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ORIENTATION OF A.I.D. TRAINEES
AT THE
WASHINGTON INTERNATIONAL CENTER

Final Report

A Survey by
Development Education and Training Research Institute
of
The American University

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December 1970

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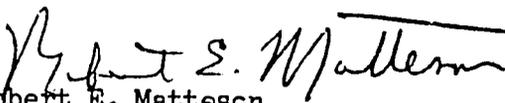
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INTRODUCTION

This is the final report under Contract No. AID/csd-1809 between the Agency for International Development and The American University. An interim report published in July 1969 summarized the findings, conclusions and recommendations of the study up to that time. This report takes account of developments since that date.

The Washington International Center (WIC) has already inaugurated changes in its program which were based in large part on some of the recommendations of the interim report; the Development Education and Training Research Institute (DETRI) of The American University has gathered additional information from the participant trainees who were originally observed at the Center. Further, DETRI has obtained information from the WIC speakers and volunteers whose perceptions and concerns play such an important role in the success of the WIC orientation program.

Both WIC and DETRI are contractors providing important services for the Office of International Training of A.I.D. As such, they are both to be congratulated on their spirit of willingness and mutual cooperation in carrying out this study. The end-result can only serve the best interests of the participant trainee.


Robert E. Matteson
Director
Office of International Training

December 1970

PREFACE

This report on the Washington International Center orientation program for the Agency for International Development/Office of International Training (AID/OIT) trainees has been prepared by Dr. Paul Kimmel, Principal Investigator for the study conducted by The American University's Development Education and Training Research Institute (DETRI). He was assisted in the study by Miss Cheryl Craver, Mr. Daniel Perlman, and Miss Marjorie Hinds, of the DETRI staff; Mrs. Frances Jaffe of DETRI typed the report manuscript.

Part I of the report contains information gathered at the DETRI exit interview from 304 of the 522 A.I.D. trainees included in DETRI's interim report, Orientation of A.I.D. Trainees at the Washington International Center, July, 1969. It also provides comparative information on 257 A.I.D. trainees who did not attend International Center programs and 1,383 A.I.D. trainees included in DETRI's Second Annual Report to A.I.D. (July, 1970).

Part II contains information gathered from A.I.D. observation training teams at the Washington International Center and at the DETRI exit interview between October, 1969 and September, 1970. Fifteen teams were seen at the Washington International Center and 64 teams received exit interviews during this time period.

Part III contains information from 40 of the speakers who participate in the orientation program at the International Center. These speakers were interviewed in their offices between October, 1969 and June, 1970. This part also contains information from 99 of the speakers observed at the Washington International Center programs attended by DETRI staff members in 1968.

Part IV contains information from the volunteers who assist with the orientation program at the International Center. Data are provided from 276 host family volunteers and 103 volunteers associated with the 7 other volunteer services who responded to mailed questionnaires. These data were gathered between September and December, 1968.

The authors wish to express their appreciation to Mr. John Lippmann of the AID/OIT for his helpful advice and guidance. Thanks are also due to the Washington International Center staff, volunteers and lecturers for their cooperation and suggestions. Their contributions obviously were essential to the relevance and completeness of the survey.

Special gratitude is owed Mr. Arthur Richards, Washington International Center Director; Mr. James Coughlin, Assistant Executive Director of the Washington International Center; Dr. Robert Thompson, Vice President of Meridian House Foundation; and Mr. Andrew Berding, past Director, for their assistance in developing and implementing this study.

Finally, this study and report would not have been possible without the efforts of the late Dr. Forrest Clements. As Project Officer for the AID/OIT, he defined the research requirements and assisted the DETRI research staff with the inevitable technical and administrative problems that emerge in a study of this scope and complexity.

The quality of the study reflects the suggestions of all of the individuals mentioned above, but, of course, they cannot be held responsible for any inadequacies which may exist in this report.

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PART I--EXIT INTERVIEW INFORMATION ON A.I.D. PARTICIPANTS

A. Purpose

The purpose of this phase of the study was to ascertain the effects of taking part in the Washington International Center's (W.I.C.) orientation program upon A.I.D. participants': (1) information about the United States; (2) beliefs and images of the United States; (3) difficulties experienced during the U.S. sojourn; and (4) social activities in the United States. In addition, information was gathered on the International Center program as it was remembered by participants at the conclusion of their U.S. sojourns. This information includes: (1) lectures heard; (2) tours taken; (3) difficulties with the program; and (4) evaluation of the orientation.

B. Research Design

In July, 1969, the Development Education and Training Research Institute (DETRI) of The American University submitted to A.I.D.'s Office of International Training a report on The Orientation of A.I.D. Trainees at the Washington International Center. This report presented data gathered on 522 A.I.D. participants who took part in the Washington International Center's orientation programs between June 17 and October 4, 1968. It focused on the immediate effects of the orientation program on the participants' knowledge about and attitudes toward the United States, as well as their early adjustment to the United States and their reactions to specific aspects of the orientation program.

To augment this "short-range" evaluation, this project was also designed to provide a "long-range" evaluation, focusing on the effects of the Center's program on the participants' sojourns in the United States. To accomplish this long-range evaluation, additional data were collected from the participants interviewed at W.I.C. in 1968, when they

came to DETRI for exit interviews just prior to their return home.

In the exit interview, participants fill out a structured questionnaire and take part in a face-to-face conversational interview with a DETRI cultural communication specialist. Those participants who had been observed by DETRI staff members at the International Center in 1968 were given an additional questionnaire in the exit interview which contained some of the same information and belief items that they were asked at the completion of their orientation program. (A copy of this follow-up questionnaire appears in the Appendix.) These items, plus other items from the exit interview questionnaire and interview ratings were tabulated for all of the Washington International Center participants who received exit interviews between October 3, 1968 and August 4, 1970. During this time, 304 of the 522 W.I.C. participants were interviewed at DETRI.

During this same time period, 257 participants who said they had not attended the Washington International Center program during their U.S. sojourn received an exit interview. These participants were also given the standard exit interview questionnaire, an individual interview, and a special W.I.C. questionnaire. Their responses to these instruments were compared with the responses of the W.I.C. participants to assess the effects of taking part in the orientation program.

Comparisons were also made between the responses of the W.I.C. participants on the questionnaire they filled out at the Washington International Center at the end of their orientation program and on the abbreviated version of this questionnaire they filled out at the exit interview. These comparisons were made to assess any changes in knowledge and belief that may have occurred during the U.S. sojourn of these participants.

A final comparison group included the 1,383 academic and special program participants whose exit interview

information appears in DETRI's Second Annual Report to A.I.D. (July, 1970). These participants were given exit interviews between November, 1968 and August, 1969. Their responses to the exit interview questionnaire and individual interview were used as a baseline to assess the representativeness of the information given by the 304 W.I.C. and the 257 non-W.I.C. participants.

C. Background and Experience of Participants

The participants in the W.I.C. and non-W.I.C. groups were compared in terms of home country, age, years of education, length of sojourn, and previous trips to the United States. On all of these dimensions there were significant differences between the two groups. The W.I.C. group was more likely to contain participants from South Asia and less likely to contain participants from Latin America than was the non-W.I.C. group (Table 1). The W.I.C. group was also more likely to contain participants who were 40 years of age and older than was the non-W.I.C. group (Table 2). In terms of education, the W.I.C. group was more likely to contain participants with 12 years or less of education than was the non-W.I.C. group (Table 3). About 1 out of 4 of the non-W.I.C. participants had been to the United States before, whereas only 1 out of 8 of the Washington International Center participants had made a previous U.S. sojourn (Table 4). Finally, the sojourn length of participants in the W.I.C. group was more likely to be less than 16 months than was the sojourn length of participants in the non-W.I.C. group (Table 5).

There are two reasons why the W.I.C. and non-W.I.C. groups vary on these background factors. A.I.D. participants who have been to the United States before usually are not scheduled to take part in Washington International Center orientations. Thus, the difference in previous visits to the United States and years of education (which is associated with overseas travel). Second, the participants in

the Washington International Center sample could not have had sojourn lengths of more than 26 months because of the period of data collection; the first participants were observed at W.I.C. in June, 1968, the last participant to receive an exit interview was at DETRI in August, 1970. In other words, many of the 522 participants observed at the International Center were still on training programs in the United States at the time this report was written. Most of these participants were at academic institutions, working on degree programs. The differences found between the W.I.C. and non-W.I.C. groups in age and home country are associated with this type of participant training program.

The characteristics of the W.I.C. and the non-W.I.C. groups were compared with those of the 1,383 participants included in DETRI's Second Annual Report to A.I.D. (Tables 1-5). The group of W.I.C. participants was found to be more similar to the participants in the Second Annual Report on all these characteristics than were non-W.I.C. participants, although neither the W.I.C. nor the non-W.I.C. groups contained as high a proportion of African participants as did the Second Annual Report. The non-W.I.C. group contained proportionately more participants from Latin America; participants with sojourns of 25 months or longer; participants under 30 years of age; and participants with educations of 17 years or more than did either the Second Annual Report or the W.I.C. groups.

The reader must keep in mind these differences between the W.I.C. and the non-W.I.C. groups in reading the rest of this part of the report. Any differences in responses to interview or questionnaire items could be due to their unique characteristics as well as or rather than their participation in the orientation program at the Washington International Center.

D. Assessment of the Washington International Center Program

The participants in all three groups (W.I.C., non-W.I.C.

and the Second Annual Report) were asked to evaluate orientations they received in the United States on a 7-point satisfaction scale. The proportion of participants giving high ratings were very similar when the W.I.C. group and the Second Annual Report group were compared. Approximately 1 participant out of 4 in each of these groups said that they were "extremely satisfied, their orientations could not have been better." Less than 5% of the participants in these two groups gave ratings below the middle of the scale (Table 6). The non-W.I.C. participants gave lower ratings of satisfaction to their orientations in the United States (which, of course do not include an orientation at W.I.C.). Of the 125 participants who gave ratings, only 1 in 7 said that they were "extremely satisfied, their orientations could not have been better." About the same proportion gave ratings below the middle point on the satisfaction scale (Table 6). These data suggest that participants who attended the W.I.C. program are more satisfied with their U.S. orientations, than are the participants who did not attend the Washington International Center.

The participants in the W.I.C. group also made two other ratings of the Washington International Center program. The first of these was made at their completion of the orientation program in 1968. At this time, more than 1 out of 3 of the W.I.C. participants indicated that they were "extremely satisfied" with the Washington International Center orientation. Only 1.4% gave satisfaction ratings below the middle of the scale. However, when they were questioned in the exit interview at DETRI about the utility of the W.I.C. orientation in preparing them for their experiences in the United States, only 1 out of 5 participants said that the orientation was "extremely useful, their adjustment to the United States would have been impossible without it." 8.3% of the W.I.C. group gave utility ratings below the middle of the scale (Table 7). These data suggest that the W.I.C. participants are less satisfied with the utility of their

orientation programs for their sojourn than they were satisfied with the program itself. Although the W.I.C. group was more critical of the utility of their orientation, it should be remembered that participants who received no W.I.C. orientation were even more critical of whatever U.S. orientations they did receive.

The Washington International Center participants more often recalled hearing each of the orientation lectures except the lecture on customs and daily life in the United States than did the participants in the Second Annual Report who had been to the Washington International Center (Table 8). They also more often recalled going on Capitol Hill tours, and home hospitality visits, but less often recalled high school tours than did the larger group of participants. (The fact that the majority of the W.I.C. participants took part in the orientation program during the summer probably accounts for the smaller proportion of high school tours remembered.)

There were no differences in the proportion of responses given by the Washington International Center participants and the participants in the Second Annual Report on any of the ten difficulties that A.I.D. participants have reported with the orientation program at the Washington International Center (Table 9). The three difficulties most often noted by both groups were: (1) the group attending the program was too different in cultural backgrounds; (2) there were too few visits with American families; and (3) there were too few tours.

E. Information About and Understanding of the United States

All three groups of participants were asked how helpful they found information they received at formal U.S. orientations on different aspects of the United States, and were rated by the DETRI cultural communication specialists on their understanding of these aspects. There were no significant differences among the three groups either as they

rated the helpfulness of the information they received or as they were rated by the cultural communication specialists. The only significant difference was that participants in the non-W.I.C. group more often said that they did not receive any information on each of the aspects of the United States than did participants in either the W.I.C. group or the Second Annual Report group, while participants in the W.I.C. group more often said they received information on all of the aspects. This finding is, of course, to be expected as many of the non-W.I.C. participants had no formal orientations (Table 10).

All of the members of the W.I.C. and the non-W.I.C. groups filled out a questionnaire during the exit interview which contained 21 multiple choice information items about the United States. Seventeen of these items were exact duplicates of items that the W.I.C. participants had filled out at the completion of their orientation program at the International Center. Since each item allowed four choices, it was possible to compare the W.I.C. participants' responses on 68 statements about the United States at the beginning and end of their U.S. sojourns. It was found that the W.I.C. participants became significantly more accurate on five of these statements, significantly less accurate on eight, and showed no appreciable change on the remaining 55 statements (Table 11).

The W.I.C. group was compared with the non-W.I.C. group on these same 68 statements plus four social custom items. It was found that the W.I.C. group was significantly more accurate in one instance and significantly less accurate in five instances. The non-W.I.C. group was significantly more accurate in four instances, and significantly less accurate in three instances. There were no differences between the participants in the two groups on the remaining 69 statements (Table 12).

These results suggest that the information participants have about the United States at the conclusion of their

sojourn is very similar to the information that they had when they completed the orientation program at the International Center. Some information is lost during the U.S. sojourn, and participants who did not take part in the W.I.C. programs seem to be slightly better informed prior to departure. However, it must be recalled that these non-W.I.C. participants have more often been to the United States before and have had longer U.S. sojourns than the W.I.C. trainees. Both of these background factors could account for their slightly higher accuracy in information.

F. Beliefs About and Images of the United States

On the exit interview questionnaire participants who took part in the W.I.C. orientation program were asked whether the picture of the United States they formed while attending the Washington International Center was : (1) more favorable, (2) the same, or (3) less favorable than the one they held at the exit interview. About 2 out of 3 of the W.I.C. participants said the picture was the same. 22.2% said it was more favorable at W.I.C., while 13.7% felt it was less favorable. These percentages are not significantly different from those of the participants in the Second Annual Report.

On the W.I.C. follow-up questionnaire administered during the exit interview, 24 statements of belief about the United States were asked. These statements were exact duplicates of belief items filled out by the Washington International Center participants at the end of their W.I.C. orientation programs. Twenty-one of these statements were of an evaluative nature. When their responses at the International Center were compared with their responses at the exit interview, the W.I.C. participants showed significantly more positive attitudes toward the United States on two of these items, significantly more negative attitudes to the United States on nine, and no change in attitude on ten items (Table 13). These results suggest that these participants tended to become less positively oriented toward the United States

during their U.S. sojourns.

When the exit interview responses of the W.I.C. participants were compared with those of the non-W.I.C. participants on these belief statements, it was found that the W.I.C. participants had more positive attitudes toward the United States on 7 of the evaluative items, and there were no significant differences between the two groups on the other 14 (Table 14). Thus, although the W.I.C. group becomes less positive toward the United States during their sojourn, they are still more positive than participants who did not take part in the International Center's orientation program. This conclusion is supported by other data. On four of the multiple choice information items mentioned in Section E, the Washington International Center participants more often chose the 4 responses which were positive to the United States (3 of which were inaccurate choices) than did the non-W.I.C. participants. The non-W.I.C. participants more often chose 2 of the 9 negative responses on these items (both of which were inaccurate), (see Table 12). Also, the DETRI cultural communication specialists more often rated the W.I.C. participants as seeing Americans as "friendly" and "egalitarian." In contrast, the non-W.I.C. participants were more often rated as seeing Americans as "informal," "intolerant" and "superficial in relationships."

Caution must be exercised in interpreting these results. Although there is a strong suggestion that the W.I.C. participants have more favorable beliefs about the United States and images of Americans than do the non-W.I.C. participants, these differences may be accounted for by background factors such as age and education. The non-W.I.C. participants are younger and have more years of education than the W.I.C. participants which may lead them to be more critical in their evaluations. It must also be remembered that there were no significant differences between the W.I.C. and non-W.I.C. participants on a majority of both the belief and image items. Furthermore, when compared with the participants in

the Second Annual Report, both the W.I.C. and non-W.I.C. participants were more often rated as having positive images of Americans and less often as having negative images on 14 of the 15 ratings which suggests that both groups may have more favorable images of Americans than the majority of A.I.D. participants receiving exit interviews.

G. Problem Solving

The DETRI cultural communication specialists made judgments about the problems that participants encountered during their U.S. sojourn as expressed in their conversations with these participants. (The specialists did not know in advance which participants were in the W.I.C. or the non-W.I.C. groups.) Two hundred and twenty-two of the W.I.C. participants and 135 of the non-W.I.C. participants were rated on whether they had problems in the United States or not. Comparisons on these ratings suggest that the participants in the W.I.C. group less often faced problems in their training programs or in their personal and social activities than did the participants in the non-W.I.C. group (Table 15).

This finding may be due to the fact that the non-W.I.C. participants have longer sojourns (and thus more possibilities of encountering problems) in the United States. Comparisons between the two groups on 8 exit interview questionnaire items having to do with personal or social difficulties showed no significant differences in the proportion of W.I.C. and non-W.I.C. participants who encountered these difficulties. There were also no significant differences between the two groups in asking for assistance from foreign student or job trainee advisors.

H. Social Activities in the United States

One of the objectives of the Washington International Center program is to assist participants in adjusting to social life in the United States. The responses of W.I.C. and non-W.I.C. groups were compared on 32 exit interview

questionnaires having to do with social activities. There were many more similarities in the answers to these questions than there were significant differences between the two groups. No differences were found between: DETRI cultural communication specialists' ratings or the participants' statements of the amount of social activities they took part in or; the backgrounds or number of their social companions; ratings of being "especially accepted;" the proportion of participants having personal friendships with Americans; enjoyment ratings of informal activities or of different aspects of home hospitality visits; the proportion of participants making presentations about their home countries or joining clubs or professional organizations in the United States; or the cultural communication specialists' ratings of the personal styles of the participants in the two groups.

The only significant differences between the two groups were that the W.I.C. participants more often received home hospitality and took part in planned (as opposed to spontaneous) social activities, while the non-W.I.C. participants more often made many visits to American homes, went to parties and picnics, had friends among their teachers and fellow students, and lacked time for social activities (Table 16). All of these differences may be due to the fact that the non-W.I.C. participants more often have had longer sojourns, been in the United States before, and were in academic training programs. Thus, they might have had more friends to visit from previous trips and more contact with U.S. teachers and students. The W.I.C. participants, on the other hand, might have had to rely more on planned activities such as home hospitality programs during their first visits to the United States.

It is possible to conclude that the Washington International Center participants did as well or better than the non-W.I.C. participants in accommodating to life in the United States. The lack of significant differences between the two groups on a majority of items related to social life

in the United States suggests that the W.I.C. participants found ways to compensate for their lack of background and experience in the United States.

I. Feelings About the United States

The participants who took part in Washington International Center training programs were more likely to say that they felt "welcome and accepted" in the United States, and were more often rated by the DETRI cultural communication specialists as being "very appreciative" of their personal-social, and technical experiences in the United States than were the participants who did not attend the International Center. There were no significant differences between the two groups on the specialists' ratings of their feelings about the United States as a society, the American people, A.I.D., or their participating program agencies. The W.I.C. participants were similar to the participants in the Second Annual Report in their feelings of being welcome and accepted (Table 17) but were rated as being less appreciative of their personal-social, and technical experiences than were this larger group of participants (Table 18).

These findings suggest that the W.I.C. participants generally were more satisfied with their accommodation to the United States and more appreciative of the programs they had than were the non-W.I.C. participants. However, the W.I.C. participants did not more often credit any given American group or institution for this accommodation. It might be that the non-W.I.C. participants, who were more often on their second visits, did not experience the same degree of welcome and acceptance that they received on their first trip to the United States, and thus gave lower ratings, showing less appreciation. It is impossible to tell to what extent attendance at the Washington International Center program or these background factors account for these differences between the W.I.C. and non-W.I.C. groups.

J. Conclusions

Participants who attended the Washington International Center were more often satisfied with their orientation to the United States than were those who did not attend the Center program. However, these participants were more satisfied with the W.I.C. program at its conclusion than they were when assessing its utility at the completion of their U.S. sojourn. These data suggest that some aspects of the program could be further improved to make the orientation more useful for A.I.D. trainees. The results and conclusions in both the DETRI interim report (Orientation of AID trainees at the Washington International Center, July, 1969) and in DETRI's Second Annual Report to the Agency for International Development (Participant Assessment of AID Training Programs, July, 1970; pages 2-104 to 2-117) provide information on aspects to be examined.

The participants who took part in the Washington International Center's orientation program tended to be more positive in both their perception of and attitudes toward the United States than did the participants who did not attend this program. These positive attitudes were not based on more accurate information about the United States, however, as the non-W.I.C. participants were slightly more often correct when asked specific questions about this country than were the W.I.C. participants. It is possible that these more positive perceptions and attitudes were a result of the W.I.C. participants having had less experience in the United States than the non-W.I.C. participants. The non-W.I.C. participants had more often been to the United States before and had had longer sojourns. Also the fact that the W.I.C. participants were somewhat older and had fewer years of education might have contributed to these differences in perception and attitude.

There were few significant differences between W.I.C. and non-W.I.C. participants in their social and personal activities in the United States. The data suggest that the

W.I.C. participants more often took part in planned activities, whereas the non-W.I.C. participants more often went to parties or visited friends. The lack of significant differences between the two groups on items related to accommodation to U.S. life suggest that the W.I.C. participants were able to adapt as well as the non-W.I.C. participants. It is impossible, however, to ascertain how much of the accommodation was due to the background factors noted above, and how much was due to the W.I.C. orientation program.

It will be necessary to analyze more data to ascertain fully the impact of the International Center program on A.I.D. trainees. Approximately 200 of the 522 participants observed at the International Center had not appeared for an exit interview at DETRI when data collection was stopped. Many of these participants will come through the DETRI exit interview program. Their responses to the exit interview questionnaire conversations with DETRI cultural communication specialists will be available for analysis through the exit interview data bank. We recommend such analyses if more definitive comparisons of W.I.C. and non-W.I.C. participants are desired.

Table 1

REGION	W.I.C. PARTICIPANTS (%)	NON-W.I.C. PARTICIPANTS (%)	1,383* PARTICIPANTS (%)
Near East- South Asia	29.5	23.3	28.4
Far East	35.4	38.2	31.9
Latin America	13.2	19.3	11.9
Africa	21.9	19.3	27.7

Table 2

AGE (Years)	W.I.C. PARTICIPANTS (%)	NON-W.I.C. PARTICIPANTS (%)	1,383* PARTICIPANTS (%)
20-29	21.2	39.1	29.1
30-39	53.4	51.5	49.8
40 or more	25.3	9.4	21.1

Table 3

EDUCATION (Years)	W.I.C. PARTICIPANTS (%)	NON-W.I.C. PARTICIPANTS (%)	1,383* PARTICIPANTS (%)
6-12	13.9	5.6	13.3
13-15	30.0	24.1	25.8
16	20.9	25.9	22.5
17 or more	35.2	44.4	38.5

*1,383 participants are those included in DETRI's Second Annual Report to A.I.D. (July, 1970).

Table 4

U.S. BEFORE	W.I.C. PARTICIPANTS (%)	NON-W.I.C. PARTICIPANTS (%)	1,383* PARTICIPANTS (%)
Yes	12.7	26.7	16.1
No	87.3	73.3	83.9

Table 5

SOJOURN LENGTH (Months)	W.I.C. PARTICIPANTS (%)	NON-W.I.C. PARTICIPANTS (%)	1,383* PARTICIPANTS (%)
1-4	17.8	15.3	18.9
5-6	28.0	4.8	20.2
7-11	28.3	16.2	15.8
12-15	11.5	9.2	13.8
16-24	9.4	21.0	17.5
26 or more	4.9	33.6	13.9

Table 6

SATISFACTION RATING	W.I.C. PARTICIPANTS (%)	NON-W.I.C. PARTICIPANTS (%)	1,383* PARTICIPANTS (%)
1 (Extremely satisfied....)	23.6	14.4	24.0
2	39.4	32.0	34.0
3	25.4	28.0	24.0
4	7.0	10.4	11.8
5	3.5	9.6	3.8
6	1.0	4.0	1.2
7 (Not at all satisfied....)	.4	1.6	1.2

Table 7

SATISFACTION RATING (AT W.I.C.)	W.I.C. PARTICIPANTS (1968) (%)	UTILITY RATING (AT DETRI)	W.I.C. PARTICIPANTS (1968-1970) (%)
1 (Extremely satisfied)...	34.7	1 (Extremely useful)...	19.6
2	41.7	2	35.2
3	16.5	3	25.6
4	5.7	4	12.3
5	1.4	5	5.7
6	0.0	6	1.3
7 (Not at all satisfied)...	0.0	7 (Not at all useful)...	1.3
TOTAL N's	(432)		(301)

Table 8

ASPECT OF W.I.C. PROGRAM RECALLED	W.I.C. PARTICIPANTS (%)	1,383* PARTICIPANTS (%)
<u>Lectures</u>		
Customs & Daily Life	88.0	88.8
Land & People	85.3	76.1
U.S. Government	84.9	76.6
Family & Community	80.0	72.4
Religious Life	85.3	72.1
Education in the U.S.	87.3	80.1
U.S. Economy	80.5	69.8
Civil Liberties & Race	83.9	72.4
<u>Tours</u>		
Capitol Hill	85.3	76.4
High School	19.9	40.2
Washington Community	41.1	46.3
Mount Vernon	85.6	88.2
Home Hospitality	63.7	56.4

Table 9

PROBLEM WITH W.I.C. ORIENTATION	PERCENTAGE (%) RESPONDING					
	Very True		Somewhat True		Not True	
	WIC	1,383*	WIC	1,383*	WIC	1,383*
Group attending program too different in cultural backgrounds	15.7	16.5	35.0	30.8	49.3	52.7
Too few visits with American families	19.1	22.2	29.5	24.4	51.4	53.4
Too few tours	9.3	11.0	27.2	24.8	63.4	64.2
Some important topics omitted	6.5	6.7	29.5	28.8	64.0	64.5
Program too elementary	6.4	8.5	27.6	25.6	66.0	65.9
Too little discussion	9.0	7.7	27.4	26.2	63.5	66.1
Too many lectures	5.4	8.0	24.6	22.6	70.0	69.4
Group attending program too large	6.4	6.5	23.9	23.4	69.6	70.1
English used by lecturers hard to understand	2.8	3.2	18.9	22.8	78.3	74.0
Subject matter sometimes inaccurate	3.5	3.5	22.9	21.3	73.5	75.2

Table 10

ASPECT COVERED	W.I.C. PARTICIPANTS (%)	NON-W.I.C. PARTICIPANTS (%)	1,383* PARTICIPANTS (%)
U.S. cultural and social institutions and ways of life	96.9	63.8	91.3
Practical facts for day-to-day living in the United States	95.1	64.6	90.8
U.S. education and training practices	94.4	63.2	89.4
U.S. political systems and institutions	93.4	54.0	83.8
U.S. economic systems and institutions	94.7	52.9	82.9

Table 11

	PERCENTAGE (%) CHOOSING	
	At W.I.C.	At Exit Interview
<u>INCORRECT ITEMS MORE OFTEN CHOSEN</u>		
75% of married women in the U.S. have jobs outside the home	14.0	27.3
Political party membership in the U.S. is based on a person's family background	1.1	12.2
50% or 75% of U.S. marriages end in divorce	12.8	22.7
Most elderly people in the U.S. live in homes for the old	30.9	39.5
<u>INCORRECT ITEMS LESS OFTEN CHOSEN</u>		
10% of married women in the U.S. have jobs outside the home	14.0	4.9
Money to run U.S. schools comes from contributions from organizations	9.9	3.0
The U.S. government has done nothing to provide Negroes equal opportunity to public service	11.0	5.3
Political party membership in the U.S. is based on strict requirements made by each party	14.0	8.6
10% of the U.S. population belong to some religious group	10.3	5.3
<u>CORRECT ITEMS LESS OFTEN CHOSEN</u>		
The largest religious group in the U.S. are the Protestants	80.5	64.1
Most elderly people in the U.S. live in their own homes	63.2	53.0
33% of married women in the U.S. have jobs outside the home	42.3	34.9

Table 12

	PERCENTAGE (%) CHOOSING	
	W.I.C. PARTICIPANTS	NON-W.I.C. PARTICIPANTS
<u>CORRECT ITEMS</u>		
The largest religious group in the U.S. are the Protestants	64.1	75.5
Political party membership in the U.S. is based on free choice of the individual	75.0	64.2
70% of the U.S. population belongs to some religious group	35.2	45.9
Visiting the U.S. Department of Housing and Urban Development is <u>not</u> a helpful way to find housing in the U.S.	42.8	51.4
The U.S. Constitution allows everyone to choose his own religion	82.6	89.5
<u>INCORRECT ITEMS</u>		
95% of the U.S. population belongs to some religious group	50.3	36.6
10% of U.S. marriages end in divorce	23.7	13.6
American Indians must get permission from the Federal Government to leave the reservation	24.0	16.7
50% of U.S. marriages end in divorce	17.8	25.7
Political party membership in the U.S. is based on a person's family background	12.2	19.1
U.S. secondary schools are attended only by students who have passed special examinations	15.5	21.8
The U.S. Constitution does not mention religion	15.1	9.3
1% of the workers in the U.S. today are unemployed	9.5	4.3

Table 13

	PERCENTAGE (%) SUPPORTING	
	At W.I.C.	At Exit Interview
<u>POSITIVE BELIEF ITEMS MORE OFTEN SUPPORTED</u>		
People in the U.S. go to church enough	42.3	50.8
The U.S. government keeps no important information from the public	38.2	42.1
<u>NEGATIVE BELIEF ITEMS MORE OFTEN SUPPORTED</u>		
The air and water in large U.S. cities is full of dirt and smoke	23.9	51.8
Older people in the U.S. are not well cared for by their relatives	41.7	68.4
American businessmen make the most money when the U.S. is at war	43.9	56.3
People in the U.S. do not know much about other countries	68.8	80.3
In the U.S. Negroes cannot get houses anywhere they want to live	51.3	60.5
The U.S. government has treated the American Indian badly	24.8	30.5
People in the U.S. are not well-educated	8.9	13.8
Too many U.S. wives work outside the home	72.9	77.4
Competition between U.S. businesses does not lead to better products	2.3	5.6

Table 14

BELIEF ITEMS	W.I.C. PARTICIPANTS SUPPORT (%)	NON-W.I.C. PARTICIPANTS SUPPORT (%)
The air in large U.S. cities is full of dirt and smoke	51.8	65.6
The U.S. government keeps no important information from the public	42.1	28.6
There is less racial prejudice in the U.S. than in most other countries	21.6	8.7
In the U.S., Negroes cannot get houses anywhere they want to live	30.9	18.3
The U.S. government has treated the American Indian badly	30.5	41.8
People in the U.S. do not know much about other countries	80.3	86.8
People in the U.S. are well educated	79.3	74.6

Table 15

HAD PROBLEMS	W.I.C. PARTICIPANTS (%)	NON-W.I.C. PARTICIPANTS (%)
Yes	48.6	67.4
No	51.4	32.6

Table 16

SOCIAL ACTIVITY	W.I.C. PARTICIPANTS (%)	NON-W.I.C. PARTICIPANTS (%)
Had U.S. student friends	54.8	72.5
Lacked time for social activities	6.9	17.3
Received home hospitality	95.2	85.6
Had U.S. teacher friends	54.8	63.5
Took part in planned activities	21.2	12.8
Went to parties and picnics	55.8	64.0
Made 6 or more visits to American homes	61.7	68.4

Table 17

WELCOME-ACCEPTED RATING	W.I.C. PARTICIPANTS (%)	NON-W.I.C. PARTICIPANTS (%)	1,383* PARTICIPANTS (%)
1 (Extremely welcome)...	39.4	33.2	37.9
2	35.6	32.3	32.5
3	14.9	16.0	18.1
4	5.9	12.1	8.0
5	2.8	4.3	1.9
6	.7	2.2	1.2
7 (Not at all welcome)...	.7	0.0	.4

Table 18

	W.I.C. PARTICIPANTS (%)	NON-W.I.C. PARTICIPANTS (%)	1,383* PARTICIPANTS (%)
<u>PERSONAL-SOCIAL EXPERIENCES</u>			
Very appreciative	73.6	59.2	79.4
About equally appreciative and not appreciative	12.3	23.4	3.8
Very unappreciative	5.9	8.0	6.2
No general reaction	8.2	9.4	10.7
<u>TECHNICAL EXPERIENCES</u>			
Very appreciative	71.8	67.8	79.4
About equally appreciative and not appreciative	7.7	18.3	2.3
Very unappreciative	10.5	9.1	8.3
No general reaction	10.1	4.8	10.0

PART II--OBSERVATION TRAINING TEAM INFORMATION

A. Purpose

The purpose of this phase of the study was to gather information from A.I.D. observation training team members who attended the orientation at the Washington International Center on the following topics: (1) immediate reactions to the orientation program; (2) assessment of the orientation program at the conclusion of their U.S. sojourns; (3) comments on events related to the orientation program (e.g., scheduling and social activities); and (4) suggestions for improving the orientation program for members of future observation training teams.

B. Research Design

Group-administered, oral interviews were used to collect the data from observation training team members. Interviews were administered to the team members after each lecture they heard during their program at the Washington International Center by a DETRI staff member who observed these programs. The observation training team members were interviewed again at DETRI shortly before they departed from the United States for their home countries. Only some of the questions asked in this Exit Interview are relevant to the present study. (Copies of these interviews are included in the Appendix.)

The period of data collection at the International Center was from October 15, 1969 to July 1, 1970. Between these dates, a total of 15 training teams were observed at the Washington International Center; 14 of which were interviewed.¹ Thirteen of these teams were given an exit interview

¹One end-of-sojourn team was briefly observed at the International Center by DETRI at the beginning of their orientation. Some of their comments about their orientation are included in this report. Because their experiences in the United States were different from the other 14 teams that were observed, they were not interviewed at the International Center.

at DETRI, between December 12, 1969 and September 9, 1970. All of these interviews were conducted through interpreters.

C. Team Members' Backgrounds

There were a total of 132 individual participants in the 14 training teams which were interviewed at the Center. The teams ranged in size from 3 to 24 members, with the median group containing 10 participants. The length of sojourn of the teams ranged from 5 to 17 weeks, with the median length being 8 weeks (Table 1).

Seven of the 14 teams were from Brazil, 3 were from Turkey, 1 was from Colombia, 1 from Korea, and 2 contained participants from several Latin American countries. Thirty-five of the 32 team members could speak some English, but all 14 teams were accompanied to the orientation program and throughout their sojourns by an interpreter.

Of the 14 teams which were interviewed at the Washington International Center, 5 took part in programs planned by the Internal Revenue Service, 4 by the Department of Labor, 1 by the Office of Education, 1 by R.O. Ferguson Associates, 1 by DATP in Hartford, Connecticut, and 1 by A.I.D.'s Office of International Training (A.I.D./O.I.T.).

This group of observation training teams is not representative of all the teams programmed by A.I.D./O.I.T. There are too many teams from Brazil in Internal Revenue Service programs, and not enough teams from Africa in the field of agriculture to make a representative sample. The reader must keep in mind the unrepresentative nature of the teams interviewed in interpreting comments in the remainder of this report.

D. Description of Orientation Program for Teams

The scheduling of teams for participation in the orientation program at the International Center seems to be less

systematic than the scheduling of individual A.I.D. participants. Of the 14 teams interviewed by DETRI, 7 had only 1 or 2 days notice of their participation in the orientation program before they were actually at the Center. These teams were informed of the orientation either by a Washington International Center airport reception volunteer or at their first briefing with A.I.D. officials in Washington.

Of the other 7 teams, 6 had at least a week's notification of their participation in the orientation program. These teams were informed of the orientation in their home country. Members of 4 of these 6 teams said that the explanation of the orientation program given in their home country was so brief and general that they did not know what to expect. For example, one team was told only that they would be receiving "certain lectures." The members of these teams felt that more complete advance information was necessary to allow them to prepare for the comparative participation in the program suggested by the Director of the International Center on Monday morning.

The teams which had even shorter notice felt that they were prohibited from preparing any kind of meaningful questions for discussion after the lectures. They agreed that the question-and-answer periods were an essential part of the orientation.

The short notice given to the teams and the lack of information about the orientation program also caused problems for program managers at the International Center. In addition to coping with differences in field of interest, sojourn length, and status among and within teams, they also had to deal with different sized groups which were at different points in their training programs. When notice was short, the program managers were not able to plan and organize programs tailored to the interests of the team members. In many cases, they were forced to use whatever physical and human resources were available to them at the time the team was sent to the

International Center. In some cases, the team was placed with individual, English-speaking participants attending the "regular" orientation program. In other cases, the team was given a special lecturer or group of lecturers who talked to them alone. Occasionally, the team was split up and its members attended lectures in different rooms at the International Center.

These differences in the handling of teams caused problems in data collection and analyses. In addition to the 14 teams in this study, 16 other A.I.D. observation training teams took part in Washington International Center orientation programs during the data-gathering period. These teams were not surveyed for the following reasons:

- (1) Four of these teams received the orientation at the middle or end of their U.S. sojourns. The 14 teams interviewed were scheduled for orientation at the beginning of their U.S. sojourns. It was decided that the teams which arrived at the International Center later in their programs would not be comparable because they had had more opportunity to absorb information about and have experience in the United States.
- (2) Three of these teams were divided into 2 or 3 groups at the International Center which made it administratively impossible to observe and interview them according to the research design.
- (3) Two of these teams were given special treatment at the International Center because of their backgrounds. Thus, the programs they experienced were not comparable to those of the surveyed teams. (They also did not receive exit interviews.)
- (4) Two of these teams were composed partially of A.I.D. participants and partially of participants under other sponsorship. Because it would have been difficult to treat the A.I.D. participants as a distinct group; it was decided not to interview them.

- (5) Two of these teams appeared at the International Center with no prior announcement. Because DETRI and the Washington International Center did not know about these teams in advance, surveying them was not possible.
- (6) Two of these teams had very brief programs (one went on the Mount Vernon tour only, while the other received the Washington briefing only). Because these programs were not comparable to those of the 14 teams interviewed, it was decided not to include them in the survey.

The 14 observation training teams which were interviewed by DETRI at the Washington International Center had a wide variety of programs.² Five teams had five-day orientations; 5 had one-day programs; and the remaining 5 had 2 to 4-day programs. Two of the 14 teams received only a lecture on Government and Politics in the United States, and the Capitol Hill tour. Two other teams received the "regular" orientation program, including 8 lectures and 2 tours. None of the remaining 11 teams had programs which were comparable (Table 2). Programs did not begin or end on any particular day of the week. (One program carried over from one week to another.)

Particularly problematic was the scheduling of teams for orientation programs after they had been in the United States for some time. One team which had spent 5 days in New York City before going to the International Center felt that they had already learned what they needed to know about such things as bus systems, taxis, and finding places. They said they would have appreciated this information when they arrived, but since they had already had the experiences in question, they felt that the orientation they received at the International Center was of little value.

²These program differences made aggregation of the data collection from the 14 teams impossible.

Another team which had a one-day orientation during the fourth week of their five-week sojourn was quite displeased. They were insulted at being "welcomed to the United States and wished a pleasant stay" when they had in fact been in the country for one month. The members of the team informed their program chairman that they did not feel they should participate in the program.

If it is necessary to schedule teams for an "orientation" after they have already gone through part of their program, it is essential that program managers at the Washington International Center know about this so that these teams are not handled in the same manner as newly-arrived teams.

D. Team Reactions to the Lecture Program

While members of the teams almost always felt that the topics of the lectures they heard were well-chosen, 7 of the 14 teams interviewed at the Washington International Center had suggestions to make about the level of presentation. These teams generally felt that the lectures were too elementary or too superficial to be of use. They recommended a more detailed, in-depth program on the same topics. They also suggested more discussion and less lecturing. In many cases, they did not have all of their questions answered or felt there was not enough time for discussion after the presentations.

Members of 5 teams felt that the effort required to listen to simultaneous translations for long periods of time made them tired. Some of them said this resulted in a loss of comprehension of the information being presented. All of these teams suggested that more speakers who can speak the team's native language be used to overcome this problem. While they realized that the use of their native language would not give them maximum opportunity to hear English being spoken, they felt that the greater amount of material that

could be covered and the increased possibilities for discussion would more than compensate for this. Other suggestions for improving communication were the use of more visual aids (mentioned by members of 3 teams), and handouts before or after the lectures (mentioned by members of 2 teams).

The DETRI observers noted that on several occasions interruptions and problems in presentations were caused by the use of simultaneous translation. In one case, 15 minutes were lost while equipment was being repaired by the interpreter. In another, an interpreter arrived 20 minutes late, leaving the team with no translation at the beginning of the presentation. When teams were placed in lectures with English-speaking participants, the noise of the translation and the slow-down in the presentation and the question-and-answer period seemed to distract the speaker and non-team participants. Such mixing of groups is to be avoided, whenever possible.

E. Social Activities

In addition to the lecture program, the members of 4 of the 14 teams took part in the evening programs provided at the International Center. Although members of all these teams felt that the idea of having a social program was desirable, all of them had problems with the programs they attended.

Two participants from one team attended an English conversation practice and found it of no assistance to them. They indicated that they had not gone back to other evening programs.

One all-male team of 8 participants attended the folk dancing program and found that the only women there of approximately their own ages were the two interpreters who accompanied them. None of these team members returned to another evening program at the International Center. All of them indicated they would like to have had more opportunity to meet younger Americans (especially females).

The members of the other 2 teams attended an evening program of dancing and games. These team members agreed that the records and games were out-of-date and not very diversified. They were also disappointed that no opportunity was provided for them to sing and demonstrate some of their own folk dances. One of these participants noted that the games usually allowed only 2 or 4 participants to take part at any one time. He suggested that games for larger groups be provided.

Members of 10 of the 14 teams were asked what other social activities they took part in outside the International Center's evening program (Table 3). The activity most often participated in was watching television. Members of 9 teams indicated they had done this on numerous evenings. The activities next most often mentioned were sightseeing and shopping. Members of 8 teams interviewed said they took part in these activities. Other activities mentioned included home hospitality visits (6 teams), movies, and visits to embassies.

During the first week in the United States, team members participated far more often as groups in their social activities than they did as individuals. This is not surprising, since these team members usually stay at the same hotel, are from the same country, and speak the same language. Because of this group approach to social activities, team members do not have the same social needs as individual participants. However, 8 of the 14 teams interviewed noted some degree of dissatisfaction with the social activities they had taken part in in the United States. The primary problem that the team members mentioned was an absence of scheduled social events and activities.

Members of 4 teams noted that they had been strongly advised at the International Center not to leave their hotel after dark because of the high crime rate in the city. Many of these team members believed theft or assault would

certainly occur if they walked on the street in the evening. Thus, many of them stayed in their hotels watching television because they felt there was nothing else they could do.

Members of 2 other teams noted that their per diem allowance was not sufficient to allow them to pay for most social and recreational activities. These team members suggested that social activities be planned for with a reduction in price.

Another team pointed out that their lack of English language proficiency and transportation kept them from taking part in American social activities on their own. They suggested that arrangements be made for the teams to go to concerts, theaters, and other social and recreational events with an interpreter and transportation provided.

In general, members of teams desire scheduled social activities which take into account their interests, English language facility, money allowances, transportation, and backgrounds. Team members who were able to meet Americans in situations that are part of the American social scene (e.g., parties, concerts, and other recreational activities) were more satisfied with their social activities than members who spent their non-training time in their hotel rooms or who took part in specially-organized activities that did not satisfy their interests.

F. Exit Interview Data

Thirteen of the teams observed at the International Center took part in exit interviews at DETRI.³ Thirteen of these team members said that they did not receive an orientation at the Washington International Center when asked this question at DETRI. Eight of these participants were in the team that took part in the Washington International Center's

³One team departed from Texas, while the other was not scheduled for an exit interview at DETRI.

program for one day during the next to last week of their training program. The other 5 team members were half of a team that took part in a one-day orientation program at the International Center. The other half of the team said they had received an orientation. (The 2 halves of the team received exit interviews on different days at DETRI.)

Because the teams observed and interviewed at the Washington International Center were not representative of all observation training teams, the exit interview responses of the 109 members of the 13 teams who said they received the orientation were compared with those of 278 participants in 38 observation training teams who took part in exit interviews at DETRI between September 1969 and July 1970. Approximately the same percentages of the team members in both groups recalled each of the lectures in their orientation program (Table 4). The only subject on which there was more than a 10% discrepancy between the 13 teams observed at the Washington International Center and the larger group of teams was on the briefing on Washington, D.C. Eighty-six percent of the larger group of teams remembered hearing such a briefing, whereas only 53% of the team members observed at the Washington International Center remembered this briefing.⁴ More of the members of the 13 teams said that they had received home hospitality through the Washington International Center (66%), than did members of the larger group of teams given the exit interview (50%).

⁴In only one instance (U.S. Government and Politics) did the members of the 13 teams less often say (in the exit interview) that they had heard a lecture at which they had been observed. In 5 cases, the participants more often said they had heard lectures than in fact they had been observed. The largest discrepancy was on the Washington, D.C. briefing; 58 team members recalled this briefing (in the exit interview) whereas only 31 of them were observed at the briefing at the Washington International Center (Table 4).

Comparisons between the ratings of the program at the Washington International Center on a 7-point utility scale show that the members of the 13 teams were less satisfied with the orientation program when asked about it in the exit interview than were members of the larger group of teams (Table 5). Thirty-seven percent of the larger group said that the Washington International Center orientation program was "extremely useful" (scale position 1) in helping them to prepare for their experiences in the United States, whereas only 19% of the 13 teams gave this rating. Conversely, 10% of the larger group gave a utility rating below the middle point of the scale, whereas 21% of the 13 teams gave ratings at this lower level.

Forty-nine percent of the larger group of participants made suggestions for improving the orientation program at the Washington International Center, whereas 75% of the 13 teams had suggestions to make. In both cases, the suggestions most often focused on adapting the orientation program to the backgrounds and interests of the team members. Forty percent of the members of the larger group and 53% of the 13 teams made this type of suggestion. The two techniques most often suggested to implement this adaptation were: (1) to group the participants in the orientation program according to their backgrounds; or (2) to allow more time for discussion and development of topics that participants expressed an interest in during the program. None of the team members in either group felt that the lectures were too advanced for them, although some felt that they were too theoretical and should be more practically-oriented.

These two groups of team members were also compared on three other questions in the exit interview. About 3 out of 4 members of each of the two groups desired to take part in more social, recreational, and cultural activities than they had been able to during their U.S. sojourns. More of the 13 team members felt that life as they had observed it in the

United States was "different from their expectations" than did the members of the larger group of team members. On a 7-point scale of satisfaction with personal and social activities in the United States, the 13 team members expressed more dissatisfaction than did the larger group. One out of 5 members of the larger group said that they were "extremely satisfied" with these activities, whereas only 1 out of 8 of the 13 team members gave this high rating (Table 6).

Generally, the members of the 13 teams observed at the International Center seem less satisfied with and more critical of the Washington International Center orientation program and their non-training experiences in the United States than do the larger group of team members given exit interviews, in spite of the fact that both groups recall about the same kind of orientation and social programs.

G. Conclusions

Due to the scheduling problems, lack of English language capability, shortness of sojourn, and the social character of a group of participants, the orientation program at the Washington International Center seems to be less appropriate for members of observation training teams than for individual A.I.D. participants. It is important that the International Center be given more information about team members and that team members know more about the program before they are scheduled for an orientation. If team members have been in the United States for some time (or if they have previously been to the United States), A.I.D. should inform the International Center as to the nature of their United States experiences. It is embarrassing to the Center and frustrating to the team members to provide programs that are inappropriate to their backgrounds and experiences.

Team members who have not been to the United States before would perhaps be best served by an orientation program

that focuses on practical aspects of life in the United States.⁵ On the other hand, team members with more education and travel experience would prefer a discussion-oriented program which focuses primarily on their own field of interest. Most teams are homogeneous enough in their training objectives to make such topical programs possible. For example, the 5 teams in Internal Revenue Service programs might have been interested in a more in-depth discussion of the U.S. economy and tax structures. If at all possible, these discussions should be handled in the participant's native language to facilitate understanding and participation.

Most team members would be pleased to have more social activities organized for them by the International Center. Particularly appropriate would be the Center's volunteer escort service which would enable the teams to participate in on-going American social activities.

One team member suggested that the orientation groups should all be housed in a common location so that they would have the opportunity to live with participants from other parts of the world and to have Americans (speakers, volunteers and others) come to their lodgings and mingle in a more unstructured way than the Center's lecture and evening programs provided. Such hospitality houses or International Centers in major cities in the United States are usually enjoyed by A.I.D. participants who live in them. This suggestion has much to recommend it, if sufficient funds could be made available. In any event, orientation programs for observation training teams will require much more planning, coordination, and specializing if they are to be of real value to team members.

⁵The city tour which is a part of the new program at the International Center, including visits to department stores, shopping centers, and other American business places, would be of great help to team members unfamiliar with the United States.

Table 1

COUNTRY	TEAM SIZE	SOJOURN LENGTH (Weeks)	PARTICIPATING AGENCY	PARTICIPANTS WITH ENGLISH
Turkey	3	9	Dept. of Labor	3
Turkey	4	13	Dept. of Labor	3
Turkey	10	6	Dept. of Labor	0
Brazil	8	5	Dept. of Labor	1
Brazil	8	5	None	0
Brazil	10	12	Off. of Education	1
Brazil	7	10	Internal Revenue Service	7
Brazil	10	6	Internal Revenue Service	3
Brazil	12	7	Internal Revenue Service	6
Brazil	24	17	DATP, Hartford	2
Colombia	10	6	Dept. of Agriculture	1
Korea	4	8	R.O. Ferguson Associates	4
Latin America	7	7	Internal Revenue Service	2
Latin America	15	5	Internal Revenue Service	2

Table 2

TEAM NUMBER (From Table 1)	LECTURES HEARD (Observed)								TOURS TAKEN (Observed)		
	CUSTOMS AND DAILY LIFE	LAND AND PEOPLE	GOVERNMENT AND POLITICS	FAMILY AND COMMUNITY	RELIGION	EDUCATION	U.S. ECONOMY	CIVIL LIBER- TIES AND PEACE RELA- TIONS	CAPITOL HILL	HIGH SCHOOL	CITY
1			X			X	X	X	X		
2		X	X	X		X	X	X	X		
3			X						X		
4	X	X	X			X			X		
5			X			X			X		
6		X	X					X	X		
7	X		X				X		X		
8			X	X	X	X	X	X	X	X	
9		X	X	X	X	X	X	X	X	X	
10		X	X	X	X	X	X	X	X		X
11	X	X	X			X	X	X	X	X	
12			X						X		
13	X	X	X	X	X	X	X	X	X		X
14	X	X	X	X	X	X	X	X	X		X

Table 3
SOCIAL ACTIVITIES

TEAM NUMBER (From Table 1)	TELEVISION		SIGHTSEEING		SHOPPING		HOME HOSPITALITY		MOVIES		EVENING PROGRAM		VISIT TO EMBASSY	
	tog*	alone	tog*	alone	tog*	alone	tog*	alone	tog*	alone	tog*	alone	tog*	alone
1	3	0	3	0	3	0	3	0	3	0	0	0	3	0
2	4	2	0	1	4	0	4	0	0	0	4	0	4	0
6	10	1	10	0	8	0	0	0	2	0	0	0	0	0
7	0	7	0	0	7	0	0	7	0	0	7	0	2	1
8	10	10	10	2	10	6	10	0	4	1	0	0	0	0
9	12	12	12	0	6	0	12	0	6	0	10	0	0	0
10	24	0	24	0	24	0	24	0	6	0	4	0	0	0
11	5	0	10	0	0	0	0	0	0	0	0	0	0	0
14	12	9	11	2	8	0	14	0	8	0	0	0	2	0
15	7	0	0	0	7	0	0	0	0	0	0	0	7	0
TOTALS	87	4	90	5	77	6	69	7	29	1	25	0	18	1

*Together means all members of teams or smaller groups of team members only.

Table 4

LECTURE TOPIC	38 TEAMS (Exit Only) (%)	13 TEAMS (Exit Only) (%)	13 TEAMS (Observed at WIC) %
Briefing on Washington, D.C.	86	53	25
U.S. Government and Politics	92	100	98
Family and Community	85	78	59
U.S. Religious Life	69	69	56
Education in the United States	X*	75	61
U.S. Economy	X*	83	74
Civil Liberties and Race Relations	79	78	70

*Information not available.

Table 5

SCALE RATINGS OF WIC PROGRAM (From Exit Interviews)	38 TEAMS (%)	13 TEAMS (%)
1 (Extremely useful)...	36.7	19.1
2	32.7	29.1
3	14.4	24.5
4	5.0	6.4
5	6.8	16.4
6	2.2	4.5
7 (Not at all useful)...	1.1	0.0

Table 6

SCALE RATINGS OF PERSONAL-SOCIAL ACTIVITIES IN THE UNITED STATES (From Exit Interview)	38 TEAMS (%)	13 TEAMS (%)
1 (Extremely satisfied)...	21.2	12.8
2	30.4	24.0
3	16.4	19.2
4	11.5	20.8
5	5.1	15.2
6	3.2	8.0
7 (Not at all satisfied)...	0.0	0.0

PART III--PROGRAM SPEAKER INFORMATION

A. Purpose

The purpose of this phase of the survey was to obtain information from the speakers who take part in the orientation program at the Washington International Center (WIC) on the following topics: (1) their relationship with the International Center; (2) their perception of the A.I.D. trainees; (3) their reactions to the recommendations in DETRI's interim report (July, 1969); and (4) their ideas for improvement in the WIC orientation program.

B. Research Design

The data on which this part of the report is based were obtained from speakers taking part in the WIC orientation program in 1968 and 1969. Questionnaires were mailed to each speaker who participated in the orientation programs observed by DETRI staff members in 1968 (see Orientation of A.I.D. Trainees at the Washington International Center, July, 1969). After these speakers had finished their presentations they were given a second questionnaire inquiring about their impressions of their audience and their talk. Between June 17 and October 4, 1968, a total of 132 speakers completed the mailed questionnaire and 99 filled out the post-lecture form.

In addition, 40 speakers, representing 20% of the roster of speakers available to the Washington International Center, were interviewed between October 6, 1969, and February 4, 1970. These 40 speakers were those who, in the judgment of the International Center, are most frequently used in briefing A.I.D. trainees. The interviews were semi-structured. Individual reports were written after each interview for coding and analysis purposes. (See Appendix for Questionnaire and Interview Forms.)

C. Overview

The data suggest that the majority of speakers come to the Center at the recommendation of other participating speakers (37%) or at the request of a member of the Center's staff (38%). These speakers usually are white (81%), male (92%) academicians who are accustomed to speaking to American students. Their usual introduction to the Center consists of listening to presentations given by other speakers in their own topic area and a review of the program outline for that topic area. The typical presentation observed by DETRI staff members consisted of a 45-minute lecture followed by a 30-minute question-and-answer period moderated by the speaker. The average number of questions asked after the lectures observed was 15.

Over 85% of the speakers filling out a questionnaire indicated that they followed the program outline for their topic "somewhat" to "very closely" (Table 1). DETRI observers noted that 14% of the speakers followed the outline for their topic for at least 50% of their talk, while 45% followed it for at least 30% of their talk. Over 85% of the speakers felt that there was certain information that the International Center expected them to present in their lectures.

When asked directly after their presentations whether they would make changes, 60% of the speakers indicated that they would not change their lecture in any way. The changes mentioned by the remaining 40% were largely a difference in emphasis or a clarification of what they presented rather than a modification of their approach to the topic (Table 2).

D. Speaker Relationships to the International Center

About 85% of the speakers interviewed and filling out the questionnaire felt that the orientation program provided by the International Center was useful and successful. About 3% felt that it was not useful in its current form,

but that it had potential. The remaining 12% had mixed reactions about the orientation program (Table 3).

The speakers appear at the International Center slightly more than once a month on the average (Table 4). Eighty percent of the speakers stated that they were satisfied with the number of times they speak at the International Center. Fifteen percent would like to have spoken more often, but indicated that WIC's roster of speakers probably does not allow for them to lecture more often than they do. Five percent indicated they were not able to speak as often as they were requested. The average number of total presentations that had been made by the speakers interviewed was 54.

About 1 out of 3 speakers noted that when WIC contacted them to make a presentation they were given a brief description of the participants as well as the time and date on which they were to speak. Six of these speakers said that they would have appreciated more information than they were receiving if it was to be useful. Four felt that the information was not of any help and would prefer to have it dispensed with altogether. The remaining 3 speakers noted that the background information was not really needed because their talk did not vary enough from one group to another to make any difference. All but 1 of the speakers indicated that the general procedures WIC uses for notifying them regarding a presentation were satisfactory.

More than half of the speakers filling out the questionnaire had observed other parts of the program than their own, but no more than 10% had observed lectures on any other topic. One out of 4 had taken part in coffee breaks after their lectures, and 15% had been involved in evening activities at the Center (Table 5). Eighty-five percent of the speakers were acquainted with other speakers in the program, usually within their own topic area (Table 6).

The only other form of contact with the International Center noted by speakers were meetings and discussions held

with other speakers on the roster. Forty-two percent of the speakers interviewed indicated that they had attended such meetings in the past. When asked about their preferences about future meetings a majority of speakers stated that these should be held infrequently--not more than twice a year. Only about 1 of 8 speakers was positively disposed toward having meetings more often than they now were held.

Generally, speaker involvement in the WIC program is based primarily on discussions and presentations on their own topics. Few are involved in other parts of the program, or have contact with other members of the WIC staff or speaker roster outside of their own topic area. Most of the speakers seem to be satisfied with this situation.

E. Speaker Reactions to DETRI Recommendations

Given the speakers' backgrounds and their positive evaluation of the present International Center program, it is not surprising that the recommendations in the DETRI interim report (July, 1969) found most acceptable are those which would support and supplement the existing orientation program. About 3 out of 4 speakers felt that a basic-facts booklet as outlined in the DETRI report, would be a useful addition to the orientation program. This booklet would encapsulate some of the information that speakers are currently giving and serve as a reference for participants during and after the orientation program. Nearly all of the speakers who approved the basic-facts booklet concept gave suggestions as to the information they would like to have included in the booklet.

The use of audio-visual aids as a supplement to the lectures was approved by about 2 of 3 speakers interviewed. However, speakers who felt that audio-visual aids would either be imposed upon them or would take part of their lecture time were less enthusiastic about this recommendation. One out of 3 speakers specifically mentioned that any use of

audio-visual aids should be strictly voluntary (Table 7). Speakers had fewer suggestions as to specific types of audio-visual material that would be appropriate for their presentations than suggestions for information for the basic-facts booklet.

With regard to the tasks which the program chairman could perform, speakers tended to favor tasks which would least interrupt their present style of presentation. For example, making introductions, providing background information, keeping the room in order, and providing audio-visual aids were all program chairman tasks that at least 7 out of 8 speakers approved (Table 8). Nearly 3 out of 4 speakers felt that the program chairman should conduct a summary discussion at the end of the orientation program covering all of the topics. However, less than half felt that program chairmen should take time at the end of their presentation to relate the material they had presented to previous talks (Table 9). Only 2 speakers felt that program chairmen should be allowed to moderate questions from participants (Table 10).

Speakers generally rejected the possibility of changing the format and approach to the entire lecture program. When asked about Dr. Stewart's recommendation for a re-formulated program (see DETRI report, July, 1969), only 9 of the 40 speakers interviewed indicated they would like to try such a program or take part in it. Two out of 3 of the speakers interviewed had reservations about one or more aspects of Dr. Stewart's proposal. The remaining 4 speakers noted that they definitely would not want to participate in a program of the nature suggested by Dr. Stewart (see Part IV, DETRI report, July, 1969).

The remainder of this part of the final report will be devoted to an examination of the speakers' reactions to various aspects of the reformulated orientation program proposed by Dr. Stewart; speaker concerns which appear to

underlie these reactions, and proposals for responding to these concerns suggested by the data.

F. A Reformulated Orientation Program

The Stewart proposal calls for a moving away of the present academically-styled program (a topical approach presented by an authority in a discipline) to a workshop-type program which would develop selected themes of American culture throughout the course of the week. The reformulated program would focus on dimensions of this culture that participants could easily compare with conceptually equivalent dimensions in their own cultures. Discussions of these dimensions would enable participants to understand experiences they will encounter in the United States. Such a program would cut across traditional academic boundaries and would require much greater participation by the participants than the present program does.

The Washington International Center is interested in such a reformulated program. The initial introduction to the orientation program given by the director of the International Center on Monday morning is being changed. It will assign the participants a more active role in the program. The new introduction will stress that the presentations are to be discussions between the participants and informed Americans in which the participants are to consider themselves "cultural ambassadors." They will be encouraged to make comparisons during the program in the interest of broadening international understanding. The speakers will be informed of this reformulation of the orientation program.

G. Speaker Concerns

Some of the data gathered in the DETRI interviews with the speakers suggest that even given this information, many of the speakers will resist a program of the sort suggested by Dr. Stewart. The 27 speakers who had various reservations

about the reformulation specified that any change in their presentation would be 'reluctantly undertaken. As one speaker said, "What makes the Washington International Center attractive now is that no preparation is involved for each presentation." Most of these speakers (plus the 4 speakers who definitely would not participate in a reformulated program) felt that the present orientation at the International Center is successful and useful to participants and were satisfied with their role in it.

The majority of these 27 speakers considered themselves to be expert informants whose job at the International Center is to instruct the participants in their subject area. Few were inclined to allow the visitors' interests and questions to dominate their presentations (Table 11). Most of them felt that the primary consideration in selection of speakers should be how much information the speaker has in his topic area (Table 12).

Although only 9 of the speakers supported the reformulated orientation program in its entirety, there was wider support for some aspects of it. About 45% of the speakers interviewed expressed support for the idea of comparative information exchange. These speakers felt that greater emphasis on participant comments and questions would increase the participants' understanding and interest in the presentations. All of the speakers who favored this comparative exchange, however, mentioned certain problems which they felt needed to be resolved before it could become effective.

The most frequently mentioned difficulty was the speakers' own lack of knowledge of other cultures. Six speakers noted that most of the present speakers at the International Center probably do not have enough background information to handle a comparative discussion without dealing with unfamiliar material and thus weakening their position as discussion leaders. Some of these speakers suggested that WIC recruit a permanent staff of speakers with

broader backgrounds to carry out any reformulated program.

Eleven speakers felt that the time required for a comparative exchange would pose problems. Four said specifically that the current hour-and-a-half sessions would not be long enough to permit the greater participation recommended. Seven others suggested lengthening the individual sessions, lengthening the entire program from 1 to 2 weeks, and reducing the size of participant groups to allow each participant to express himself fully.

Eight speakers felt that the diversity of cultures and of participants' intellectual capacities would hamper comparisons because of resulting differing levels of conceptual understanding. Some of these speakers suggested that more homogeneous groupings of participants in the program, either on the basis of culture or educational levels, be tried.

Other problems mentioned by some speakers included: (1) participants' varying facility in English; (2) participants' varying awareness of United States institutions; (3) possible invidious comparisons by speakers or participants; and (4) differing personalities of participants.

H. Implementing a Reformulated Program

It seems clear, therefore, that after the speakers are informed of the changes in the orientation program, they will have to be encouraged to change their current approach and assisted in the new program format.

There is some evidence to suggest that motivation exists among the speakers interviewed that could be activated to begin a change in their approach. Almost all of the speakers interviewed were quite interested in DETRI's interim report (July 1969) and would be interested in attending a meeting at the Washington International Center to discuss some of the findings and recommendations. Three out of 4 speakers

also indicated they would attend a presentation by a cross-cultural communication specialist, while about half would be willing to attend seminars or workshops to try out various ways of presenting information to participants (Table 13). Only 1 out of 5 speakers was rated as being unreceptive and resistant to all of the DETRI recommendations mentioned in the interview.

Another encouraging sign was the interest expressed by most of the speakers in receiving feedback on their lectures. Seven speakers suggested that the program chairman or someone at the International Center should evaluate and comment upon their presentation so that they would know how well they were doing. A few speakers suggested that the participants themselves should be surveyed periodically to determine their comprehension of and interest in the presentations. The speakers most preferred participants who are talkative, responsive, and participate in discussions (Table 14). This interest in feedback could serve as a basis for maximizing the discussion aspects of the presentations, especially if the speakers could be convinced it was not necessary for them to provide a fixed amount of information to the participants.

The speakers' approval of and suggestions for a basic-facts booklet suggests one way in which the informational aspects of their presentations could be reduced. If some of the information now being discussed and presented in the lectures could be encapsuled and put into a booklet given to the participants, many of the speakers would probably feel less obligated to ensure this information was presented orally.

Also, the interest of most of the speakers in visual aids might serve as a means to reduce the amount of spoken material (Table 15). Effective aids that speakers could use as needed should reduce the time pressures that arise in speaking to a group whose comprehension of English can be

quite varied. Only minimal use of visual aids is being made currently. Thirty of the 40 speakers had been observed by DETRI staff members using maps in their presentations, whereas 20 had made use of the blackboard. Only 2 of the speakers have been observed using any other visual aids. (Information for the basic-facts booklet and sources of visual aids suggested by the speakers are on file at DETRI.)

Provision of basic-facts booklets and visual aids may only serve to supplement the current lecture approach, however, unless present speakers are given some assistance in moving toward a reformulation of their part in the program. One person who is in a position to provide this assistance is the program chairman. When asked about the different roles that program chairmen might undertake, speakers reacted most favorably to administrative tasks currently being performed by the chairman (Table 8). They were most negative about roles which would interfere with or take away control of their presentations (Table 10). If the speakers felt that the program chairmen had sufficient knowledge of the participants and information about the themes or concepts being discussed, they might be more disposed toward allowing the chairman to play a greater role in their presentations.

An alternative to attempting an overall reformulation of the orientation program is to adopt the reformulation on a pilot basis for part of the participants, while keeping the remainder of the program reasonably similar to that which is now being followed. As noted previously, 9 speakers expressed an interest in the reformulated program recommended by Dr. Stewart. It might be possible to utilize these speakers, plus some new speakers to staff a pilot program. The rest of the WIC roster could be asked for suggestions for this pilot program, while they continued their present style of presentation.

One speaker suggested that 3 or 4 available speakers be hired by the Washington International Center to plan the presentation of discussions in each topic area. These speakers would be responsible for the content, approach, and execution of the presentations in their area. The speaker making this recommendation felt that such an approach would create greater interest among the speakers and allow for a change in their approaches.

Two speakers, new to the Center, were observed by DETRI in conjunction with another portion of the survey. They had been told about the reformulated program and in their lectures they asked for questions earlier and provided culturally comparative information they had at their disposal. This was one of the few times in which conversations among participants as well as between participants and the speaker were noted by DETRI observers. This experience provided direct evidence of the potential of the new program.

Whatever techniques or personnel the International Center decides to utilize in reformulating the orientation program, it is essential that responsive action be taken in regard to speakers' comments and suggestions. Four speakers cited specific examples of suggestions they had made to WIC that had not been acted upon. They said no explanation had been received. These speakers were left with the impression that their ideas were not welcome and that the International Center had no real interest in introducing any substantive or presentational changes. It is vital to any program that staff members be made to feel a part of the organization and that their suggestions and feelings be taken into consideration.

Table 1

ADHERENCE TO PROGRAM OUTLINE	PERCENT OF SPEAKERS
Very Closely	5.2
Closely	22.0
Somewhat Closely	57.0
Not Too Closely	14.0
<hr style="border-top: 1px dashed black;"/>	
TOTAL N	(113)

Table 2

SUGGESTED CHANGE IN LECTURE	NUMBER OF SPEAKERS
Would emphasize a particular part of the presentation	16
Would attempt to elicit more questions, begin question period sooner	11
Would be better organized, more systematic and/or make better use of visual aids	7
Would be more flexible in presentation	7
Miscellaneous (e.g., speak clearly, up-date information)	6
<hr style="border-top: 1px dashed black;"/>	
TOTAL N COMMENTING	41*

*Some speakers made more than one comment. Thus, the total adds to more than 41.

Table 3

USEFULNESS OF WIC PROGRAM	PERCENT OF SPEAKERS
Very useful; speaker gave positive reasons for his statement	18.8
Very useful; speaker felt program was crucial but gave no reasons for his feeling	13.7
Useful; speaker gave positive reasons for feeling program was useful	29.1
Useful; generally successful; no reasons given	23.1
Somewhat useful; probably more or less useful	12.8
Not useful; could be useful	2.6
<hr/>	
TOTAL N	(117)

Table 4

NUMBER OF TIMES PER YEAR SPEAKER LECTURES AT THE INTERNATIONAL CENTER	NUMBER OF SPEAKERS
6 - 9	16
12	10
18 - 24	6
30 - 36	4
Not Ascertained	1
No Longer Speak at WIC	3
<hr/>	
TOTAL N	40

Table 5

PROGRAM ASPECT OBSERVED OTHER THAN OWN	PERCENT OF SPEAKERS
Coffee Breaks	25.0
Evening Activities at the Center	15.0
Religious Life in the United States	12.0
Government and Politics	9.1
Education in the United States	9.0
Home Hospitality	9.0
Race Relations in the United States	8.0
Customs and Daily Life	7.1
Land and the People of the United States	7.1
The Family and Community	7.1
The Economy of the United States	6.0
Tours	6.0
Airport Reception	0.0

TOTAL N	(99)

Table 6

NUMBER OF SPEAKERS WITH WHOM ACQUAINTED	PERCENT OF SPEAKERS
No Response	1.0
None	15.0
1 or 2	14.0
3 or 4	22.0
5 or 6	23.0
7 or 8	2.0
9 or more	13.0

TOTAL N	(99)

Table 7

SUGGESTED USE OF AUDIO-VISUAL AIDS	SPEAKERS' REACTIONS				
	STRONGLY AGREE	GENERALLY AGREE	MILDLY AGREE	AMBIVALENT	UNRECEPTIVE
Supportive devices for use during all lectures	8	10	5	2	-
Voluntary tool, for use by those speakers who desire to use them	3	6	3	-	2
Supplements presented outside lectures, during the daily program	5	5	1	-	-
Open to suggestion, whatever will help participants	3	1	1	-	-
Do not use (gimmick)	-	-	-	-	2
TOTAL N	(40)*				

*Total does not add to 40 since each speaker was free to express as many uses as desired.

Table 8

PROGRAM CHAIRMAN ADMINISTRATIVE TASKS	SPEAKERS' REACTIONS			
	MUST DO	SHOULD DO	I'M INDIFFERENT	SHOULD NOT DO
Introduce you to the group as the speaker, describing your background	15	24	1	0
Inform you of the participants' background, interests and abilities	15	21	4	0
Make sure the room is in order, water is available, etc.	15	19	6	0
Provide audio-visual aids materials for you to use	7	27	6	0
Make announcements about the program and give messages to participants before and after your presentation	4	15	13	7
Introduce you personally to some of the participants before or after the lecture	2	14	20	3
TOTAL N				(40)*

*All totals across do not always add to 40 as speakers occasionally were not able to use the stated categories.

Table 9

PROGRAM CHAIRMAN SUBSTANTIVE TASKS	SPEAKERS' REACTIONS			
	MUST DO	SHOULD DO	I'M INDIFFERENT	SHOULD NOT DO
Summarize and lead a discussion on all the presentations at the end of each week's program	7	22	4	6
Give a talk on customs and daily life in the United States at the beginning of each week's program	6	14	11	5
Take time at the end of your presentation to relate the information you presented to other parts of the program	3	16	11	9
TOTAL N				(40)*

*All totals across do not add to 40 since some speakers occasionally were not able to use the stated categories.

Table 10

PROGRAM CHAIRMAN INTERVENING TASKS	SPEAKERS' REACTIONS			
	MUST DO	SHOULD DO	I'M INDIFFERENT	SHOULD NOT DO
Interrupt when he feels clarification of ideas or use of simpler language would help participants	7	24	5	4
Speak out when he disagrees with you	4	11	9	16
Inform you when the question period should begin	2	11	7	20
Answer some of the participants' questions	1	10	15	14
Moderate who asks questions	-	2	13	25
TOTAL N				(40)*

*All totals across do not add to 40 since some speakers occasionally were not able to use the stated categories.

Table 11

SPEAKERS' PERCEIVED ROLES	SPEAKERS' IDEAL ROLES				
	EXPERT INFORMANT	INSTRUCTOR	INSTRUCTOR GENERALIST	DISCUSSION LEADER	TOTAL COMMENTING
Expert Informant	8	2	-	-	10
Instructor	-	9	1	2	12
Instructor-Generalist	-	-	6	8	14
Discussion Leader	-	-	-	-	-
TOTAL CHANGE	8	11	7	10	36*

* Four speakers did not comment fully enough on their individual role at WIC. Thus, they are not reported here.

Table 12

SUGGESTED GUIDELINES FOR SELECTING SPEAKERS	NUMBER OF SPEAKERS MENTIONING
Speaker should be well informed in topic area, more than general knowledge; enough to answer participants' questions satisfactorily	16
Speaker should be able to establish rapport quickly and easily with foreign groups	10
Speakers should have versatility in adjusting to different group levels	9
Speakers should speak simple English	8
Speakers should have good discussion leader qualities	8
Speakers should have a foreign language, if possible	5
TOTAL N	27*

*Column does not add to 27 because more than one guideline was suggested by many speakers.

Table 13

MEETING SUGGESTION	SPEAKERS' REACTIONS				
	EXCEL- LENT	GOOD	FAIR	POOR	LOUSY
A presentation of the DETRI survey results on the WIC orientation	14	20	2	3	1
Presentation by a cross-cultural communications specialist	8	22	3	3	2
Discussion with trainees	12	13	8	4	2
Short presentation with discussion of information given by speakers on each topic	11	13	7	4	4
Presentation on the participants' English ability and how to communicate in language they understand most easily	7	16	5	7	4
Demonstrations and displays of audio-visual aids	8	13	10	8	1
Seminars or workshops to try various ways of presenting information to participants	5	16	10	4	4
Presentation on AID technical training program	4	17	8	8	3
Social gathering to meet and talk with other speakers	5	14	12	6	2
Discussions of other parts of WIC program, e.g., volunteer activities	1	7	15	13	3

Table 14

TYPE OF PARTICIPANT SPEAKERS PREFER	NUMBER OF SPEAKERS
Participants who are talkative, responsive, participative	14
Participants who have similar back- ground as mine or who have something in common (e.g., wife from that country)	8
Participants who have a good back- ground knowledge of the United States	8
No real preferences, like the variety	7
Participants who have a good command of English	4
Homogeneous groups	4
Well-educated participants	3
Intelligent participants	3
TOTAL N	(40)*

*Total does not add to 40 because many speakers indicated more than one preference in participants.

Table 15

TYPE OF AUDIO-VISUAL AID	SPEAKERS' EVALUATION			
	USEFUL	SOMEWHAT USEFUL	NOT AT ALL USEFUL	NOT USEFUL FOR ME
Maps	23	5	-	-
Charts	17	12	2	3
Blackboard	19	5	-	1
Diagrams	9	10	3	3
Films	9	10	11	4
Slides	9	5	5	4
Photos	4	5	5	2
Tapes	3	6	6	4
Television	3	4	9	5
Auto-Instructional Programs	2	3	11	5
Records	1	4	7	5
TOTAL N	(40)			

PART IV--VOLUNTEER INFORMATION

A. Purpose

The purpose of this part of the report was to obtain information from the volunteers associated with the Washington International Center on the following topics: (1) their relationship to the International Center; (2) their experiences with participants; and (3) their suggestions for improvements in their volunteer activities.

B. Research Design

To obtain this information, questionnaires were mailed to 566 volunteers on the WIC roster. Three hundred and fourteen (55%) of the volunteers returned completed questionnaires. Two hundred and thirty of these returned questionnaires came from host family volunteers. The other 84 represent the 7 different volunteer services at the International Center (Table 1).

In addition, another questionnaire was mailed to volunteers who dealt with participants observed by the DETRI staff during 1968 orientation programs. (See Orientation of A.I.D. Trainees at the Washington International Center, July, 1969.) Sixty-five volunteers responded to this questionnaire (Table 2). (Copies of the questionnaires appear in the Appendix.)

The period of data collection was September to December, 1968. It has been noted that the Washington International Center has made some changes in its volunteer program subsequent to this data collection. Therefore, some of the information in this part of the report may no longer be applicable to current Washington International Center procedures.

C. Volunteers' Satisfaction Ratings

The volunteers were asked to rate on a 7-point scale

how satisfied they were with their overall experience as a volunteer at the Washington International Center. Thirty percent of the volunteers responding indicated that they were "completely satisfied, their experience has been perfect," (the highest scale category). None of the volunteers indicated that they were "completely dissatisfied, their experience has been unsatisfactory," (the lowest scale category). Nearly 80% of the volunteers checked either the number 1 or 2 category on the 7-point scale, indicating that they were highly satisfied with their volunteer experience (Table 3).

These satisfaction ratings were examined separately for each of the different volunteer services. No statistically significant differences were found between the different services, although the 43 volunteers in the evening program or the evening escort services tended to give lower ratings of satisfaction than volunteers in the other services. (The DETRI interim report--July, 1969--noted that of the volunteer services provided by the Washington International Center participants were least satisfied with the evening program. Less than 30% of the participants questioned said that they were "completely satisfied" with the evening program; page III-34.)

D. Volunteers' Backgrounds

The volunteers providing services for the Washington International Center orientation program are usually white, female, area-residents. About 1 of 3 volunteers said they first heard about the Washington International Center's program from friends. Between 10 and 15% first heard of the program through other volunteers,¹ their church,

¹Over 80% of the host family volunteers indicated that they had encouraged "a few" or "many" other families to take part in the International Center host family program.

newspaper articles, or local organizations. Less than 10% heard about the program from staff members at the Center (Table 4).

The reason most often cited for taking part in the volunteer program was "personal enjoyment." One out of 3 volunteers indicated this was their primary reason for working with the International Center. The second most often cited reason was "public service." One out of 4 volunteers indicated this was the main reason that they had volunteered. Host family volunteers were much more likely to indicate personal enjoyment as their reason for taking part in the program, whereas volunteers in the other services were more likely to indicate public service as their primary reason (Table 5).

The volunteers were asked which of their skills and interests were most helpful in working with the foreign visitors. About 40% of the volunteers said they found travel experience in foreign countries or a general interest in people most helpful. About 1 out of 4 volunteers said that an interest in or a knowledge of foreign affairs was most helpful (Table 6).

When asked how often they had an opportunity to use these interests or skills in working with the foreign visitors, about 80% of the volunteers indicated that they used the skills about as much as they would like to. About 20% of the volunteers said that they used their skills less often than they would like to. Only 4 volunteers used their skills more often than they would like to. There was no statistical relationship between frequency of use of skills and satisfaction with experience as a volunteer.

E. Volunteer Relationships With The International Center

More than 8 out of every 10 volunteers were satisfied with the frequency with which the International Center asked them to provide volunteer services. Only 2 volunteers

indicated that they were asked to provide services more often than they liked to, whereas about 1 out of every 5 volunteers felt they were not asked to provide services often enough. Those volunteers who felt they were not called upon often enough were more likely to give lower ratings of satisfaction with their experience as a volunteer than were volunteers who replied that they were called upon as often as they wanted to be.

Forty-seven of the volunteers said that they had received training to be a volunteer before they began working at the International Center. These volunteers were asked how useful they felt the training was in helping them to understand and serve the foreign visitors. Over 60% of these volunteers felt that their training had been either "extremely" or "very useful," whereas only 3 of the volunteers indicated that the training was "not useful" in helping them serve the foreign visitors (Table 7). There was no statistical relationship between ratings of usefulness of training and satisfaction with experience as a volunteer.

Very few of the volunteers felt that they were getting too much information on any topic concerned with their participation in the Washington International Center program. The topic about which the most volunteers felt they were not getting enough information was social events at the International Center (Table 8). There was no statistical relationship between this lack of information and their satisfaction as a volunteer, however. Only 23 of the volunteers felt that they did not receive enough information from the International Center about their volunteer assignments, whereas 246 (90.8%) felt they got about the right amount of information about their assignments. However, the 23 volunteers who felt they did not receive enough information were much more likely to give low ratings to their experience as a volunteer than were those who felt they received the right amount of information.

Those host family volunteers who felt they did not receive enough information about either the background of the participants they would be entertaining or the activities of their service committee as a whole were more likely to give low ratings to their experience as a volunteer than were those host family volunteers who felt they received the right amount of information on these topics. In both cases about 1 volunteer in 4 felt that they were not receiving enough information (Table 8).

The volunteers were asked who ask about or listened to their ideas and opinions concerning the Washington International Center affairs. In general, host family volunteers less often felt that people listened to their ideas or opinions about International Center affairs than did volunteers in the other services. Almost half of the host family volunteers felt that volunteer leaders and staff members of the International Center did not ask about or listen to their opinions at all (Table 9). This finding is not unexpected, since host family volunteers are less likely to go to the International Center where they could talk with volunteer leaders and staff members than are the members of the other volunteer services.

There was no statistical relationship between people asking about or listening to host family volunteers' opinions and their satisfaction with their experience as an International Center volunteer. However, when members of the other volunteer services felt that either their volunteer co-workers or staff members at the International Center did not ask about or listen to their ideas and opinions concerning International Center affairs, they were more likely to give lower ratings of satisfaction with their experience as a volunteer than were volunteers who felt their ideas and opinions were heard.

These findings suggest that it is important to keep all the volunteers informed as to their assignments, but the

host family volunteer is more concerned about information on participants and on their committee's activities than are the other service volunteers. Conversely, the other service volunteers are more likely to be dissatisfied if their ideas and opinions are not heard by their colleagues and staff members at the Center, than are host family volunteers.

F. Volunteer Relations With Participants

The usual procedure for bringing host families and foreign visitors together is through the home hospitality volunteer office. This office is responsible for matching participant requests for home hospitality with the roster of host families. However, there are two other ways in which home hospitality may be provided for participants: (1) volunteers in other service branches may spontaneously invite foreign visitors to their homes (of the 45 volunteers who indicated that they had done this, only 5 indicated that this happened more than "occasionally"); (2) the host family volunteer may call the International Center to request that a foreign visitor be invited for a particular evening. Two hundred of the host family volunteers (89.3%) said they would feel comfortable calling the International Center to tell them they would like to entertain foreign visitors. However, of these 200, only 85 (42.5%) indicated that they actually had called the Center to request a visit by a participant.

Most of that data gathered suggest that the contact between the volunteers and the foreign visitors are of a rather informal and transitory nature. Host family volunteers indicated that they did not often go to "a great deal of extra effort" in getting ready for the visitors (only 14% did) and that they usually dress "informally" (64%) when entertaining. Less than 10% of the volunteers said that they kept in contact with "almost all" or "many" of the visitors after their meeting at the International Center. About 1 out of 3 volunteers said that they had no contact with any

visitors beyond this meeting (Table 10). There was no statistical relationship between either the amount of effort expended on or the frequency of contact with visitors and satisfaction with experience as a volunteer.

Sixty-five volunteers were asked to recall the services they provided for some of the participants observed for the DETRI interim report (July, 1969). These volunteers represented the Capitol Hill Tour, airport reception, and host family services. Fifty-eight of these volunteers (87.7%) indicated that they knew in advance the number of visitors they would be with. Fifty-one of these 58 (87.9%) said that the number of participants for whom they were prepared was the number that actually appeared.

Without exception, all these volunteers noted that a scheduled time for meeting the visitors was set. Sixty-two of the volunteers (92.3%) noted that the visitors arrived at approximately the scheduled time. Thus, there were not any major scheduling problems in the meetings between these volunteers and the A.I.D.-sponsored visitors.

Fifty-three of these volunteers said that other people were present besides themselves at their meeting with foreign visitors. The bulk of these volunteers mentioned that their spouse (60%) and/or their children (48%) were present. In only 1 case did a volunteer indicate that the other people present interfered with the rapport between herself and the foreign visitor.

The 5 topics which were discussed most often with foreign visitors were: (1) the taste of American food; (2) conversing in English; (3) places of historic and cultural interest in the United States; (4) using public services (such as public transportation); and (5) hotels and housing in the United States (Table 11).

As one would expect, some foreign visitors were enjoyed by the volunteers more than others. When asked what kind of visitors they especially enjoyed, over half of the host

family volunteers said they had no particular preferences. In contrast, only about 1 out of 4 of the volunteers from the other branches indicated that they had no particular preferences. The host family volunteers who did have a preference most often mentioned a country or region as the defining characteristic of the most enjoyed visitor. The second most often selected characteristic was occupation or other common interests. Volunteers from other services who had a special preference were equally divided between region of the world and occupational interest as the defining characteristics of their favorite visitors (Table 12).

When asked if there were some foreign visitors that they found difficult to work with, approximately 2 out of 3 of the volunteers answered no. The two problems most often cited by the other third of the volunteers were disliked character traits that they associated with participants from certain regions or countries or participants' English language difficulties which reduced rapport and communication (Table 12). These data suggest that in some cases the home hospitality volunteers office should try to match participants and host families. Especially to be watched are religious or political groupings that may be incompatible in present world circumstances.

G. Suggestions

On the basis of their experiences as host families, volunteers were asked for suggestions for improving the home hospitality program. One out of 5 volunteers who answered this question said that the program is fine as it is and no changes were needed. Approximately 1 out of 3 of these volunteers suggested improving transportation facilities and arrangements for getting visitors to and from their homes. Another 1 out of 3 suggested improving communication between participants, the Washington International Center, and the volunteers (Table 13).

Changes in the organization of the volunteer services since these data were gathered may have improved communication to the extent that the latter suggestion is no longer relevant. Perhaps it is in order to gather new data to see if program changes have made a difference in volunteer reactions.

Another area about which the International Center might consider gathering information is the reactions of the foreign visitors to their volunteers. Because the volunteer is one of the first Americans (outside government) that the foreign visitor meets in the United States, she plays a significant role in forming his first impressions. The comments of an A.I.D. participant interviewed by DETRI at the end of a two-year training program illustrates the kind of impact that a chance remark may make.

The participant told the DETRI interviewer that in June of 1968, he sat on the bus next to a Washington International Center volunteer on the way to the National Gallery. He said that she began talking to him about the amount of money A.I.D. spends on foreign students. He clearly remembered her saying that, "You are not worth it." The participant, regarding this as a personal insult, left the group as soon as the bus stopped. He did not return to participate in any further International Center activities. This participant had had many pleasant experiences in the United States, but the impression that this WIC volunteer made upon him colored his entire experience at the International Center.

It is important that the volunteer program at the International Center devise procedures to instruct volunteers on the sensitivity of their role in dealing with visitors and to monitor initial contacts as much as possible. Careful selection, training, and monitoring of volunteers can help to prevent critical incidents that will detract from what is otherwise an excellent orientation program.

Table 1

VOLUNTEER SERVICE	NUMBER OF VOLUNTEERS ANSWERING QUESTIONNAIRE 1
Evening Activities	23
Escort Service	20
Center Hospitality	16
Airport Reception	13
Hill Tour	11
Information and Reception	11
Home Hospitality Office	7
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TOTAL N	84*

*Total adds to more than 84, as some volunteers worked with more than one service.

Table 2

VOLUNTEER SERVICE	NUMBER OF VOLUNTEERS ANSWERING QUESTIONNAIRE 2
Host Family	46
Airport Reception	12
Hill Tour	5
Other	2
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TOTAL N	65

Table 3

SATISFACTION RATING	PERCENT OF VOLUNTEERS
1 Completely satisfied, experience has been perfect...	29.5
2	48.0
3	14.2
4	6.3
5	1.0
6	1.0
7 Completely dissatisfied, experience has been unsatisfactory	.0

TOTAL N	(302)

Table 4

SOURCE OF INFORMATION ABOUT PROGRAM	PERCENT OF VOLUNTEERS
Friends	35.5
Volunteers in the program	17.2
Church organization	14.3
Local organization	11.8
Newspaper articles	10.8
WIC Staff	8.9
Searched for this type of organization	1.5

TOTAL N	(203)

Table 5

REASON FOR VOLUNTEERING	PERCENT OF VOLUNTEERS*
Personal enjoyment	33.1
Public service; a responsibility to use my training	25.5
To help participants; strengthen international ties	17.5
Interest in foreign culture, international affairs	16.2
To broaden my experience	14.0
To increase participants' understanding of the United States	10.5
Other	2.9

TOTAL N	(314)

*Total percent adds to more than 100% because volunteers frequently indicated more than one reason.

Table 6

HELPFUL SKILLS FOR VOLUNTEER WORK	PERCENT OF VOLUNTEERS*
Travel experience in foreign countries, have lived in other lands	41.7
A general interest in people and learning about them	40.8
Interest in or knowledge of foreign affairs	25.2
Speak a foreign language	18.2
Occupational skills	14.3
Special cooking ability	12.1
Interest in current events in the United States	8.9
Family orientation and understanding; have children and pets, understand homesickness, etc.	8.9
Special talents such as piano playing, dancing, singing	8.3
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TOTAL N	(314)

*The total percent adds to more than 100% because volunteers frequently cited more than one skill that they found useful.

Table 7

USEFULNESS OF VOLUNTEER TRAINING	NUMBER OF VOLUNTEERS
Extremely useful	10
Very useful	20
Somewhat useful	14
Not very useful	2
Not at all useful	1
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TOTAL N	47

Table 8

TOPIC	AMOUNT OF INFORMATION RECEIVED			NUMBER OF VOLUNTEERS
	NOT ENOUGH (%)	ABOUT THE RIGHT AMOUNT (%)	TOO MUCH (%)	
Your volunteer assignments	8.5	90.8	0.7	271
What your Service Committee is doing as a whole	23.0	74.5	2.5	282
Backgrounds of the participants you will meet	28.9	71.1	0.3	301
Personnel, policies, daily operation at WIC	27.8	69.7	2.5	277
Social events at WIC	40.4	57.5	2.1	280

Table 9

PERSONS	EXTENT OF INTEREST			NUMBER OF VOLUNTEERS
	NOT AT ALL (%)	SOMEWHAT (%)	QUITE A BIT (%)	
Volunteer leaders*	15.8	44.7	39.5	76
Volunteer co-workers*	14.3	53.2	32.5	77
Staff members of WIC*	25.0	48.8	26.2	80
Members of your family	18.9	45.6	35.5	259
Business associates	25.7	54.9	19.4	257
Friends and members of other organizations	30.9	55.2	13.9	259
Volunteer leaders and staff members of WIC**	49.4	32.6	18.0	178

*Excludes host family volunteers.

**Host family volunteers only.

Table 10

NUMBER OF VISITORS VOLUNTEERS KEEP IN CONTACT WITH	PERCENT OF VOLUNTEERS
Almost all	3.3
Many	3.3
Some	19.5
A few	40.4
None	33.5
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TOTAL N	(272)

Table 11

TOPIC DISCUSSED	NUMBER OF TIMES MENTIONED
Taste of American food	33
Conversing in English	30
Places of historical and cultural interest	30
Using public services such as public transportation	22
Hotels and housing	20
American prices	18
Discrimination due to race or nationality	12
Feeling homesick or lonely	10
Entertainment	9
Feeling tired and/or weak	8
Where to buy things	8
What manners are expected in social situations	7
Lack of information about visitors' program in U.S.	3
Feeling hurried	3
Loss of appetite, digestive problems	2
Personal illness	1
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TOTAL N	65*

*The Total N adds to more than 65 because volunteers cited more than one topic about which they conversed with the visitors.

Table 12

FOREIGN VISITOR CHARACTERISTICS	PERCENT OF VOLUNTEERS FOR WHOM CHARACTERISTICS DEFINES:	
	Most Liked Visitors	Least Liked Visitors
Country or Region	55.6	56.6
Occupation and Interests	36.8	9.1
English Language Ability	7.6	34.3
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TOTAL N's	(144)	(99)

Table 13

SUGGESTION FOR IMPROVING HOST FAMILY PROGRAM	PERCENT OF VOLUNTEERS
Improve communication between partici- pants, WIC, and volunteers	33.6
Improve transportation facilities and arrangements for getting visitors to and from home	32.7
Program is fine as is, no suggestions	20.0
Give more background on participants	4.5
Schedule get-togethers of host family volunteers	4.5
Provide more literature on social activities	2.7
Give more feedback	1.8
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TOTAL N	(110)