

County: <county>

Region: <region>

Address: <address>

Phone: <office phone>

(home) <home phone>

Extern: <extern>

Spouse: <spouse>

Field site: <field site>

Field date: <field date>

Extern site: <extern site>

Extern date: <extern date>

These are the questions we will be asking you when we call. You might like to jot down some notes, or just think about your answers and comments before we call.

1. Why did you decide to become involved in this training program? What did you expect to get out of it, both personally and professionally?
2. Did the experience meet your expectations?
3. How have you changed as a result of involvement in the program?
4. Were you interested in seeking overseas work before the training?
5. Have your aspirations changed in any way since the training?
6. Do you think there are sufficient opportunities to extensionists for overseas work?
7. How does overseas work fit into your priorities in life?
8. What problems have you had, or do you think you might have, in seeking or accepting an overseas work assignment?
9. Do you think the IETP could be considered "successful", even if few of those trained ever work overseas? Why?
10. Have you used anything you gained from the IETP in your extension work?

### If YES:

11. What? How? With whom? Give some examples.
12. What is needed to support such efforts?

### If NO:

13. Why not? Are there any particular problems?

### Continue

14. What kinds of internationally oriented activities do you think extensionists should become involved in?
15. Do you think the opinions of the people you work with toward "international programs" have changed since the beginning of the training program?

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16. How have clientele in your county reacted to your participation in the training program? To internationally oriented programs and activities?

17. Do you think there is a need for MSU-CES to continue to offer international training for extensionists?

If YES:

18. Do you think a new or different approach to international training would be useful?

Continue

What do you think of the present training format? What were the biggest strengths of each of the following aspects:

- 19. On-campus training
- 20. Field experience
- 21. Externships

What were the biggest weaknesses?

- 22. On-campus training
- 23. Field experience
- 24. Externships

How much do you think each of the following groups has benefitted from the training program?

	a great			not at
	deal			all
	5	4	3	2
				1

- 25. You and other trainees
- 26. Your extension colleagues in your county
- 27. Extension clients in Michigan
- 28. Field experience host agencies in the Caribbean and their clients
- 29. Externship hosts and their clients
- 30. Your family
- 31. Anybody else you'd like to mention

12. Are there any other general comments you would like to make about the program?

For those who have completed externships

33. How did you feel about the externship experience compared to the campus and field training? Was it useful? In what ways, if any, did it add to the training?

34. Were the costs to you and your family worth the benefits? Explain.

35. Do you think that Michigan extensionists who have not had the on-campus and field experiences could benefit from an externship?

36. What would you change about the externship program to improve it?

37. What would you like to do now, if anything, to improve your international technical assistance skills? (Be as specific as possible).

38. Do you think the the Michigan State University Cooperative Extension Service should continue to provide this kind of training? Why? Why not? To what extent?

Thank you for your time, and we look forward to talking with you.

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# Caribbean Host Interview Schedule

CARIBBEAN HOSTS INTERVIEW  
SCHEDULE Page 2

## CARIBBEAN HOSTS INTERVIEW SCHEDULE

INTERVIEWER'S NAME:

NAME:

COUNTRY:

POSITION:

AGENCY:

EXTERN(S):

DATE:

ACTIVITIES:

CONTACT RECORD: (Dates called, to call, and they'll call back)

NOTES:

Hello, my name is \_\_\_\_\_. I am working with Mary Andrews at Michigan State University. We are evaluating the International Extension Training Program. Part of that program is an Externship Experience for trained extension agents. We are calling people who worked with these externs to get their reactions to the program and to get information to decide about future directions for the program.

I understand that in (extern year), (extern) worked with you in (extern activity). Is that correct?

I would like to ask you a few questions about that experience. The interview should take about 20 - 25 minutes. Is this a good time for you, or should I call you back at a more convenient time?

1. Briefly tell me how you were associated with (extern).

Notes:

(role relationship, e.g., colleague, superior  
Major contact \_\_\_\_\_ minor contact \_\_\_\_\_)

2. How familiar are you with the work that (extern) did while (s)he was there?

\_\_\_\_\_ very familiar \_\_\_\_\_ somewhat \_\_\_\_\_ not very familiar

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3. What are your general reactions to having had (extern) there?

Notes:

4. Do you think that (extern) benefitted from the experience?

\_\_\_\_\_ yes \_\_\_\_\_ no

In what ways?

5. Do you think your program or people benefitted from having (extern) there?

\_\_\_\_\_ yes \_\_\_\_\_ no

In what ways?

6. Did anything happen, or not happen, that you wish could have been changed?

Notes: (list suggested changes)

7. Has anything continued that (extern) worked on while (s)he was there?

\_\_\_\_\_ yes \_\_\_\_\_ no

(If yes) Could you tell me about it?

Notes: (list projects, programs or events)

8. What do you think the biggest strengths and weaknesses of this type of program are?

Notes: (list strengths) (list weaknesses)

9. Would you host another extern?

\_\_\_\_\_ yes \_\_\_\_\_ no

(If yes) Under what conditions? What type of help would you like?

Notes: (list conditions and type of help desired)

10. Do you think that (extern) was prepared to fit in and work in your setting?

\_\_\_\_\_ yes \_\_\_\_\_ no

Could you please explain why (or why not)?

Notes: (list reasons)

11. In your judgment, is (extern) the type of person who could work in other international programs or settings?

\_\_\_\_\_ yes \_\_\_\_\_ no

Why? (or Why not?)

Notes: (list reasons)

12. How much time and effort would you say it cost your office to support (extern) while (s)he was there? Would you say it was \_\_\_\_\_ a great amount, \_\_\_\_\_ a moderate amount, or \_\_\_\_\_ a small amount of time and effort?

Notes: (list additional comments)

13. Did it cost your office any dollar resources to have (extern) there?

\_\_\_\_\_ yes \_\_\_\_\_ no

(if yes) Approximately how much?

14. Were the time, effort, and resources you put into being a host worth it?

\_\_\_\_\_ yes \_\_\_\_\_ no

(if yes) In what ways?

15. Do you think MSU should continue to offer this kind of experience to our extension staff?

\_\_\_\_\_ yes \_\_\_\_\_ no

Notes:

16. How might the externship program be improved? What might be added or changed?

Note: (list suggested changes)

17. The majority of externs are front line Extension field staff from Michigan. Do you think there is a role for field-level to field-level exchanges like these?

\_\_\_\_\_ yes \_\_\_\_\_ no

Notes:

18. Are there circumstances in which you would prefer to have a university-based specialist? What are they?

19. In general, is the need in your county greater for university-based specialists, field-based staff, or both?

That's all that I need to ask you. Do you have any other comments you would like to make about the program or Michigan State University's relationships with your country?

Comments:

In conducting this evaluation, we are interviewing \_\_\_\_\_ as many of the people in the host countries as possible who had a major role to play in working with the externs. In (country), we are hoping to talk to (list names). Is there anyone else that you think we should call?

Names and phone numbers

When we have completed all of the interviews in all the host countries we will combine the results. Your names will be listed as sources of information, but nothing you say will be identified with your name or country specifically. When the report is prepared next spring, would you like to receive a copy?

\_\_\_ yes \_\_\_ no

(if yes) Complete Name:

Title:

Address:

Thank you so very much for contributing your time and support to this effort. Your ideas are important in helping us shape the future of this program. Thanks again.

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