

THE UNIVERSITY OF CALGARY

ALBERTA'S PROJECT OVERSEAS TEACHERS
AS AGENTS OF CULTURAL DIFFUSION
IN CANADA

by

Peter Doell

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "Alberta's Project Overseas Teachers as Agents of Cultural Diffusion in Canada" submitted by Peter Doell in partial fulfillment of the requirements for the degree of Master of Arts.

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ABSTRACT

This study examined the contributions of 25 teachers who have been involved in the Canadian Teachers' Federation's Project Overseas to cultural diffusion upon their return to their home milieu. It includes a description of the Canadian Teachers' Federation's International Program, and particularly of Project Overseas, which is an integral component of the International Program. The study is intended to examine also the perceptions, experiences, attitudes, and behaviors of those teachers as they relate to international development issues, cultural diffusion, and intercultural interactions in the Canadian milieu.

Data collection for this 1989 study was achieved by means of structured interviews in order to capture the depth of meaning and nuance of the social relationships under investigation.

Based on the literature review and the analysis of the data collected, this study provides a gestalt of cultural diffusion as effected by teachers in a specific intercultural communication capacity.

The respondents polled represent a selected provincial group of Project Overseas participants engaged in the program during the past twelve years--1977-1989. It was anticipated that the analysis of data from an interactionist paradigm would provide insights into cultural diffusion as

effected by teachers.

It was believed that participants in Project Overseas perceive themselves as agents of cultural diffusion, and that they contribute to a broadened worldview and increased tolerance for, and understanding of, cultural diversity among their students and other publics. These suppositions were largely confirmed.

Findings of this study indicate that typical Alberta participants in Project Overseas are altruistic, cooperative, generous people who are tolerant of cultural differences. They tend to have a high involvement in development education activities and are instrumental in cultural diffusion. They are likely to believe that Canadians at large are racially bigotted. The respondents believe also that they should and do act on behalf of the deprived and underprivileged, that Project Overseas is a vehicle for promoting global interdependence, and that the Canadian Teachers' Federation should take greater initiative in facilitating development education.

It was found also that the beliefs and attitudes believed to result from involvement in Project Overseas were not attributable solely to that program, due to the influence of other cross-cultural experiences undertaken by a significant proportion of the respondents.

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CHAPTER I

INTRODUCTION

Statement of the Problem

Cultural diffusion is a social phenomenon that operates more or less freely in a pluralistic society such as Canada. How, and to what extent, diffusion occurs in the context of education, and how teachers who have been engaged in a particular cross-cultural teaching experience contribute to cultural diffusion is the object of this research study.

Teachers represent one prominent constituency in which cultural diffusion is carried out by means of development education. Under the aegis of the Canadian Teachers' Federation (CTF), some seventy to one hundred Canadian teachers annually embark on Project Overseas--a volunteer summer teacher in-service training program designed to help teachers in developing countries upgrade the level of their competence. Upon their return to their home communities, these teachers are expected to engage in development education activities, serving as ambassadors of world peace in "sensitizing other Canadians to the problems of global development, their particular effect on the Third World, and the part that the 'developed' countries now play and could contribute to their solution" (Archer, 1983:59, citing the United Nations Development Education Working Group's

definition of 1980). According to International Program staff at the Canadian Teachers' Federation, Project Overseas volunteers do, in fact, "continue to devote countless hours to the cause of development education" (CTF, 10, 4, 1986).

Since development education is concerned with change in attitudes, in behavior patterns, in political and economic institutions (Hollingworth, 1983:22) the process must be guided by perceptive, culturally-aware people. It must be nurtured in an environment which recognizes cultural diversity as a positive attribute. It is only in such an environment that teachers are able to develop attitudes which foster openness to other cultures, awareness of divergent viewpoints (Humphreys and Angelini, 1983:159), and are able to view global interdependence as a joint responsibility of all people. It is maintained that Project Overseas experience enhances the development of the requisite attributes and attitudes in teachers to make such an environment possible.

Since 1962 Canadian teachers have spread a proliferating web of influence in the name of international development and interdependence, and have been in the forefront of the development education field. At that time no other country engaged in development assistance (CTF, 1986:12). This spreading influence, and its impact, have not been chronicled. Consequently, there is a need to describe the

involvement of these teachers in development education and to explore the changes in attitude and behaviors of Project Overseas participants which they perceive to be attributable to that cross-cultural experience. It is the perception of the researcher that the endeavors of returned volunteers from CTF's Project Overseas have had a substantial impact on cultural diffusion through their development education initiatives by helping "to establish a form of cooperation of truly human dimensions based not as before on joint recognition by governments, but on solidarity between individual people" (Gerin-Lajoie, 1976:18). Robert Barker, Director of CTF International Programs, indicates that this perception is sound (CTF, 1986:4).

General Statement of the Problem

The purpose of this study was to describe the contribution of Alberta participants in Project Overseas to cultural diffusion in Alberta and the extent to which they engage in development education activities in and beyond their classroom environs.

Specific Statements of the Problem

Specifically, this study was intended to help the researcher to answer the following questions:

1. What is the Canadian Teachers' Federation's (CTF) role in promoting development education and cultural diffusion in Alberta?

2. How did CTF's Project Overseas originate and evolve?
3. What is the purpose and nature of Project Overseas with regard to:
 - a) its manifest objectives?
 - b) recruitment of teacher/participants?
 - c) orientation procedures?
 - d) field operations overseas?
 - e) CTF communication with provincial affiliates (provincial and territorial teacher organizations) and with recruits?
 - f) de-briefing and follow-up procedures?
 - g) development education initiatives?
 - h) sources of funding?
4. What is the role of the provincial and territorial teacher organizations in Project Overseas?
5. What is the role of teacher participants overseas?
6. What is the role of cross-cultural communication in the teacher participants' activities overseas?
7. To what extent, if at all, does Project Overseas promote global interdependence and brotherhood among educators internationally as viewed by
 - a) Canadian teacher participants;
 - b) Third World teacher organizations;
 - c) Third World teacher participants?

8. To what extent, if at all, do participants in Project Overseas contribute to the spreading of cultural understanding and respect (Wood, 1983:92)?
9. What is the perception of Alberta teacher participants in Project Overseas with respect to
 - a) reasons for involvement in Project Overseas?
 - b) ways in which knowledge of Project Overseas was obtained?
 - c) benefits of Project Overseas to teacher participants, CTF, Canada, Third World teacher organizations, and Third World teachers?
 - d) effectiveness of Project Overseas in achieving its manifest objectives?
 - e) areas of Project Overseas needing improvement or revision?
10. What, if any, is the profile of the typical teacher participant with regard to:
 - a) personal characteristics?
 - b) organizational/union militancy?
 - c) worldview (attitudes about social justice, peace, global interdependence)?
 - d) attitude toward open immigration policies?
 - e) engagement in development education activities?
 - f) tolerance toward ethnic minorities?

- g) opposition to oppressive regimes?
- h) self-determination for native Canadians?
- i) intentions of future involvement in Project Overseas?
- j) engagement in teacher organization activities such as committee work?
- k) pro-union sentiment?
- l) attitude toward multiculturalism in Canada?
- m) job satisfaction?

Underlying Hypotheses

This research is a qualitative study of the perceptions of the various individuals and groups outlined above concerning the research problem under investigation. As such, it does not involve the testing of hypotheses to establish causality among variables. However, the following outcomes comprise the expectations for this research:

1. Canadian teachers' participation in Project Overseas is associated with personality traits such as generosity, altruism, cooperativeness, responsibility, sense of justice;
2. Project Overseas participants exhibit a tolerant worldview, as evidenced by
 - a) a favorable attitude toward an open (liberal) immigration policy for Canada;

- b) a favorable attitude toward self-determination for native Canadians;
 - c) a demonstrated commitment to world peace;
 - d) expressed opposition to repressive regimes;
 - e) expressed opposition to imperialistic government actions; and
 - f) demonstrated tolerance of ethnic and other minorities;
3. Project Overseas participants exhibit an increase in development education following Project Overseas involvement overseas.
4. Project Overseas participants are actively engaged in development education activities which include any or all of:
- a) informing other Canadians--particularly fellow teachers and students--about International development issues;
 - b) communicating to multinational corporations concerns about their activities in a Third World country;
 - c) lobbying appropriate levels of government about foreign policy; and
 - d) encouraging other Canadian teachers to participate in Project Overseas.

5. Project Overseas participants are highly likely to express the intent to become involved in cross-cultural service in the future.
6. Project Overseas participants perceive that their development education activities contribute substantially to cultural diffusion.

Assumptions

The major assumptions underlying this study are that:

1. the question of Project Overseas participants' contributions to cultural diffusion in Alberta is a valid research question;
2. the perceptions of Alberta respondents are typical of those of Project Overseas participants from other parts of Canada (it should be noted that generalizability should not be assumed from this);
3. the perceptions of respondents are equally valid and applicable regardless of their year(s) of involvement in Project Overseas;
4. the perceptions of respondents provide a reliable account of the situation affecting the study's research questions, namely that they are an accurate reflection of their contribution to cultural diffusion;

5. the contribution of Project.Overseas participants to cultural diffusion can be determined by means of structured interviews;
6. responses provided are not affected inordinately by the courtesy bias;
7. a purposive selection of respondents is a valid basis for investigating the contribution of individuals to cultural diffusion. In looking for similarities and dissimilarities, the field researcher is alert for norms which suggest universalities, while also seeking to explain deviations from those norms. He thus attempts to discover general social patterns (Babbie; 1986: 253-4).
8. the perceptions of respondents at the time of data collection accurately reflect their attitudes and experience at the time of participation in Project Overseas; and
9. maturation (Babbie, 1986:189) does not alter respondents' attitudes and perceptions regarding the research questions.

Delimitations of the Study

This study examined the contribution of Alberta participants in CTF's Project Overseas to cultural diffusion. The delimitations are:

1. the recommendations pertain to conclusions derived from perceptions of respondents at the time of data collection;
2. data collection was effected by means of structured interviews;
3. conclusions of the study reflect the perceptions of Alberta respondents who participated in Project Overseas from 1977-1989;
4. the interview list was drawn from the Alberta population of Project Overseas participants for 1977-1989;
5. the interview list consisted of 25 respondents from the following geographic areas of Alberta: Edmonton, Calgary, Lethbridge, Drayton Valley, Camrose, Olds, Rimbey, Bragg Creek, St. Albert, and Stony Plain; and
6. the interview schedule was designed to elicit data which provide a comprehensive view of cultural diffusion as effected by Alberta participants in Project Overseas.

Limitations

Like survey research employing mailed questionnaires, field studies using structured interviews have a number of limitations. While these limitations do not negate the value of qualitative research, field studies utilize data which,

because of their ideographic nature, must be subjective, being based on a perceptionist rather than a behaviorist paradigm. Babbie (1986: 260) asserts that while this may affect reliability it does not detract from a study's internal validity. In qualitative research of an ethnographic nature subjectivity may be viewed as an advantage (Howell, 1970:32) since it permits the researcher to delve into a particular question and explore its ramifications for the study topic to an extent not possible with quantitative methodologies.

Following Howell's line of reasoning, the ethnomethodological conception of social reality stresses the intersubjectivity of meaning as it is continuously produced between participants in communication (1979:32).

From this point of view it is not the words that have particular significance in themselves but rather the interaction between the persons communicating that supplies contextual richness to a conversation and provides meanings not discernible when considering only the verbal responses of communicants.

Thus, in probing into a respondent's response to a given question for elaboration or clarification, the researcher is able not only to extract the superficial, quantifiable response but by delving into the background of the response to build on the initial question with additional, deeper

meaning and understanding. The ethnomethodological approach to social reality is at the opposite end of the paradigmatic continuum from the structuralist view, which holds that words are imbued with symbolic meaning, inherent in their definition. That is, ethnomethodological analysis seeks to reveal meanings behind the words that are spoken. Its practitioner probes a given response in order to ascertain the background of the words spoken. Accordingly, a qualitative study employing structured interviews demands that the researcher operate from a dynamic, ethnomethodological model in order to capture the range of information and understanding available from respondents (Howell, 1979:33).

In addition to limits on reliability, field research imposes a limitation on generalizability. While conclusions drawn from the perceptions of respondents may be thought to pertain to the population of all Canadian Project Overseas participants since the program's inception by virtue of their shared experience in cross-cultural teaching, there can be no generalization of this nature. By its very comprehensiveness, understanding derived from field research is not readily generalized to the aggregate (Babbie, 1986: 262).

A third limitation of field research is its danger of selective observation. Similar perceptions of several

respondents may induce the researcher to draw conclusions on the assumption that a pattern exists, and may cause him to ignore or suppress variations and deviations (Jacob, 1987; personal correspondence).

Another limitation of qualitative (field) research is its susceptibility to reactive arrangement bias (Babbie, 1986: 132). Reactive arrangement bias, also known as the courtesy bias, where the measurement process may affect the study's outcome, occurs when respondents are influenced by the shared interests, charisma, or simply the presence, of the researcher to be more complimentary than under other circumstances, and remember only the positive aspects (of the Project Overseas experience, for instance), or alternatively take a more negative stance than might be the case if there were a different researcher or if the respondent's experience (in Project Overseas) were not positive.

Respondents may be influenced by real or apparent cues given by the researcher. These cues may be verbal or non-verbal, but they are often equally perceptible to the respondents.

Open-ended responses in structured interviews are not readily quantifiable and therefore do not provide standardized data. Thus, conclusions are limited to the individuals polled. Caution should be used in extrapolating

the perceptions of these respondents to all past, present, or future participants in Project Overseas.

Conclusions from this study are limited further by the fact that relationships between and among variables which would be explored in an inferential study are not examined. Attempts to establish, or draw conclusions from relationships between respondents' perceptions and empirical data concerning any phenomenon under investigation should be avoided. Similarly, inferences about causal relationships among variables due to perceived or spatial patterns should be made cautiously.

Definitions of Terms and Acronyms

The following definitions are operative for the purpose of this study:

Culture - the accepted and patterned ways of behavior common to a group (Brown; 1963:3). Culture includes the knowledge, beliefs, laws, customs, habits, mores, and institutions of a group (Friesen, 1984:175). Thus, cultural groups include ethnic and religious groups, but may include also gender and vocational entities. In a broad definition of culture it is possible for a person to belong to more than one culture simultaneously. Consequently, cultural distinctions for the purpose of this study are necessarily arbitrary.

Cultural Diffusion - the process by which knowledge and

understandings of one cultural group are transmitted to, and disseminated in, another cultural group or in the larger society.

Development Education - sensitization of citizens in industrialized countries to the dynamics of global development. This transmission of understandings and knowledge to one's home constituency may entail any or all of: 1) consciousness raising; 2) empowerment; 3) building coalitions or alliances (Hall, Bl. in Zachariah, 1983:112).

Project Overseas - a joint in-service teacher training program between Canadian teachers affiliated with and sponsored by the Canadian Teachers' Federation (CTF) and teacher organizations in developing countries (Barker, Memo: April, 1979).

Canadian Teachers' Federation (CTF) - the voluntary federation of thirteen autonomous provincial and territorial teacher organizations in Canada.

Purposive Sample - non-probability sampling in which the researcher's judgment is used in selecting respondents (Babbie, 1986:177). It is also called judgmental or selective sampling.

Cross-Cultural Communication - any interaction between a member of one cultural group with a member of another cultural group. In this study the reference is generally to

Canadians (of various ethnic backgrounds) communicating with indigenous people of selected developing countries.

Structured Interviews - face-to-face interviews which have as the core a set of specific researcher-directed questions and a 'general plan of enquiry' (Babbie, 1986:247), but which allow for flexibility of content and direction based upon the respondent's predilection and the interviewer's intuition about how the line of enquiry fits into the research paradigm and purpose. A combination of structured and open-ended questions is employed.

Significance of the Study

Of the groups involved in development education the one with the potential of reaching and influencing the widest audience comprises the professional teaching force, particularly that segment of the teaching force which has been involved in cross-cultural service.

As the coordinating body responsible for the operation of Project Overseas, the Canadian Teachers' Federation (CTF) stands to benefit from a description of the impact its volunteers have on cultural diffusion. While this study is limited to Alberta, the findings should be useful in generating a theory of teacher involvement in development education and in analyzing CTF's current policies and procedures with regard to Project Overseas and in particular its Development Education component.

The study has applicability also to teacher training and practice as regards multiculturalism and teachers working in multicultural classrooms. In an Ontario study Bancroft examined the contribution made by immigrant teachers to Canadian students and the role of teacher training institutions in preparing teachers for multicultural classrooms. He argues that professors of education need to be sensitive to cultural differences (Bancroft, 1979:39), implying that many are not. Gerin-Lajoie reinforces that notion by suggesting that informing and educating Canadians about international development is as vital as development itself (1976:12).

Project Overseas participants seem committed to accomplishing that task. As mediators of culture, those teachers both transmit knowledge of other cultures and interpret that knowledge for their students and other publics (Grant, 1977:103). Grant maintains that cultural conflicts are central to school life. These conflicts arise from the peculiar function of the school in the process of cultural diffusion. Students represent the culture of the local community while teachers potentially represent the culture of the wider society (1977:108 citing Waller, 1949: 625). Grant recommends that, since teachers are instrumental in shaping students' attitudes, concepts, and goals (1977:108), they should develop skills and strategies

for encouraging positive interactions and respect among and for students of different cultural and racial backgrounds (1977:113).

The classroom is not only a place for providing instruction but a laboratory for social learning (Grant, 1977:112, citing Dinkmeyer, 1978) where social analysis can develop 'a critical awareness of the world [and] lead towards social justice' (Czerny, Swift, 1984:14).

Grant's recommendation can best be met by teachers who have intercultural experience, since they are 'mediating persons who build bridges between cultures' (Wilson, 1985:287 citing Bochner, 1981). Wilson (1983) says that such teachers are most effective in multicultural classrooms because they have gained knowledge of their subject matter through direct experience, what Henry (1976) calls role involvement (1978:79). This contention is consistent with Howell's (1979:33) assertion that empathy is required in cross-cultural communication. Howell maintains that while perceptiveness is vital in defining empathy and in communication generally perceptions may be inaccurate and since they are culture-bound, "they must be tempered by knowledge of, and experience in, the values and social norms of the culture of the other participant" (1979:33). According to Wilson (1983) cross-cultural teaching experience results in an enriched material culture in the

classroom, in global education goals for their students, and a warm relationship between teachers and their students (1983:79). Such benefits are enhanced by cross-cultural experience, which enables teachers to learn about themselves and develop self-confidence, interpersonal skills, and the determination to learn more about cultural interdependence (Wilson, 1983:80-81). One of the benefits, according to Barker, is that participants obtain a first-hand understanding of factors which facilitate or retard the development of people, communities and nations (CTF, 10,4,1986). Stein indicates that peace corps volunteers reported similar benefits from their overseas experience (1966:247) even though they were not necessarily engaged as teachers.

Other researchers support this finding, (Martin, 1987; Baker, 1983; Bancroft, 1979). Martin found that intercultural competencies developed by individuals with cross-cultural experience fall into three categories:

1. Cognitive Skills - which include knowledge of the target culture, knowledge of cultural differences and the impact of those differences on intercultural communication and interaction, self-awareness regarding one's beliefs and values, and an understanding of one's own cultural norms;
2. Affective or Personal Skills - which consist of tolerance for ambiguity, flexibility, empathy, and the ability to suspend judgment in a given situation;
3. Behavioral Competencies - which entail the ability to solve problems created by cross-cultural differences, the ability to form relationships, and

to accomplish tasks in an intercultural setting (Martin, 1987:339).

Project Overseas participants have gained such skills and knowledge of other cultures through direct experience, and are in a position to apply that experience and adapt it to the classroom situation (Baker, 1983:55).

This study, then, which investigates the nature of Project Overseas participants' contribution to cultural diffusion and their role in development education, is significant to multicultural teaching, to teachers' pre-service and in-service training, and to the theoretical body of knowledge pertaining to development education.

CHAPTER II

CULTURAL DIFFUSION IN A MULTICULTURAL SOCIETY

Influences on Children's Socialization

Attitudes about ethnicity and tolerance for differences in appearance, religion, customs, and values have been shown to develop in children at the age of four or five years (Aboud, 1984:6). Research indicates also that children's attitudes are not fixed; they are subject to revisions and alteration depending on exposure to, and experience with, people of other ethnic groups, and are affected by the influence of significant people in their lives. In pre-schoolaged children parents tend to exert primary influence (Aboud, 1984:7) but as children progress through elementary school the influence of teachers assumes an increasingly dominant role in attitude formation and consolidation (Aboud, 1984:9). According to Baker (1983:43), "next to parents, teachers are the most significant people in the lives of children and therefore they play a significant role in the formation of children's attitudes" (citing Stenhouse, 1967: 67).

The purpose of this chapter is to examine the nature of cultural diffusion and the impact that teachers, notably teachers who have participated in Project Overseas, have on cultural diffusion.

Much attention has been paid in the education literature to the role of the teacher in learning (Rogers, 1969:107; Mehl et al, 1958; Baker, 1983, 43; Good and Brophy, 1984: 321). Baker, in discussing how multicultural instruction should be organized, states that the teacher is in a key position to foster positive attitudes and is instrumental in counteracting racial biases (1983:43). This is particularly important if studies by Clark (1955), Goodman (1952), and Lasker (1970) are accurate. Those studies conducted on American samples indicate that children come to school with negative attitudes about people who are different from them (Baker, 1983:47). These attitudes are undoubtedly predominantly a product of their home environment and as such a reflection of parental attitudes. Certainly children are influenced by other stimuli but their prime source of information for attitude formation is the home (Chinoy, 1967:75).

Furthermore, the socialization that begins in the home and is continued in school is a cultural product. The studies by Clark (1955) and others come from an American context, thus their findings are not necessarily true for other countries, indeed they may be invalid for some cultural groups within the United States of America, but it is assumed that a Canadian setting would produce similar results.

Chinoy (1967:76) suggests that the school contributes significantly to a child's socialization and is expected to familiarize children with their cultural heritage (Chinoy, 1967:390). In a country with a homogeneous culture, or even one with a dominant culture, this is a straightforward matter; there is no conflict in terms of competing norms. However, in a heterogeneous cultural milieu the school's role, and naturally the teacher's, involves synthesis and assimilation, and is involved with identity and stereotypes, with examining one's cultural framework from the perspective of other cultures and with shaping students' attitudes (Arnold, n.d.; Friesen, 1983). In short, teaching involves the inculcating of values as well as giving instruction in skills development as part of the school's mandate to socialize society's members. Although socialization, by its very nature, has the tendency to promote and perpetuate the norms and values of the dominant culture and therefore reflects an ethnocentric bias (Kobus, 1983:24), it is becoming increasingly important to broaden that perspective of socialization because of the increased intercultural contact to which the global community is becoming accustomed. Walsh (1973) contends that it is best to preserve certain cultural differences rather than have them disappear. Differing cultural viewpoints and insights add beauty, diversity and interest, "forming the background and

starting point for a vital and meaningful human culture" (Walsh, 1973:5). Walsh argues that uniformity of culture and conformity to the same cultural patterns would be intellectually and spiritually deadening and would militate against the emergence of a vigorous human community (1973:5). His logic is difficult to disregard, and we do so at the peril of a humane, harmonious society.

Brown's definition of culture is widely accepted. In her view culture includes all the accepted and patterned ways of behavior of a given people, the arrangement of all the group's ways of thinking, feeling, and acting, and includes physical manifestations as exhibited by the objects they make--their clothing, tools, utensils, etc. (Brown, 1963:3). In a world where people of different cultures are constantly coming into contact with each other it is important to develop a world perspective in education. The interaction of cultures is occurring on a global scale as well as within Canada, so there is a growing need to not only take cognizance of global inter-dependence but to facilitate cross-cultural communication.

A study commissioned by the Government of Canada attempted to ascertain Canadians' attitudes toward multiculturalism, immigrants and immigration, and other ethnic groups. The study by Berry, Kalin, and Taylor (1977) determined that while there was no overt bigotry and no

outright avoidance of immigrants, there was evidence of discrimination against immigrants (1977:88). Berry et al. also determined that race was an important factor in Canadians' perceptions with regard to immigration, ethnic groups, and multiculturalism (1977:244). The authors noted that people with certain ethnic backgrounds looked less favorably on liberal immigration policies than did others, and that people of lower socioeconomic status had negative attitudes toward immigration due to a fear of job competition (1977:88).

It is evident from the literature that individual attitudes and perceptions about races and racial differences contribute to feelings of intense nationalism and to people's perceptions of other nations (Bogardus, 1948; Berry, 1977; Forgas et Driscoll, 1984; Shibutani and Kwan, 1965; Hull, 1972).

Forgas claims that perceptions about other nations are important because they influence voting patterns, political and institutional decisions, and the way that we interact with people from other countries. He maintains that there is a link between one's beliefs, values, and attitudes, and his nation perception (1984:200). This is confirmed by Bogardus' studies on social distance (1926, 1948, 1961).

The centrality of Canadians' racial and international attitudes, and their significance to global education are

highlighted by Shibutani and Kwan (1965). They state that since social structures are patterns of concerted action, developing and maintaining many communication channels helps to broaden the narrow perspective common to the ethnocentric person. These authors argue convincingly that consensus, which forms the basis of concerted action, is built up and maintained in a communicative process; therefore, it is important to have contact with people of other ethnic groups and nations and to overcome the ethnocentric impulse (1965: 572-3). Because culture is a perspective shared by members of a group, it is important for us to have that perspective enlarged so that our multicultural society can flourish. The fact that development education is a vital facet of global interdependence is underscored by CIDA's Gerin-Lajoie, who maintains that informing and educating Canadians about international development is as vital as development itself (1976:12).

Teachers as Mediators of Culture

Teachers, because of their central role in education and their exposure to a large segment of the Canadian population, a highly impressionable segment, can do much to affect societal attitudes. In this light teachers are mediators of culture (Grant, 1977:109) transmitting knowledge of other cultures and interpreting that knowledge for their students and other publics. Grant (1977) maintains

that cultural conflicts are central to school life, arising from the peculiar function of the school in the process of cultural diffusion. Students represent the culture of the local community while teachers potentially represent the culture of the wider society (1977:108, citing Waller, 1949: 625). Grant recommends that since teachers are instrumental in shaping students' attitudes, concepts, and goals (1977: 105), they should develop skills and strategies for encouraging positive inter-actions and respect among and for students of different cultural and racial backgrounds (1977: 113).

Ameliorative Effects of Intercultural Experience

According to Wilson (1983) cross-cultural teaching results in an enriched material culture in the classroom, in global education goals for the students, and a warm relationship between teachers and students (1983:79). Those dynamics are enhanced by cross-cultural experience because such experience enables teachers to learn about themselves and develop self confidence, interpersonal skills, and the determination to learn more about cultural interdependence (Wilson, 1983:80-81).

Project Overseas participants have gained such knowledge of other cultures through direct experience and are in a position to apply that experience and adapt it to the classroom situation (Baker, 1983:55). They are in a position

to act as agents of cultural diffusion, defined for the purpose of this study as the process by which knowledge and understanding of one cultural group are transmitted to, and disseminated in, another cultural group or in the larger society. Such diffusion can occur internationally as well as intranationally. From the pervasive importation and use of articles manufactured in Hong Kong, Japan, and various other parts of the world, and from the popularity of North American artifacts in the Second and Third Worlds (the proliferation of MacDonald's restaurants, the ubiquitous Coca Cola, and the demand for blue jeans, for example) it is readily apparent that diffusion occurs frequently because of the mass media appeal generated by advertising. It occurs very rapidly also because of the intervention of technical experts in developing countries (Harrison, 1980:257).

Such international diffusion of artifacts is both more readily effected and more dramatic than cultural diffusion within a country's boundaries or that which is concerned with concepts or ideas. Nairn (1966:55) found in a study on aid to Thailand that programs limited to impersonal activity or dealing with straightforward technical transfer of technology were more easily diffused than those which aim at group dynamics and human relations. According to Weeks, those human aspects of culture reflect subtle value

differences, and are more easily overlooked in cross-cultural interaction than are the more obvious cultural differences (Weeks, Pedersen, and Brislin, 1975:157).

Regardless of the difficulties faced by teachers in attempting to act as agents of cultural diffusion, they are able to do so best when they can speak from experience (Wilson, 1985: 287). Schools can do much to change students' racial attitudes. Possible mechanisms for change include the formal curriculum and the expressed racial attitudes and examples of the teachers (Patchen, Davidson, Hofman, and Brown, 1977:73). The findings of those authors suggest that increasing students' opportunities for cooperative contact can lead to positive inter-racial experiences (Patchen et al, 1977:73-4).

The Individual as Prime Agent of Cultural Diffusion

It is problematic for teachers in monolithic communities to provide such cooperative contacts, particularly since by virtue of their mandate to foster socialization, schools tend to promote nationalism and thereby to breed chauvinism (Kobus, 1983:24). The literature (Baker, 1983; Wilson, 1983, 1985; Martin, 1987) suggests that the individual is the prime agent of cultural diffusion (Speakman, 1966:126). Consequently, the teacher makes a strong impact on students' attitudes by his own attitudes and example. That impact is enhanced for global education when the teacher has

cross-cultural experience (Sharma and Jung, 1985: 377). Wilson's case study involving teachers with such experience showed that besides the impact on observed instruction, there was also evidence of the knowledge gained through role involvement [i.e., knowledge gained through direct experience in a different culture] in a cross-cultural experience (Wilson, 1983:79). Wilson further asserts that because of cross-cultural experience teachers are prompted to go beyond the textbook, to question the textbook, and to pass on enthusiasm for cross-cultural experience (Wilson, 1983:82).

It could be argued that many teachers who have not been exposed to other cultures exemplify the attributes suggested. However, as Zachariah (1981) warns, viewing development (particularly educational aid) from the viewpoint of the industrialized world, which, it is argued, teachers without benefit of intercultural role involvement must necessarily espouse, may be counterproductive to development (Zachariah, 1981:116). While his comments focus on the context of aid, per se, they are pertinent to the discussion of teachers having direct cross-cultural, overseas experience. Without direct exposure to Third World conditions and interaction with indigenous people in their milieu it is difficult to develop a full appreciation for their condition and to view it from their perspective.

Overcoming Ethnocentric Bias

Forgas and O'Driscoll remind us that we do not see the world in an objective, rational, unbiased manner, but according to the values, interests, and norms of our culture (Forgas et al., 1984: 201). In short, our ethnocentrism tends to be paramount (Brewer, 1976:74). It can be moderated best by direct exposure to other cultures in their own environment. As Howell points out, perceptions of other cultures may be inaccurate because they are culture-bound, and must be tempered by knowledge of, and experience in the values and social norms of other cultures (Howell, 1979:34).

Qualities and skills which may already be possessed by teachers are honed and enhanced by intercultural experience. It might be argued that teachers may gain valuable experience in their multicultural classrooms here in Canada; that one need not travel to another country to experience the kind of contact which increases one's cultural awareness and improves one's cross-cultural communication skills. Baker, in stressing this principle, points out that becoming aware of one's own culture(s) and of the ways that cultures function within the larger society in itself helps students develop an appreciation of other cultures (Baker, 1983:4).

Without disputing this possibility, it is maintained by the researcher that exposure to a different culture in its own milieu, particularly when that experience is voluntary

and with a service orientation, heightens the benefits derived from the experience (Lynch and Plunkett, 1973:126). The teacher who finds himself teaching in a Canadian multicultural classroom, or for that matter in a unicultural classroom where the students belong to an ethnic culture different from the teacher's, by virtue of being assigned to it, and possibly against his will or preference, will approach the teaching of global education differently from the one who has expressed an abiding interest in it by participating voluntarily in a cross-cultural program such as Project Overseas. The former, it is suggested, still operates exclusively from his or her own cultural base even though he or she interacts extensively with members of other cultures. When, on the other hand, one is surrounded by, and imbued with, the values and norms of a different culture, those values and norms take on a heightened significance. One's perceptions about one's own and the host culture are altered by the knowledge of, and experience in, the values and norms of the host culture (Howell, 1979: 34). This is not to say that enculturation occurs by osmosis. Landis and Brislin insist that mere contact with other civilizations does not reduce ethnocentric tendencies, although it does enable us "to experience our own culture as an entity" (1983:ix). They assert that successful contact with another culture involves correct interpretation of its

members' behavior. To make correct interpretations, one must know the norms, values, roles, language, and key concepts of the culture (Landis and Brislin, 1983:x).

Conditions for Successful Mediation of Culture

In their study of interracial behavior and opinion change of black and white students in Indianapolis high schools, Patchen, Davidson, and Hofman (1977) confirm that mere contact between cultures does not ensure empathy and understanding. They found that negative behaviors (avoidance and unfriendly interaction) had little to do with the amount and conditions of interracial contact. This phenomenon can be seen readily in two arenas. First, the widely-travelled tourist who treats the indigenous people of a particular locale condescendingly or with contempt does not have his chauvinistic behavior modified by extensive contact. He insists upon having his whims and desires catered to at all costs. In fact, frequent or prolonged exposure to those who out of economic necessity strive to meet his every demand simply reinforces that tourist's sense of superiority. Second, it can be seen in parts of our province where non-native Albertans live in close proximity to people of Native origin. There is frequently a palpable hostility towards Native Canadians by whites. At the very least there is a derisive attitude, evident, for example, in the use of

ethnic "humor", disdainful tolerance, or outright avoidance prevalent.

On the other hand, friendly interactions were affected by such contact (Patchen et al.: 1977:56). Thus, a sympathetic disposition toward other cultures would seem to have a profound positive effect on the attitudes of the individual exposed to those cultures, as would be the case with Project Overseas volunteers.

From such studies it can be inferred that people who are predisposed toward racial tolerance before interracial contact will benefit by mere contact whereas those who do not have that positive predilection do not have their attitudes ameliorated by coming in contact with people of other cultures. Patchen's (1977) findings do suggest that increasing students' opportunities for cooperative cross-cultural contact can lead to positive inter-racial experiences (Patchen et al., 1977:73-74).

Because intercultural contact in itself is insufficient to bring about attitudinal and behavioral changes, there is a need for a mediating agent to help students (and others) overcome their ethnocentric biases. Teachers find themselves in such a mediating role (Grant, 1977; Bochner, 1981). Banks (1977) defines the teacher who can function effectively in an ethnically pluralistic environment as one who has "democratic values and attitudes, a clarified pluralistic

ideology, a process conceptualization of ethnic studies, the ability to view society from diverse ethnic perspectives ... and the ability to demonstrate all of the above" (Banks, 1977:50). While this compendium of apparently superhuman skills and attributes is not found in all teachers, the skills and attitudes necessary to be effective as a mediator of culture can be cultivated. The cultural knowledge to be transmitted can be gained through travel and exposure to other cultures, particularly when travel incorporates a meaningful service orientation and experience, such as is provided through Project Overseas. The establishment of such knowledge base is an essential aspect of teaching the multicultural curriculum (Baker, 1983:55). It is best obtained via in-service training because it can be applied to past experience and adapted to the specific classroom situation (Baker, 1983:55). While agreeing with the principle advocated by Baker, Friesen takes a different approach, arguing for the inclusion of intercultural education in teachers' pre-service preparation and implying that traditionally both teacher training instructors and teachers have lacked the necessary cultural sensitivity (Friesen, 1981:182). He contends that teachers are more apt to believe that respect for cultural diversity is important if they are given the necessary information to foster this attitude (1984:57) in a formal curriculum or other planned

experiences. Project Overseas provides Canadian teachers with a vehicle to realize that objective.

The Role of Volition in Mediating Culture

While having adequate information is a necessary condition for mediating culture and fostering proper cultural attitudes, it is not a sufficient condition. There must be a volitional component which becomes operative in order for teachers to exhibit the characteristics outlined by Banks (1977). Smith (1955) goes a step further, suggesting that a person's attitudes following a cross-cultural experience are determined more by what they were prior to the experience than by the overseas experience itself (1955:475). He suggests that the greatest attitude changes occur in those who, prior to cross-cultural experiences are relatively but not extremely authoritarian, who are politically conservative, antidemocratic, ethnocentric, and nationalistic (1955:474). It would appear that such a person not only has the most to gain (in attitudinal change) from a cross-cultural experience, but is the most likely to experience a dramatic attitude change which translates into behavioral change. Peter Adler (1974) of Hawaii's East-West Centre, describes the ultimate in adjustment to the complex demands of an unfamiliar culture as one whose orientation and view of the world profoundly transcends his indigenous culture and who is intellectually and emotionally committed

to the fundamental unity of all human beings while he recognizes, legitimizes, accepts and appreciates the fundamental differences ... between people of different cultures. (cited in Weeks, Pederson, Brislin (eds.), 1975:1).

Effecting diffusion, then, involves knowledge as well as attitudes conducive to the promotion of intercultural awareness and understanding. The successful diffusion of innovation, in this case innovation in thought patterns and attitudes, is a function of the presence or absence of qualified mediators in the social system undergoing change (Bochner, 1981:9). Garrett (1984) reiterates this view and applies it specifically to development education, which he says, must mean "helping people understand the linkage between all things, a pedagogy of popular participation in change, a change that will promote a more creative type of society, the key words of which are growing autonomy and solidarity" (1984:17).

To understand how and why Project Overseas participants contribute to cultural diffusion it is instructive to examine the nature of their overseas experience and the history of the program under whose auspices they have (largely) gained the knowledge and attitudes which have been instrumental in their becoming agents of cultural diffusion in Canada.

CHAPTER III

HISTORY OF PROJECT OVERSEAS

The Canadian Teachers' Federation (CTF) is the umbrella body for provincial and territorial teachers' organizations from across Canada. Under Canada's constitution, as set out in the British North America Act of 1867, the provinces have exclusive powers with respect to education. Accordingly, the Canadian Teachers' Federation has no regulatory function. However, since 1920 the CTF has played a vital role in facilitating the work of teachers and teacher organizations throughout Canada. The Yukon and Northwest Territories, and all ten provinces have separate teachers' organizations governing the affairs of their teachers. Beyond that, Ontario and Quebec have several federations among which teachers may select membership. In the other eight provinces and the territories membership in their teacher organization is mandatory as a condition of holding a valid teaching certificate. (In Ontario and Quebec teachers must hold membership in one of the federations in their respective provinces). This requirement applies only to teachers employed by public and separate school boards and certain categories of private schools, and not to teachers in colleges and universities.

Membership of provincial and territorial teacher organizations in the Canadian Teachers' Federation is optional, but it is significant that all except one of the Quebec federations belong to the parent body. Thus, the Canadian Teachers' Federation speaks for virtually all, thirteen in total, teacher organizations in Canada as noted earlier.

The primary function of the Canadian Teachers' Federation is to assist member organizations to facilitate the work of their teachers through lobbying efforts, research, and advocacy. Its main objectives are the promotion of the quality of education and the status of teachers both nationally and internationally. Its role as a member of the World Confederation of Organizations of the Teaching Profession permits it to keep abreast of global developments in education and to provide expertise to teacher organizations in countries where teachers have not had the advantage of formal teacher training programs; the fact that CTF is constantly called upon to provide such expertise attests to the high regard in which the Canadian Teachers' Federation is held in the international education arena.

The World Confederation of Organizations of the Teaching Profession is a world-wide fraternity of 10 million teachers in more than 100 countries. As a member of this fraternity

the Canadian Teachers' Federation makes representations to various national governments and embassies to obtain the release of educators and students who are incarcerated in violation of their human rights, and is represented at international conferences on a range of issues: educational philosophy, development and planning, and teacher education and teachers' rights (CTF, 1989: 4).

In addition, the Canadian Teachers' Federation (CTF) is involved in international development. Its activities parallel the development work of other non-government organizations (NGOs) in that they support development in the Third World and development education in Canada (CCIC, 1986: 2). The Canadian Council for International Cooperation defines development education as "the task of creating public awareness of development issues" (CCIC, 1986:22), a task to which CTF is giving increasing emphasis as a logical extension of its International Development Assistance Program (IDAP). That program, now centering on Project Overseas and originally consisting entirely of its progenitor, had its genesis in 1962, when two Canadian teachers were sent to Nigeria on a six-week teacher upgrading program for uncertified teachers.

CTF's stated aims for the International Development Assistance Program were:

1. to help teachers in developing countries upgrade their competence through in-service courses;
2. to help overseas teacher organizations improve and strengthen their structures and activities; and
3. to promote understanding and goodwill among teachers.

Interestingly, in more than a quarter century of international development, CTF's international program has expanded substantially, but its aims are still as stated in 1962. The accomplishment of those aims continues to be a viable and worthwhile enterprise given the "ever growing (sic) disparities between the expectations and desires of individuals in developing countries and the achieved level of their development and living standards" (CTF, 1977:II).

The administrators of CTF's International Development Assistance Program emphasize the dual nature of Project Overseas--overseas development assistance coupled with development education at home. Project Overseas is intended "to make more Canadian teachers more aware of social diversity and the reasons for this, with special emphasis on problems such as poverty, ill-health, illiteracy and unemployment, which are particularly prevalent in the countries of Asia, Africa, and Latin America, including the Caribbean" (Barker, 1979:n.p.). From this stated aim it is

evident that the overseas experience is to be translated into development education activities at home in Canada.

Barker (1979) states that there is a distinction between development education and 1) education for development, aimed at techniques or programs which promote development in a country, and 2) international studies, which emphasize the study by people from the developed countries of those in the developing countries (1979:n.p.).

The goal of CTF's development education program is to foster the exchange of experiences obtained overseas between former participants and their milieu, and to encourage former participants to become involved in international programs (CTF, 1985:29). One of the articles in the CTF mailings to participants specifies the assumption that they will return to Canada to give fellow teachers and teacher organizations the benefit of their experience through consultation and discussion (CTF Memo, 1978: 2). This theme is reiterated frequently, as a 1979 CTF memo illustrates:

"While overseas, each participant should plan to collect as much useful material as is practical, in order that appropriate articles can be written, speeches made and lessons prepared on returning to Canada" (CTF, 1979:n.p.).

It is the purpose of this study to determine whether, in the view of former participants, this aim is fulfilled. According to unsolicited reports to CTF by former

participants, many do extend their overseas experience to development education upon returning to Canada.

The Nature of Project Overseas

Project Overseas is a teacher in-service training and organizational development program operated by the Canadian Teachers' Federation (CTF) in an increasing number of countries. It is the largest component of CTF's International Development Assistance Program (IDAP), which now comprises six areas of activity (only the first and last of which are the object of this study):

1. academic and professional upgrading (Project Overseas);
2. organizational and professional development;
3. leadership training;
4. the CTF-John Thompson Fellowship Program;
5. program evaluation; and
6. development education.

IDAP budgetary allocations by CTF reflect the emphasis placed on the respective components. Project Overseas has from its inception received the largest allotment of IDAP funds, as indicated in Table I.

Table I

Canadian Teachers' Federation's International Development
Assistance Program Allocations - 1983 - 1986.

	1	2	3	4	5	6	Total
1983	49.0%	22.0%	10.0%	19.0%	--	--	100%
1984	46.0%	13.5%	30.0%	07.0%	02.5%	01.0%	100%
1985	42.3%	20.4%	27.0%	07.3%	01.3%	01.7%	100%
1986	56.8%	05.2%	26.5%	07.8%	01.7%	02.1%	100%

Sources: CTF, General Reports - 1983-1986.

Legend:

- Column 1: Academic and Professional Up-Grading
- 2: Leadership Training Seminars
- 3: Organizational/Professional Development
- 4: Fellowship Program
- 5: Program Evaluation
- 6: Development Education

Program Evaluation and Development Education were added to the budget in 1984. However, the allocations to these two areas represent only a small fraction, altogether comprising less than four per cent of the total IDAP budget. While the percentage allocated to Project Overseas has not varied substantially in the last five years, varying between 49% and 57%, there has been a marked change in two other program areas. From 1983 to 1984 the allocation for organizational and professional development jumped from 10.0% to 30.0% and then levelled off at about 27% of the IDAP budget (see Table I, p. 43). For the same period leadership training was decreased by 8.5% (from 22% to 13.5%). But more remarkable is the fact that this program

area was cut from 20.4% to 5.2% from 1985 to 1986 (CTF, 1986:5). The obvious conclusion to be drawn from these budgetary changes is that, while Project Overseas has remained the chief beneficiary of IDAP funds (bearing in mind that at its inception, CTF's international program consisted solely of Project Overseas), there has been a change in emphasis in CTF aid, from a focus on assisting individuals to concentrating on more widely-diffused, organizational assistance. This would appear to reflect a growing concern at CTF for expanding its impact, which is consistent with the concomitant increase in the number of countries being provided aid through Project Overseas.

Project Overseas Organizational Structure

As evident from CTF's aims for its international programs, Project Overseas is based on a cooperative, supportive model, "teachers helping teachers" (CTF memo, 1979:5), contingent upon requests for assistance. What, then, is the process which culminates in the joint in-service education venture between Canadian teachers and their Third World counterparts?

First, Third World teacher organizations, in many cases not formally organized as professional teachers' associations initially, present to CTF requests for assistance. These requests frequently result from contact made through

associations in the World Confederation of Organizations of the Teaching Profession. In other cases members of Third World teaching organizations learn about the intervention of the Canadian Teachers' Federation via word of mouth from colleagues in neighboring countries. In rare cases officers of CTF's international programs invite requests from specific countries. This might happen if a country had been involved in Project Overseas previously and had withdrawn for various reasons. For example, internal conditions such as civil war or economic exigencies militate against Canadians entering a country or providing their service to impoverished nationals. Stabilized political or economic conditions may warrant again providing the inservice training available through Project Overseas. While the teachers' organization in such a country may not feel right about approaching the Canadian Teachers' Federation, that (latter) body initiates communication and thereby facilitates the process of negotiating terms. The needs with regard to academic and professional upgrading are identified by the overseas teacher organization and communicated to CTF. Having evaluated these requests and determined the viability of acceding to them, CTF recruits volunteers from its thirteen provincial and territorial affiliates. The expertise of these volunteers is matched with the needs expressed by the various overseas teacher organizations and

assignment of personnel is made to a developing country essentially on that basis.

The requirements for participation by Canadian teachers are:

1. possession of a valid Canadian teaching certificate;
2. membership in a provincial or territorial CTF affiliate organization;
3. at least five years teaching experience in Canada;
4. Canadian citizenship;
5. excellent health; and
6. evidence of mature judgment and flexibility.

An academic or administrative specialization is considered an asset (CTF Brochure, n.d.).

Screening of prospective participants is done initially by the provincial or territorial teacher organization and finally by IDAP staff at CTF headquarters in Ottawa. A team leader, normally a former participant, is designated for each venue.

In the months prior to the summer program overseas the selected recruits are briefed by mail on their roles and responsibilities, protocol, medical requirements, proper apparel and teaching resources to take, aspects of cultural diversity and norms for their assigned country, and potential job descriptions. There is then a more intensive

briefing provided at a three-day orientation program in Ottawa prior to departure to the respective overseas destinations.

Project Overseas Venues

Project Overseas began in 1962 as Project Nigeria, following an informal conversation the previous summer between several delegates at a World Confederation of Organizations of the Teaching Profession (WCOTP) convention. Two Canadian teachers were sent to Nigeria "to teach in-service courses as part of a six-week upgrading program for uncertified teachers" (CTF, 1986: 4).

The program was expanded the following summer to include Nyasaland (now Malawi) and Liberia, and consisted of 18 teachers from seven Canadian provinces. The project then became Project Africa as a total of five African countries participated by 1966. The following year a CTF team was sent to Jamaica as well, and in 1968 further expansion necessitated another name change, Project Overseas, to reflect the wider scope of the program. At that point 11 countries were involved, seven in Africa, two in the Caribbean, and two in Asia (CTF, 1986:5).

Table II (p.49) indicates the countries that have been involved in Project Overseas since its inauguration as Project Nigeria in 1962 (CTF, 1986:13).

Table IIProject Overseas Venues - 1962-1989

<u>Africa</u>	<u>Asia</u>	<u>The Caribbean</u>	<u>South Pacific</u>
Botswana	India	Anguilla	Fiji
Burkina Faso	Indonesia	Antigua	
Cameroon	Nepal	Bahamas	
Central African Republic	Sarawak	Belize	
Congo	Thailand	British Virgin Islands	
Ethiopia		Grenada	
The Gambia		Guyana	
Ghana		Haiti	
Guinee		Jamaica	
Ivory Coast		St. Kitts	
Kenya		St. Lucia	
Lesotho		St. Vincent	
Liberia		Trinidad & Tobago	
Malawi			
Mali			
Nigeria			
Rwanda			
Senegal			
Sierra Leone			
Somalia			
South Africa			
Swaziland			
Tanzania			
Togo			
Uganda			
Zaire			
Zimbabwe			

Source: CTF, General Report, 1986.

Project Overseas Participant Selection and Orientation

All participants are assigned to teams according to the country to which they are being sent. Each team has a leader, usually a former Project Overseas participant, assigned to it. These team leaders receive orientation in addition to that given to all participants.

This section will consider the orientation of both team members (participants) and team leaders.

Orientation of Team Members

Orientation for Project Overseas participants begins with mailed materials at the time teachers are notified in March of their acceptance to the program, and continues until departure to the various venues from CTF headquarters in Ottawa in early July.

Teachers across Canada are notified about Project Overseas in October of each year via journals published by provincial and territorial teacher organizations. Applications are invited and processed by mid-November. From the applications received, a list of prospective candidates is submitted to CTF by the provincial and territorial affiliates. IDAP staff do a second screening of applicants, matching candidates with requests received from the overseas teacher organizations desiring CTF involvement in their teacher education. Matching is done on the basis of applicants' expertise being consistent with the needs expressed by the Third World teacher organization requesting assistance, with successful selection of applicants being based on the requirements for participation as outlined earlier in this chapter.

CTF stresses the fact that successful applicants who cannot accept the philosophy behind CTF or Project Overseas, or for any reason doubt their own suitability for Project Overseas, should withdraw "even at the very last moment during the orientation in Ottawa prior to departure" (CTF memo, 1979:2). Similarly, CTF reserves the right to ask a participant who its officers feel is unsuitable, to withdraw from the project. Thus, the Ottawa orientation serves as a final screening device.

Although CTF's orientation procedure ends at the Ottawa meeting prior to departure to their Third World venues, the orientation process is resumed upon arrival in each team's assigned country. As Barker's 1979 memo states, orientation of participants has four parts:

1. personal reading, etc. about the country of assignment;
2. mailed materials from CTF and the team leader;
3. the Ottawa orientation program, approximately from July 3-6; and
4. overseas orientation conducted by the host teacher organization (CTF, 1979:3).

The purposes of a formal orientation period are outlined for participants in one of CTF's final mailings prior to the Ottawa orientation. Those purposes, stated as part of the CTF Principles of Organization are:

1. to provide a clear definition of the objectives of Project Overseas;
2. to encourage participants to understand and accept those objectives;
3. to make participants aware of what it means to "assist" developing teacher organizations and developing countries;
4. to provide information concerning administration and financing;
5. to provide information concerning the specific program of each team; and
6. to provide the opportunity for each team to become, in fact, a team (CTF memo, 1979:n.p.).

These manifest objectives are achieved through various activities planned for participants during the three-day orientation. The first purpose is effected by means of lectures and discussions conducted by CTF officers and executive members of that body's board of directors. Encouragement of the acceptance of CTF objectives (purpose #2) does not follow a prescribed agenda; all of the contacts between CTF and participants up to and during the formal orientation sessions are geared to meeting this purpose. The third purpose outlined, developing awareness of what assistance entails, is again realized by lecture and discussion. Outside consultants with a rich background in

cross-cultural communication are enlisted to offer their expertise and insights as part of this objective. The information concerning administration and finance (purpose #4) is provided by IDAP staff. In the opinion of the researcher, this facet provides an example of how CTF "practises what it preaches". Its emphasis on the partnership of the parties engaged in Project Overseas is evident in the efforts of CTF staff officers to provide full disclosure of all aspects of the operation of Project Overseas to its participants.

Purpose #5 is achieved essentially by the team leaders, who meet separately with their team members on several occasions to furnish details that cannot be adequately covered in the mailings over the preceding months. These sessions may include a crash course on Teaching English as a Second Language (TESL), issuing of final teaching assignments, discussion of protocol and cultural norms pertinent to the country of assignment, tips on "travelling light" and the type of apparel to pack (as well as what should be left behind). Typically team leaders augment their lectures with slide shows of scenes they have photographed previously as participants in the assigned country.

Team-building (purpose #6) is achieved through the discussion of the program and through socializing as much as possible during the Ottawa orientation. The attempts to

achieve team spirit are not always entirely successful, as the impact of first exposure to a strange culture places considerable strain on interpersonal relationships. However, conflict resolution is an integral part of the team leader's role, in addition to providing personal and professional support to team members and acting as a cultural mediator between the Canadian contingent and the host indigenes (Grant, 1977:108).

It is not uncommon for extenuating circumstances to upset the delicate balance of intercultural dynamic tension, to tax the skill and ingenuity of team leaders in their mediating role. Serious illness of a team member or a death in a participant's family may necessitate the abrupt departure of that individual, creating an additional administrative challenge for the team leader. While such situations are readily understandable by people of all cultures, other circumstances which may involve lack of unanimity among team members, failure of a participant to observe proper protocol or adhere to certain social norms peculiar to the host culture, insensitivity to the needs, which are not necessarily explicit, of the indigenous participants in Project Overseas, may have a deleterious effect on the relationship not only between CTF and the host teacher organization, but between the host country and Canada at the diplomatic level. It may also happen that,

upon arrival in the host country, a Canadian teacher may return or be sent home when it is discovered that the person was either not equipped psychologically or emotionally to handle the "culture shock" or proves himself or herself to be unsuited to the task at hand. This type of situation is not as readily understood by the indigenous teacher participants in Project Overseas as when illness or a death in the family necessitates premature departure from the program. However, although the teachers from host countries expect that the experts being sent by the Canadian Teachers' Federation are capable of adjusting to unfamiliar situations and qualified psychologically to cope with cross-cultural variance, they have proven to be very understanding and gracious when such incidents do occur, according to CTF participants who have witnessed them.

One of the noteworthy facets of CTF orientation pertains to the collegiality of Canadian and Third World teachers in the in-service enterprise. While one of the purposes of Project Overseas is to improve the quality of education both in Canada and in the countries of assignment, this need not, and should not, be done from an imperialistic stance or in a condescending manner. This is difficult to internalize and implement for some, given the high regard in which Canadian teachers are invariably held by the teacher-students in the host countries. The fact that continual reference is made to

the Canadian "experts" does nothing to diminish potential feelings of pride and superiority in the Canadian participants. During orientation CTF cautions solutions to perceived needs or problems in the developing country, pointing out that countries do not necessarily share a common definition of "quality" education because the purposes of education vary greatly from country to country (CTF memo, 1979:1).

It is considered "inappropriate in all cases for CTF or its agents to offer advice or criticism regarding [the host teacher organization's] objectives. The assistance offered by CTF through Project Overseas is limited to activities which facilitate the host organization's attainment of its own objectives" (CTF memo 1979:1).

Other instructions to participants make it clear that their role is that of partner rather than of consultant. Participants are strongly encouraged to help Third World colleagues recognize, and take pride in their own achievements and culture by displaying a similar enthusiasm to learn about the host country (CTF memo, 1980:n.p.).

Another facet emphasized is the need for participants to be adaptable to changes which may occur precipitously in the host country. The variation in cultural norms and in political conditions in the Third World demand extraordinary

flexibility and understanding of Canadian teachers intervening in those milieux.

The Centrality of Development Education

Besides the stress on collegiality and the need for individual flexibility, the orientation program emphasizes the development education process that participants are expected to initiate and implement upon returning to Canada. While the focus of the orientation program for Project Overseas is solidly on the overseas intervention, the importance of Project Overseas is placed in the perspective of its impact on alleviating the disparities between the rich and poor nations and reducing inequity and inequality at home and abroad. Participants are urged to familiarize their Canadian colleagues with the human condition in the Third World. This is hopefully accomplished by means of a strategy which Belliveau (1983:71) calls parallelism, in which domestic situations are used to demonstrate development problems in the Third World. It is stressed by CTF that the phenomena which contribute to the process of underdevelopment are caused by similar conditions, regardless of where they occur (CTF, 1978:1). In the same memorandum, Barker (1978) argues that Project Overseas should be viewed as a development education program, designed to improve the quality of education both in Canada and in the countries of assignment. It is claimed, and former participants attest

to this, participants will learn as much as, or more than, they will be teaching. Admittedly this is a subjective measure but the claim is vehemently made. Participants are admonished during orientation to bring back to their classrooms in Canada their new knowledge so that other Canadians can benefit from Project Overseas as education for international understanding becomes increasingly important for world peace (CTF, 1980:n.p.).

Certainly the mandate to engage in development education could be easily subverted or ignored, in spite of the emphasis given it by CTF. But if claims of former participants can be accepted at face value, that is not happening. Table III provides one indication of the impact Project Overseas participants have had on various Canadian publics as a result of their overseas experience.

Table III

Impact of Project Overseas

<u>Year</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
1981	87320	6154	2183	2552	66	4691	13397
1982	--	5678	--	2259	75	6919	14856
1983	76560	6927	1914	2154	82	7800	16881
1984	121000	6446	3025	2096	92	24863	33405
1985	169360	3973	4234	2308	104	11193	17474
1986	133440	5988	3336	2028	80	3311	11327
1987	116960	4077	2924	1133	78	2288	7498

Sources: CTF, General Reports - 1981-1987

Legend: Column 1: Number of overseas students affected

2: Number of Canadian students affected

3: Number of overseas teachers affected

4: Number of Canadian teachers affected

5: Number of Project Overseas teachers

6: Committees and groups affected

7: Total Canadians exposed to development
education.

Project Overseas participants aside, and they number 1409 since 1962, from 1981-1987 more than 115,000 Canadians have been "sensitized to the learning, living, and working conditions that prevail in the Third World through their contacts with the Canadian teachers who participated in Project Overseas (CTF, 1986:11). It is reasonable to assume that at least an equivalent number of Canadians has been affected up to 1981.

Orientation of Team Leaders

Orientation of team leaders begins early in the year with mailings from CTF. These include the names and addresses of team members with their application forms (these provide personal and professional information useful in assigning teaching duties), correspondence between CTF and the host teacher organization in the assigned country, copies of mailings to participants, budgeting materials, and the agenda for the team leaders' orientation meeting held in the spring. That meeting, held at CTF headquarters in Ottawa and typically lasting three days, is used to familiarize leaders with the administrative details of managing the team's activities overseas, and to enable team leaders to become acquainted with their colleagues and with CTF staff and officials. Specific areas of management covered in the orientation include evaluation, reporting, roles and responsibilities, and team finances while overseas and enroute.

All of the material sent by CTF to participants is reviewed to ensure that team leaders are fully conversant with CTF's procedures and expectations. This becomes vital when correspondence about Project Overseas is conducted between team leaders and team members, since, by this point, team leaders assume a dominant role in orienting their team members to their specific function. Although team leaders

characteristically provide an overview of the team assignment and the country of assignment there are inevitably requests for further details. Team leaders must be able to respond adequately to such requests. Because they have had previous Project Overseas experience team leaders are in a position to offer sage advice about most facets of Project Overseas and the particular locale of their respective teams. Understandably, their advice is not necessarily followed by all team members.

The team leaders' meeting is followed by further mailings from CTF prior to the general orientation for all participants.

The July orientation includes a final team leaders' meeting convened and directed by IDAP staff to deal with last minute details and to discuss individual concerns, as well as changes to the program which may have occurred since the team leaders' orientation several months previous.

The emphasis on individual adaptability is well warranted since political instability is the rule rather than the exception in many Third World countries, most of which have gained independence from colonial powers only recently. It is not uncommon for participants to be reassigned during the Ottawa orientation for various reasons, most common of which is the volatile political situation in a given country at the time. Thus, if CTF or

the Department of External Affairs deems it unwise to send Canadians to such country the Project Overseas participants who have been assigned to that country are transferred to other teams at the last minute, if this proves viable. In cases where it is not, participants are sent home.

The final aspect of orientation for team leaders concerns the de-briefing follow-up. This takes the form of a two-day meeting in Ottawa, usually during the Thanksgiving weekend in October. At this meeting the team leaders are given the opportunity to intensify camaraderie and to share highlights of their respective team reports on the previous summer's in-service program in the Third World. Group discussions are held to consider such program facets as:

1. the role of the host teacher organization in Project Overseas;
2. the quality of pre-program planning;
3. the teacher-students who receive in-service training from Project Overseas participants; and
4. the significance of the in-service program to, and its perceived impact upon, the educational system of the host countries.

Finally, an evaluation of the past summer's in-service activities is reported. These reports are given both by an external evaluator engaged by CTF to study the program as submitted on each team's report of its activities and by the

trustees of the CTF Trust Fund. Recommendations which take into account those offered by the teams in their reports are made by the external evaluator and by a spokesman for the CTF Trust Fund.

The evaluation with its recommendations is based in part also on an evaluation of the Project Overseas teams' effectiveness as provided by the host teacher organizations and the in-service course participants. The collection of these data by means of a questionnaire is the responsibility of each team leader. Data collection is typically carried out at the conclusion of the in-service course in a given venue. Data are tabulated by team members and submitted to CTF as part of the team reports.

The recommendations made by the external evaluator and the trustees are then incorporated into the planning of the next year's Project Overseas.

CHAPTER IV

RESEARCH DESIGN

This exploratory research was a field-based qualitative study intended to capture the perceptions of Project Overseas participants about various facets of the in-service teacher training program of which they were a part and about their subsequent activities in development education. Conclusions derived from this study are expected to provide an in-depth understanding of the contribution those teacher participants have made to cultural diffusion in Alberta, and to provide the basis for recommendations to the Canadian Teachers' Federation concerning the development education facet of their international programs.

Data collection was by structured interviews conducted in person. Some telephone interviews were utilized in cases where it was impossible to arrange for face-to-face interviews. This alternative was employed only for respondents whose perceptions were considered essential to give the study sufficient balance from a logistical and geographic standpoint. This methodology was expected to result in findings which will portray the perceived impact of selected Project Overseas participants on cultural diffusion.

The approach followed is a modification of ethnographic field study in that the respondents interviewed may be

thought of as informants (Babbie, 1986:244) who provide sociological data about a group of which they are (or were) a part. This methodology is similar to participatory research (Tandon, 1981) which tends to place emphasis on authenticity as a form of validity, which, Babbie asserts, is "the extent to which a specific measurement provides data that relate to commonly accepted meanings of a particular concept" (1986:114). Tandon argues that knowledge about a social setting is not equivalent to information obtained from it; the meaning attached to that information is more important than the facts themselves. Thus, it is consistent with ethnomethodological enquiry since its user strives to determine the significant underlying factors which contribute to the facts derived. Consequently, while increased knowledge about a particular social setting is an important outcome of research, more important is the increased capacity of the actors in the situation to inquire into and change their situation (Tandon, 1981:32).

This methodology is appropriate for this topic because of its substantive significance to teachers and to CTF, and on the basis of the narrow focus of the study, Alberta teacher participants in Project Overseas as the unit of analysis. While a dynamic ideographic research model (using field-based interviews) allows for exploration in depth of the nuance of cultural interaction, it also presents the

danger of viewing cross-cultural communication as cultural stereotype. Awareness of such limitations permits the researcher to guard against the undue influence of those limitations.

Smith (1955) also cautions that while the interview format is a potentially sensitive device for short-run measurement of attitude change (1955:476), unstructured, heterogeneous inter-cultural experience does not have a significant impact on general attitudes of participants, although specific attitude changes may occur (1955:477). So, for example, one who takes an overseas vacation is not likely to undergo changes in attitude about cultural differences even though he associated extensively with indigenes of the host culture. On the other hand, should the same person travel interculturally for a specific purpose, such as an in-service training project, the likelihood is strong that he would experience changes in general attitude.

With the individual teacher participant as the unit of analysis, it is important to note that the presumed changes in attitudes and behaviors occur in those individuals as opposed to a wholesale sociological change in a particular culture. It is these changes in individuals that impinge on cultural diffusion. That is, as the cross-cultural experience of Project Overseas affected the thinking of the participants, it is maintained that the change in attitudes

translated into development education behaviors which formed the essence of their cultural diffusion endeavors. It is this contextual fabric of qualitative research methodologies which is not comprehensively captured using quantitative methodologies and which provides the *raison d'être* of the present study.

Data-Gathering: Sources and Processes

With the researcher's decision to utilize field research instead of a questionnaire survey came a change in data collection techniques. Due to logistical considerations and time constraints it was deemed efficacious to employ an interview strategy with selected respondents. It was felt that a qualitative study would be better suited for generating a theory of development education practices employed by Project Overseas participants and would provide a more comprehensive basis for making recommendations about those practices to the Canadian Teachers' Federation than would be possible from questionnaire-derived data.

A list of all Alberta Project Overseas participants for the years 1977-1989 inclusive was procured from the Alberta Teachers' Association. With this information came the approval of that body's Provincial Executive Council to conduct this study of part of its membership and to poll the teachers on the list. The list comprises 50 potential respondents. Of these, 38 were selected for inclusion due to

logistical considerations of time and distance.

Each potential respondent received initial contact by letter in August, 1988, inviting him/her to participate in the study and informing him/her of ATA and CTF endorsement of the study (Bone, 1988; Allen, 1988). Additional opinions cited in this study represent Third World teacher organizations. These latter opinions have been obtained both through the researcher's direct contact (in 1978 and 1980) and from CTF International Program General Reports for the years encompassed by the study.

All interviews were conducted by the researcher personally over an eight-month period from April, 1989 to December, 1989. Logistics of completing the interviews were compounded by the researcher's lack of proximity to Alberta's major centres, where most of the respondents resided. The initial mail contact with prospective respondents was followed up with telephone communication, establishing times and places for the interviews to take place. Since response to the mailed requests for interviews was very low the telephone was relied upon almost exclusively for interview arrangements. As anticipated,

interviews occurred at the respondent's home or school, i.e., place of employment. Each interview was to be of approximately one hour's duration. In spite of the researcher's awareness of interview fatigue affecting respondent collaboration, resulting in concerted efforts in the initial interviews to adhere to an arbitrary one-hour time limit, it was decided that duration of interviews would be of secondary consideration. Consequently, interview times ranged between one and three hours. The enthusiasm of respondents to discuss their experiences and comment on aspects of the data-collection instrument was perceived as positive by the researcher. Depending on the availability and location of respondents, one to three interviews were completed on a given day. Of the original list of 38 potential respondents, 29 agreed to be interviewed, one person chose not to assist, and 20 either could not be reached or were not able to comply with interview arrangements for logistical reasons. Twenty-five interviews were ultimately conducted. Second interview times were attempted in the event that the original interview times could not be kept.

Interviews were based on the research questions outlined in the section entitled Research Design, with latitude given for respondents to amplify responses or diverge from

specific questions if, in the opinion of the researcher, the nature of the communication was apropos of the study topic.

During the interviews notes were taken if the respondents agreed to this strategy. Following each interview a field journal of the conversations was compiled, recording both empirical observations and interpretations of those observations (Babbie, 1986:249).

The identity of each respondent was coded to ensure anonymity. This was explained to respondents at the outset of each interview.

Demographic data were gathered as part of the researcher's question bank in order to establish a profile of the Alberta Project Overseas teachers interviewed.

Data Analysis

Analysis of the data consisted of the compilation of a profile of Project Overseas participants using the demographic information obtained and a description and interpretation of the anecdotal data provided by the respondents in the purposive sample.

Accordingly, statistical analysis is limited to descriptive statistics including frequency distributions pertaining essentially to the demographic data compiled and to classes of opinion of respondents as they pertain to racial attitudes and to perceptions of their contribution to

cultural diffusion and the role of CTF in development education.

Because of the qualitative nature of the data, the small number of interviewees, and the use of a purposive selection reflecting its non-random nature and abnormal distribution, the use of non-parametric statistics is deemed to be appropriate (Roscoe, 1975; Guilford, 1956; Pedhazur, 1982) for this study.

CHAPTER V

RESULTS

The information presented in this chapter consists of the data derived for the research questions used in the interview schedule. Subsidiary information provided by respondents is included where it was deemed appropriate.

Demographic Data

Table IV

Teaching Experience of Respondents

<u>Experience in Years</u>	<u>Frequency</u>	<u>%</u>
05 - 10	07	28
11 - 15	13	42
16 - 20	05	20
21 or more	01	4

Source: Interview Data

These data reveal that a majority of respondents did not participate in Project Overseas until they had taught for more than ten years even though eligibility for the program begins with five years of teaching experience.

No attempt was made to ascertain reasons for why respondents applied for Project Overseas when they did.

The time frame for this research is 1977-1989, making twelve years the outer limit for years since last Project Overseas experience (see Table XII, p. 80).

No difference was apparent in the qualitative nature of responses as a result of time elapsed since the overseas experience. That is, responses to the structured questions did not seem to follow a pattern corresponding to length of time elapsed since the last involvement in Project Overseas.

Table V

Years Since Project Overseas

<u>Years Since</u>	<u>Frequency</u>
1	4
2	1
3	2
4	0
5	3
6	3
7	3
8	3
9	0
10	4
11	0
12	2

Source: Interview Data

The vast majority of respondents were over 26 years of age. Given the requirement that applicants must have at least five years of teaching experience it is not surprising that few of the respondents were under age 25. Furthermore, Project Overseas applicants are expected to have had experience in Alberta Teachers' Association governance or committee work. This militates against involvement in the Project at an early age.

Table VI

Age of Respondents at First Project Overseas

<u>Age (Years)</u>	<u>Raw Frequency</u>	<u>%</u>
< 25	3	12%
26 - 30	10	40%
31 - 35	4	16%
36 - 40	8	32%

Source: Interview Data

Slightly more than one half of the respondents were male. When queried as to their acceptance as experts by Third World teachers, many of them representing patrilineal societies, the female respondents invariably stated that they had perceived no evidence of rejection or patronizing attitudes toward them in their Project Overseas experience.

Table VII

Education of Respondents

<u>Education</u>	<u>Raw Frequency</u>	<u>%</u>
Baccalaureate	6	24
Post-graduate work	4	16
Master's degree	14	56
Doctoral degree	1	04

Most respondents had more than the minimum education requirement at the time of their applicationn to Project Overseas. This may suggest that selection of applicants favors those with higher qualifications in order to ensure

that teachers engaged in training other teachers in pedagogy are legitimate experts.

Table VIII

Community Size of Respondents

<u>Community Size</u>	<u>Raw Frequency</u>	<u>%</u>
< 5,000	4	15
5,001 - 10,000	3	12
10,001- 50,000	3	12
50,001-100,000	1	04
> 100,000	14	56

Source: Interview Data

The last category represents the cities of Edmonton and Calgary since these are the only Alberta cities of that size.

Slightly more than one half of respondents worked in schools with a student population of over 500. Of those, 29% were from schools with more than 1000 pupils.

Table IX
School Size of Respondents

<u># of Pupils</u>	<u>Raw Frequency</u>	<u>%</u>
< 300	3	12
301- 500	8	32
501-1000	10	40
> 1000	4	16

Source: Interview Data

Professional role at time of first participation in Project Overseas.

Table X
Professional Role of Respondents

<u>Role</u>	<u>Raw Frequency</u>	<u>%</u>
Elementary Teacher	4	16
Elementary Administrator	5	20
Secondary Humanities/ Social Science Teacher	7	28
Secondary Math/Science Teacher	3	12
Secondary Administrator	3	12
Other	3	12

Source: Interview Data

School population composition.

A substantial majority of respondents indicated that their teaching milieu had involved a uni-cultural student population.

Table XI

Respondents' School Population Composition

<u>Composition</u>	<u>Raw Frequency</u>	<u>%</u>
Predominantly Caucasian	16	64
Predominantly non-Caucasian	4	16
Mixed-one predominant Ethnic group	2	08
Mixed-no predominant Ethnic group	3	12

Source: Interview Data

ATA involvement at time of first participation in Project Overseas.

Table XII

Involvement in Professional Association

<u>Role</u>	<u>Raw Frequency</u>	<u>%</u>
Local Executive Position	25	100
Provincial Committee	5	20
Provincial Executive Council	2	08
Other positions	2	08

Source: Interview Data

Table XIII

Project Overseas Engagements

<u>Number</u>	<u>Frequency</u>	<u>%</u>
1	21	84
2	2	08
3 or more	2	08

Source: Interview Data

Of those who have been engaged in this program more than once, one-half were selected to Project Overseas II, a recent adaptation of the program which features a three month term during the North American winter. This group consists of retirees or teachers on a leave of absence from their employers. Their mandate typically involves organizational development or leadership training of teacher organization officers rather than pedagogical in-service for practising teachers.

Other cross-cultural experience in an overseas setting.

Such experience prior to Project Overseas was cited 15 times by respondents and 12 times for cross-cultural, overseas experience following Project Overseas.

Almost one-third of respondents had not engaged in any such service apart from Project Overseas.

If prior to Project Overseas experience, how did this experience influence your decision to enroll in Project Overseas?

Fifteen respondents stated that prior overseas experience had influenced their decision.

As affecting their attitudes toward multiculturalism, 10 respondents claimed to have been influenced by such previous experience.

Nine respondents had not had prior overseas service. Two offered no comment with regard to this question. None of the

respondents commented on how their decisions had been affected, only that they had or had not been affected.

If after your first exposure to Project Overseas, how did this influence your decision to participate in other cross-cultural service?

Eight of the 25 respondents stated that Project Overseas had had an impact on such decision.

This question was not applicable to 40% of respondents because, in most cases, they had not experienced other cross-cultural service. One respondent to whom it did not apply, is an immigrant from a country where Project Overseas practitioners are sent.

Respondent Perceptions (from interview questions)

1. What do you perceive to be the Canadian Teachers' Federation's role in promoting development education and cultural diffusion in Canada?

A majority of respondents perceive CTF's role to be facilitative of non-government organizations and individuals involved in development education. Of the 25 respondents, 17 viewed this as the primary role of that organization. The remaining interviewees were evenly split between the view that CTF is the primary instigator and the view that CTF is only a source of funding for development education activities. Because some respondents believe CTF's role encompasses more

than one area, the number of responses exceeds the number of respondents (see Table IV, p. 72). There was no consensus as to CTF's ideal role involvement, as there was a difference in opinion about whether it is realistic for a central authority (CTF) to administer a program over Canada's demographically and geographically diverse expanse.

Table XIV
Perceptions of CTF Role in Development Education

<u>Role</u>	<u>Number of Responses</u>	<u>Per Cent</u>
Primary Instigator	07	28%
Facilitator	17	68%
Funding Source	05	20%

Source: Interview Data

2. What do you perceive to be the role of the provincial affiliates (ie., the Alberta Teachers' Association) in Project Overseas?

The ATA's role was perceived as primarily that of recruiting agency for Project Overseas participants. More than three-quarters of the respondents indicated this as the primary role of the ATA.

3. How would you rate the effectiveness of the Canadian Teachers' Federation with regard to the following

categories of Project Overseas? (on a scale of 1-5, with 5 being most effective) (see Table XV, p. 86).

a) objectives

The single most-selected rating was 5 (13 of the 25 respondents). Seven of the respondents viewed CTF as very effective, as reflected by their rating of 4. Thus, the overall rating given CTF by respondents in this study was a resounding endorsement of that body's ability to meet its objectives for Project Overseas.

b) recruitment

There was less agreement as to the effectiveness of CTF on this criterion than in the previous category. While the combined total still represents a majority of the responses, the distribution of responses was wider here than in the first category. This indicates that there has been some dissatisfaction with recruitment of participants. Judging by the reasons given, the dissatisfaction derives from a differing philosophy among respondents with regard to the eligibility of participants, and is directed more at the provincial teacher organization than at the Canadian Teachers' Federation. Several respondents expressed the opinion that the expertise of former

Project Overseas participants should be exploited more thoroughly by allowing teachers to participate more than once, inuring to the benefit of the Third World teacher-participants, as opposed to recruiting neophytes. Others felt that cultural diffusion is facilitated by the exposure of greater numbers of teachers to cross-cultural service. These therefore wish to see new participants recruited for Project Overseas instead of utilizing former participants. Obviously these represent conflicting demands, since one precludes the possibility of the other.

The Alberta Teachers' Association observes an unwritten policy of restricting a participant to a single term on Project Overseas, unless the individual is selected as a team leader, a selection generally made by CTF personnel in Ottawa. As the decision is left to the provincial affiliates, there is variation from province to province.

A number of respondents expressed the desire to have recruitment in Alberta conducted on the same basis as that done by most other provincial affiliates, i.e., that there be no restriction as to the number of times a teacher may participate in

Project Overseas. It was frequently conceded, however, that the rationale for the restriction, in terms of facilitating cultural diffusion, is valid: the extent of cultural diffusion by participants in Project Overseas is directly proportional to the number of participants engaged.

c) orientation

The breakdown of responses for this category is almost identical to that of the previous category. It should be noted that orientation of participants is provided both by team leaders and by CTF personnel in Ottawa. Generally, respondents were more complimentary of the efforts of team leaders in this regard than they were of the formal orientation period in Ottawa. Where there was dissatisfaction with CTF orientation procedures it related to the specific assignment of the respective respondents rather than to cultural or protocol factors of the particular country of destination. That is, some consternation was expressed by respondents who seemed unable to cope with the uncertainty of taking a teaching assignment which was subject to change right up to the beginning of the course. This consternation was

compounded by the inexactitude of directions by CTF officials regarding course content.

It seemed to the researcher that satisfaction with CTF's orientation procedures is a function of the respondent's previous exposure to cross-cultural service and to his/her resourcefulness in dealing with ambiguity. Those respondents familiar with the exigencies of Third World tempo-centricity were undaunted by those uncertainties. Those who expressed distress over the lack of information stated that their ability to perform creditable service was impaired by lack of adequate planning and a paucity of material resources.

d) communication with recruits.

Ratings on this criterion ranged from 1 to 5. Those claiming dissatisfaction with the communication received from CTF prior to embarking on Project Overseas were essentially dismayed by the lack of specific information concerning their teaching assignment. Information concerning physical and psychological preparation for Third World conditions was almost invariably deemed to be appropriate and adequate. Again, part of the responsibility for communicating with recruits falls on the team leaders, so there was some

ambivalence regarding the source of aggravation where there was discontent expressed.

e) field operations overseas.

Virtually one-half of the respondents expressed high satisfaction with field operations. It is apparent from this distribution and the rating awarded CTF on the objectives category, that respondents perceive CTF's actual cross-cultural intervention to be both efficacious and worthwhile (see Table VII, p. 74).

f) de-briefing and follow-up.

Respondents tended to be decisive about their perception of CTF's effectiveness in this area. Two-thirds of the 25 stated discontent with this aspect of Project Overseas while one in five expressed satisfaction. There was consensus that CTF does not pay sufficient attention to this facet of Project Overseas.

g) development education initiatives.

The perception of CTF's effectiveness in this category parallels ratings given for the previous category rather closely. Again the preponderance of opinion of respondents was that insufficient emphasis is placed on this area.

Table XV

Perceived Effectiveness of CTF re: Project Overseas
(frequency in %/raw data) N=25

Rating (1=low, 5=high)	1	2	3	4	5	T
Objectives	0	4	16	28	52	100%
	0	1	4	7	13	
Recruitment of Participants	0	16	20	28	36	100%
	0	4	5	7	9	
Orientation Procedures	0	12	24	28	36	100%
	0	3	6	7	9	
Communication with Recruits	4	16	28	24	28	100%
	1	4	7	6	7	
Field Operations Overseas	0	8	24	20	48	100%
	0	2	6	5	12	
De-Briefing and Follow-Up	16	48	16	4	16	100%
	4	12	4	1	4	
Development Education Initiative	16	44	16	16	8	100%
	4	11	4	4	2	

Source: Interview Data

4. What has your experience in Project Overseas taught you about the importance of promoting cultural understanding and respect?

More than one-half of the respondents indicated that beliefs already held had been reinforced, and that their experience overseas had increased their belief in its importance as a philosophical position. Another third claimed that Project Overseas had given impetus to put those beliefs into action. Because respondents selected multiple categories, the number of responses exceeded the number of respondents. One respondent stated that this cross-cultural experience had resulted in a decline in interest in multiculturalism.

5. What were your reasons for wanting to be involved in Project Overseas?

Respondents identified with a sense of altruism and of adventure as reasons for applying to Project Overseas. A variety of additional suggestions was made. In order of frequency, these include:

- to become a better person;
- something to offer;
- to learn about other cultures;
- to increase understanding of teaching;
- accomplishment;
- stimulation;
- to put own teaching of social studies to the test;
- to fulfill a dream;
- to increase awareness of the difficulty people have in resettling in a new country.

6. How did you learn about Project Overseas?

A large majority of those polled indicated that they had learned about Project Overseas from advertisements in the Alberta Teachers' Association's professional journal as opposed to being told by a former participant. One respondent became aware of the program as a result of involvement on the Alberta Teachers' Association executive council, and the remainder through former participants.

7. How have you benefitted personally from your experience in Project Overseas?

Personal renewal was cited 19 times compared to 13 times for professional renewal. Seven of the respondents indicated that the experience had stimulated an initial interest in development education and five noted that it had renewed such interest.

Table XVI

Personal Benefits of Project Overseas

	<u>Raw Frequency</u>	<u>%</u>
Personal Renewal	19	76%
Professional Renewal	13	52%
Initial Interest in Development Education	7	28%
Renewed Interest in Development Education	5	20%

Source: Interview Data

8. How have your students and colleagues benefitted from your experience?

Since this question was completely open-ended there were no set responses from which to select. This is reflected by the variety of answers given. However, one common theme permeates the range of answers: with few exceptions respondents stated that students were exposed to global education--they manifested heightened awareness and broadened conceptions of the problems inherent in ethnocentrism, and were given new insights

into the disparities in the world and the importance of cultural interdependence.

A change in job description for two respondents (moving to non-teaching positions) rendered this question invalid for them.

One person has applied the understandings gained from Project Overseas to the writing of curriculum support materials for the province's teachers; another stated that there were no tangible benefits for students or colleagues. Two respondents referred to enhanced co-curricular programs such as a school-wide recycling program and a systematic contribution of teaching-learning materials to schools in the Third World. Three colleagues were prompted to participate in Project Overseas and a similar cross-cultural service venture as a result of prompting by one respondent.

It is apparent that Project Overseas experience contributes to the culture of the classroom both directly in terms of curriculum enhancement and indirectly in terms of its effects on teachers' worldview and philosophy.

9. To what extent has your awareness of international development issues increased as a result of your experience?

Without exception, those who indicated no change had had

other cross-cultural travel experience prior to Project Overseas; this program had been one of several avenues used to gain first-hand knowledge of the world and thus merely consolidated that awareness.

Table XVII

Respondents' Awareness of International Issues

	Raw Frequency	%
None	5	20%
Marginal	2	08%
Somewhat	5	20%
Significant	13	42%

Source: Interview Data

10. Have your own attitudes toward immigrants and ethnic minorities in Canada been altered as a result of your experience?

Affirmative responses accounted for 48% of the total, while negative answers accounted for 52%. That is to say, the negative responses reflect no change in attitude towards immigrants. It is problematic to draw definitive conclusions from this breakdown since it was not examined statistically. However, given the fact that virtually all of the respondents espoused tolerance toward ethnic minorities as one of their personal characteristics (see Q.1(f) under Personal Characteristics, p. 104), it does not seem unreasonable to infer that those respondents merely had previously existing

attitudes reinforced. It is possible that some respondents were less than candid in this regard since none registered any negative feelings toward immigrants. Comments made by respondents support this inference. Typical comments were:

"As an immigrant myself, I appreciated this [empathy, compassion] before";

"I have always been very empathetic toward minorities";

"My acceptance of immigrants has always been high, but my compassion has increased";

"I have always been receptive to multiculturalism";

"I have always been supportive of immigration".

"They [immigrants] offer so much";

"Wide previous travel and work in a multicultural setting had a greater impact [than Project Overseas]";

"[Project Overseas] had a limited effect. My beliefs were there previously";

"It's a combination of various experiences".

11. Has your experience provided you with strategies to help other educators focus attention on Third World issues? The results were split virtually equally. Those responding affirmatively tended to be vague as to what, specifically, those strategies are. They were inclined to talk about philosophies and beliefs as opposed to

specific strategies. A few typical responses support this:

"...awareness of the need to separate the media view of the world from reality";

"Resources like Arusha must be used more";

"Material support is not as important as emotional support for teachers";

"Twinning should be advocated and used";

"I showed my pictures and lectured";

"I advocate involvement in global education".

12. Has your experience altered your perception of Canada's role in international development?

Four respondents stated that they now believe that the Canadian government should increase all forms of aid.

Eighteen now would like technical aid increased. Of these four felt that this should be tied aid and three preferred aid given by Canada to be contingency-free.

One respondent stated the view that we should concentrate on domestic concerns and leave foreign aid to other agencies. None favored multi-lateral aid programs.

Humanitarian aid was not seen as a high priority by most respondents. It was selected by only two respondents.

Table XVIII

Perceptions of Canada's Role in International Development

<u>Canada should ...</u>	<u>Raw Frequency</u>	<u>%</u>
Increase all aid	3	12%
Increase technical aid	19	76%
Increase humanitarian aid	2	08%
Concentrate on tied aid	4	16%
Concentrate on contingency-free aid	3	12%
Concentrate on domestic needs	1	04%
Other	3	12%

Source: Interview Data

13. Do you now advocate greater emphasis on multiculturalism in Alberta schools than you did before your Project Overseas experience?

Eighteen respondents stated a desire for an increase in such emphasis. The remaining seven claimed that their views had not been affected by Project Overseas. No attempt was made to determine whether those views had been favorable toward multiculturalism. However, there was a strong impression on the part of the researcher that those respondents had been predisposed toward multiculturalism even prior to their involvement in Project Overseas.

14. Do you, as a result of your experience, think there should be greater emphasis on global education in the Alberta curriculum?

Twenty-two respondents expressed the sentiment that global education should be emphasized more than it

currently (at the time of data collection) is. Those respondents who did not see a need for such increase expressed the feeling that global education is an educational bandwagon which does little or nothing to address real development issues.

15. Do you think CTF intervention in Third World teacher organizations merits the time and expense involved?

Respondents almost unanimously endorsed CTF assistance to Third World teacher organizations. Only one did not respond to the question.

16. Do you think that ATA and CTF resources are well-utilized in sending teachers on Project Overseas?

Almost all (22 of 25) respondents agree with this use of resources.

Dissent focussed on perceived inappropriate allocation of funds for use of Project Overseas teams enroute to and from their service venues suggesting, for example, that more inexpensive accommodation could be had than is commonly used.

17. Do you feel you have assumed a leadership role in fostering development education?

Seventeen respondents felt that they exercise leadership in promoting development education.

In probing the respondents' reasons for the perception that they had not assumed a leadership role, the

researcher was impressed by their modesty. While they frequently did not see themselves as leaders in promoting development education, those individuals tended to hold idealized views of what they should be doing in this field and, in the perception of the researcher underestimated their actual contribution.

When pressed to outline their development education activities respondents typically indicated that they had addressed groups on development issues, encouraged colleagues to participate in Project Overseas, sponsored foster children in a Third World country or contributed money/materials to aid agencies, and/or become involved with aid agencies or other no-government organizations. Relative to the involvement of professional development educators, respondents viewed their own efforts as insignificant, but it was apparent to the researcher that they were in fact thinking globally but acting locally.

18. Of the educators with whom you associate, do you feel they tend to favor multiculturalism in Canada?

Seventeen respondents believe that their colleagues in education favor multiculturalism. Commonly expressed was the view that many teachers insulate themselves for exposure to cross-cultural interactions and therefore remain indifferent to multiculturalism.

19. Among your friends and acquaintances, are attitudes generally sympathetic, apathetic, or antithetical towards Third World development, in your opinion?

Fourteen respondents stated that they perceived sympathetic attitudes among such associates.

Eleven felt there is pervasive apathy toward Third World issues or actual antipathy exists among their close associates.

20. Do you think that, based on expressed attitudes of your acquaintances, Canadians are racially bigotted?

Eighteen answered this question in the affirmative.

Seven suggested they do not sense bigotry on the part of Canadians generally.

When asked about incidents of apparent racial tension recently reported by the news media, overt acts of discrimination or violence against East Indian taxi drivers, and the admittance into Canada of increasing numbers of Asian refugees, for example, the respondents in the latter category acknowledged that, in their view, Canadians are tolerant of ethnic minorities until representatives of those minorities constitute a perceived threat to their own livelihood or way of life.

21. a) To what extent should Canadians attempt to influence our government's foreign policy as a

declaration of their support for universal human rights and global interdependence, and their denunciation of exploitation?

A small fraction (3 of 25) of respondents stated the belief that such intervention should be left to politicians.

The remaining twenty-two believe that citizens have an obligation to express their concerns by active lobbying, consciousness-raising among local groups, and working through non-government organizations or church groups.

Table XIX

Should Canadians Influence Foreign Policy?

Strategy	Raw Frequency	%
Leave to experts	3	12%
Work through NGOs/churches	15	60%
Consciousness-raising	14	56%
Lobbying	12	48%
Other	2	08%

Source: Interview Data

21. b) To what extent should Canadians attempt to influence our government's domestic policy for the cause of justice, equality, and human rights?

Three respondents felt that this is a matter not in their sphere of influence, that policy-making is the domain of elected officials.

The remainder indicated that some combination of consciousness-raising, empowerment of the dispossessed,

and building of coalitions is a viable and appropriate function of a concerned citizenry.

In posing this question the researcher hoped to gain a perception of respondents' sincerity with regard to practising development education in their own constituency as opposed to the acceptance of development as a philosophical position, relegated to the 'world' from which they might remain relatively detached.

Table XX

Should Canadians Influence Domestic Policy?

<u>Strategy</u>	<u>Raw Frequency</u>	<u>%</u>
Leave it alone	3	12%
Consciousness-raising	20	80%
Empowerment	12	48%
Building of coalitions	11	44%
Other	2	08%

Source: Interview Data

22. Do you feel that your experience in Project Overseas imposes any obligation on you to promote cultural diffusion here at home?

Twenty-three of the twenty-five respondents identified with such sense of obligation. The two that dissented argued that this is a personal matter, which cannot be externally-imposed. Ironically, comments by those who feel an obligation as a result of their experience,

revealed that the obligation felt was indeed self-imposed, a view frequently associated by the interviewee with the concept of being "my brother's keeper".

23. Do you believe that Project Overseas promotes global interdependence and/or brotherhood?

The respondents were almost unanimous in their agreement with this, 23 affirmative and one negative, with one choosing not to respond to the question. It is not known, nor was there any attempt made to determine, whether this opinion is due to the respondents' own persuasion or the result of indoctrination by CTF personnel.

24. Do you think your perception about Project Overseas (#23) is shared by the majority of Project Overseas participants?

While four of the respondents offered no answer, the remaining 21 answered in the affirmative. Although not all had actually discussed this topic with colleagues during Project Overseas, this perception is obviously strongly-held.

B. Personal Actions.

In this section it was the researcher's intent to try to determine to what extent the beliefs and attitudes which might have been shaped by Project Overseas experience were ostensibly applied to development education activities.

1. Has your experience prompted you to take any specific action to increase others' awareness of Third World issues?

Seventeen respondents stated that they had addressed audiences at least three times on topics related to such issues, fifteen had established an affiliation with some non-government organization involved with Third World issues, and ten had addressed such issues in letters to newspapers at least once. Some respondents indicated actions in more than one area. Two respondents claimed to have taken no action in this regard.

2. Have you become personally involved in development education as a result of your experience?

Nineteen respondents had addressed audiences on development, either giving slide/talk presentations about their Project Overseas experience or delivering an address on related issues. Seven respondents had presented at a conference or convention.

3. Have you engaged in any activity to improve the lot of repressed or underprivileged people in Canada as a result of your experience? (Eg. ethnic refugees, Native Canadians, mentally or physically handicapped persons).

Eighteen respondents indicated they had engaged in specific actions to assist such individuals or groups; six had not.

4. Have you used your experience as the basis for lessons on international development?

Of the 25 respondents, two, whose occupational circumstances had changed subsequent to Project Overseas, had not developed and implemented lessons following their experience. Two others had not done so for other reasons, and 20 had used their experience as the basis for lessons.

5. a) Have you addressed any non-educator audiences concerning your experience or broader Third World issues?

Fourteen had done so; nine had not, and the remainder declined to respond. This suggests that the development education initiatives of a slight majority of the respondents to this study are not restricted to their immediate circle of colleagues who in some measure may be viewed as a captive audience in that they might feel obligated to attend a presentation because the presenter was a work-mate.

5. b) Have you personally initiated most such experiences?

This part of the question is not applicable to those nine respondents who had answered the first part of the question in the negative. Of the fourteen who responded affirmatively, four stated that they had initiated most

of the "non-educator" addresses and two said they had been invited.

It was believed by the researcher that this latter question might provide an indication of the assertiveness of the respondents in pursuing development education initiatives. The results seem to indicate that people in respondents' constituencies become aware of the travels of teachers and provide them with opportunities to relate their experiences. No attempt was made by the researcher to ascertain reasons for initiating or not initiating opportunities to address audiences.

C. Personal Characteristics

This section was included in order to provide a profile of the type of individuals who participate in Project Overseas, a volunteer teacher training program, during their vacation time. Respondents had a tendency to identify with the attributes suggested as examples rather than suggesting attributes of their own choosing.

1. How would you describe yourself with regard to:

- a) personal attributes (eg., generosity, altruism, cooperativeness, responsibility)?

All 25 respondents perceived themselves to have the attributes indicated in the list of examples.

- b) Worldview (attitudes about social justice, peace, global interdependence, human rights, equality, equity)?
- Again, all 25 respondents believe they exemplify the type of worldview suggested by the descriptive examples.
- c) Organization/union militancy?
- The majority (64%) of respondents perceive themselves not to be militant. The remainder view themselves as being militant to varying degrees.
- d) Attitude towards an open immigration policy for Canada?
- Of the 15 respondents who favor an open immigration policy, one third qualified their approbation with some type of condition. Typical comments include:
- "Immigration should be [slanted] in favor of those who are able to cope in our society. Allowing everyone who wished entry into Canada to come introduces a prejudice that is not good for Canada".
- "Immigration should be more liberal, but we must watch for abuses of the system".

"Immigration should not be based on ethnic considerations [as in the case of Southeast Asian Boat People]; it should take into account a combination of humanitarian factors and Canada's self-interest".

One third of the 10 respondents who suggested that immigration should not be open, qualified their responses. Their opposition centered on such factors as the perceived inability of some prospective immigrants to adapt to a new culture because of strong cultural ties of their own, the need for an 'orderly' immigration process, and the assertion that humanitarian needs must be tempered by economic realities in the country of proposed settlement (ie., Canada).

e) Development education initiative?

Twenty-one respondents indicated they have exercised initiative with regard to development education; four said they had not taken the initiative in promoting development education.

f) Tolerance toward ethnic minorities?

Except for two who chose not to respond, there

was unanimous perception of congruence with this attribute.

g) Opposition to repressive regimes?

Twenty-four respondents expressed this sentiment. However, six of those qualified their statements, as did the lone dissenter. The qualifications essentially appealed to the complexity of internal matters, which may appear to outsiders to be obvious, and to the difficulties inherent in third parties intervening in, or making judgments about, domestic political situations.

h) Supporting self-determination for Native Canadians?

There was a distinct polarity of opinion on this measure. Fourteen of 25 respondents expressed approval of this stance; however 5 qualified their position.

The fact that almost one-half of respondents do not favor self-determination was surprising to the researcher. However, those individuals qualified their opposition by suggesting that their view would change if some conditions were met. It was noted, for example, that a phasing in of self-government for Native

Canadians might afford them the expertise of experienced personnel from the Caucasian population.

Similarly, the 11 who opposed self-determination qualified their statements.

i) Intention to participate again in Project Overseas?

All 25 respondents answered this question in the affirmative, none with hesitation. Many lamented the fact that the Alberta Teachers' Association does not ordinarily sponsor participants on a repeat basis.

j) Engagement in ATA activities and government?

Twenty respondents indicated that they had been involved in ATA government or other ATA-sponsored activities, fairly intensively in their estimation, at some time prior to their experience in Project Overseas. As this type of involvement is a tacit requirement for selection, this finding is to be expected.

k) Job satisfaction?

For two respondents this question was irrelevant in terms of satisfaction with teaching, since they had assumed different roles since returning from Project Overseas.

The other 23 rated their job satisfaction as moderately high to high. This confirms the researcher's supposition that a high level of job satisfaction would exist for the subjects in this study.

1) Attitude toward multiculturalism in Canada?

There was unanimity among respondents in expressing a positive attitude on this measure.

2. To what extent were your attitudes and beliefs (as expressed in #1 under Personal Characteristics) part of your nature prior to participation in Project Overseas - as opposed to being developed as a result of your experience?

Eighteen respondents replied to this question. Only three of that group gave any indication of extent. The other 15 merely indicated whether the attitudes and beliefs under consideration were or were not perceived to have been part of their nature prior to Project Overseas. In the former category, the three respondents stated that they felt that those attitudes and beliefs which were held 'originally' were enhanced or more clearly defined as a result of Project Overseas. Twenty-one respondents

perceived that their attitudes and beliefs had been shaped much earlier, all expressing the view that their experience in project Overseas had prompted them to apply more readily, or honed their perception of, those attitudes and beliefs.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This exploratory study was undertaken to examine the perceptions of selected Alberta participants in Project Overseas regarding the effect of involvement in that program on their contribution to development education and cultural diffusion in Alberta.

The researcher's supposition that returned Project Overseas volunteers would have a substantively significant impact on cultural diffusion through their development education initiatives was borne out by the respondents interviewed. If the perceptions of the participants with regard to development education are a reliable indicator, the results of this study support Barker's assertion that returned volunteers play a significant role as agents of cultural diffusion (CTF, 1986:4).

While only eight respondents claimed that their experience abroad had given impetus to put their beliefs concerning cultural understanding and respect into action, there was evidence that a majority hold positive attitudes toward multiculturalism, and that those beliefs and attitudes were enhanced by the Project Overseas experience. In the opinion of the researcher, the respondents generally underestimated the value of their contributions to cultural diffusion in their respective constituencies. It appeared to

the researcher that respondents did not take into account the collective influence of their endeavors, nor the mediating influence they have on students.

Further study is required into the questions underlying the present study to determine whether a quantitative study of a national sample would produce similar results as found here.

Because of the intervening effect of other cross-cultural experience by Project Overseas participants interviewed, this exploratory study was ineffective in attributing attitudes and beliefs solely to that program. Neither was it clear from this study that experience in Project Overseas had a direct bearing on the behaviors of participants' students and teacher-colleagues. However, as noted in Chapter II, other studies by Baker (1983), Wilson (1985), and Martin (1987) emphasize the cumulative effect of cross-cultural experience and the mediating effect of teachers who have such experience.

What is obvious also is the fact that, while exposure to development education activities provided by others is no guarantee of behavioral change, a significant number of people, notably students and colleagues, is exposed to enthusiastic development education initiatives every year by returned Project Overseas volunteers. By virtue of the ameliorating influence of teachers who are favorably

disposed toward social justice and cultural understanding (Czerny and Swift, 1984:14, and Wilson, 1985:287), that exposure has a profound effect on cultural awareness and acceptance.

The fact that almost three-quarters of respondents favor greater emphasis on multicultural activities in schools is considered an indicator of the strong likelihood that teachers who are predisposed toward global education and multiculturalism apply those beliefs in their teaching and interactions with others. This supposition is supported by the findings of Aboud (1984), Baker (1983), and others, cited in Chapter II, that teachers play a dominant role in students' attitude formation. It is consonant also with the findings of Grant (1977:112) and Bochner (1981:9) that teachers are important mediators of culture. It appears, then, that the majority of respondents respect cultural diversity and that this respect has been facilitated by the cross-cultural experiences (Friesen, 1984:57) associated with Project Overseas.

Other indicators from this study suggest that such conclusions are legitimate. The first is the finding that a substantial majority of respondents believe Canadians to be racially bigotted. This acknowledgement, coupled with the respondents' view that they (the respondents) have an obligation to promote cultural diffusion, and to influence

our government's foreign and domestic policy as it relates to development issues, lends credence to the claim that respondents to this study actively contribute to development education and cultural diffusion. The importance of these development education endeavors must be seen in light of the claims by Berry (1977:88), and Forgas (1984:200) that attitudes about races and immigration contribute to feelings of nationalism and influence political and institutional decisions.

Recent (1989) decisions by increasing numbers of municipal councils in central Canada to declare their municipalities unilingual, and an apparent escalation in instances of racially motivated tensions in various parts of Canada may be seen as evidence that tolerance for, and understanding of, other cultures must be stressed in the education of the nation's youth. As Patchen et al. point out, the expressed racial attitudes and examples of teachers are a powerful mechanism for change. The same authors emphasize that increasing students' opportunities for cooperative contact can lead to positive interracial experiences (1977:73).

A second finding to support the researcher's conclusions is the overwhelming perception by respondents (24 of 25) that Project Overseas promotes global interdependence and brotherhood, and that this perception is shared by the

majority of Project Overseas participants. This finding is consistent with a stated aim of Project Overseas: to promote understanding and goodwill among teachers [cross-culturally] (CTF, 1980:n.p.).

A third finding lending support to those conclusions pertains to the respondents' statements of personal actions attributable in some measure to their experience in Project Overseas. Seventy-six percent claim to have addressed audiences in attempts to increase others' awareness of Third World issues. In addition, more than one-half cited affiliation with a non-government organization involved in development education, and 80% have taught lessons on international development.

Even more heartening is the claim by 72% of respondents to have engaged in some activity to improve the lot of repressed or underprivileged people in Canada. This represents evidence that the development education principle of thinking globally but acting locally is being put into practice, at least to some extent.

With regard to the hypothesized profile of typical Alberta Project Overseas participants, they appear to be persons who are altruistic, cooperative, generous, and tolerant of differences in people, and who have a strong sense of responsibility. Their own perceptions about their personal qualities are consistent with this profile.

Their worldview incorporates the attributes associated with concern for social justice, peace, global interdependence, universal human rights, and equality.

They tend to perceive themselves as non-militant in their professional organization but as having strong, well-informed views on federal immigration policy. This does not suggest that they favor a totally unrestricted immigration policy, although 60% stated they are inclined in that direction, but that they have a well-developed rationale for their position.

While no generalization to the Canadian population of Project Overseas participants, nor to the Alberta portion of that population, can be made for the findings of this study, the respondents to this study perceive themselves as strong proponents and practitioners of development education, and as individuals tolerant toward ethnic minorities, opposed to repressive actions and policies by governments and others in positions of power.

These respondents also hold strong views on the issue of self-determination for Native Canadians. Contrary to the researcher's hypothesis that there would be a predisposition toward Native self-determination, there was a distinct polarity of opinion on this matter. It may be that as Canadians the respondents have an emotional involvement in this issue, making objectivity more difficult than if they

are considering a situation in the Third World, which is remote. Alternatively, respondents may have in-depth understanding of the issue, precluding unqualified response.

Respondents were unanimous in their resolve to participate again in Project Overseas, given the opportunity to do so. They rated themselves high on job satisfaction and on favorable attitude toward multiculturalism, and have exhibited a commitment to their professional organization, as judged by their statements regarding involvement in professional activities. A high proportion of respondents view endeavors like Project Overseas as reinforcing their beliefs and attitudes, though not necessarily determining them. Seventy-two percent indicated that their beliefs and attitudes had been in place prior to Project Overseas, and had been instrumental in their decision to participate in Project Overseas, rather than being molded by that experience. This finding is supported by Patchen (1977:73), who suggests that predisposition toward racial tolerance is affected positively by interracial contact.

It was clear that Project Overseas participants involved in this study are likely to be inveterate world travellers, whose cross-cultural experiences have contributed significantly to their desire to apply their expertise as teachers to the service of their Third World counterparts and, in

turn, to influence their home constituencies in favor of cultural interdependence and brotherhood.

Implications of the Study

This study, then, has implications for the Canadian Teachers' Federation and its affiliates as well as for practitioners of development education in their endeavors to extend cultural diffusion. It seems clear from this study that individually, returned Project Overseas volunteers are integrally involved in development education, which is vital to the promotion of cultural diffusion in Alberta, and that the attitudes and attributes conducive to development education are enhanced by participation in Project Overseas, indubitably due to the direction given by CTF International Program staff as well as to the personal characteristics of the participants. The goal of CTF's development education program "to foster the exchange of experiences obtained overseas between former participants and their milieu, and to encourage former participants to become involved in international programs" is being fulfilled in spite of the common perception by respondents in this study that the Canadian Teachers' Federation is not sufficiently involved in development education. This apparent contradiction serves to highlight the findings of numerous researchers, Kobus (1983: 24), Wilson (1985:287), and Martin (1987:338), to

cite just a few, that the individual is the prime agent of cultural diffusion.

Recommendations

As this was an exploratory study it is advisable that a more comprehensive follow-up study be conducted to determine the generalizability of the conclusions reached. A random nation-wide sample is recommended so that the coincidence of perceptions by the present Alberta purposive sample with all participants in Project Overseas might be ascertained.

With regard to recommendations specifically for the Canadian Teachers' Federation concerning its international program, respondents proffered a variety of suggestions, some of them overlapping, some conflicting. The ones most prevalent, directed at both the Canadian Teachers' Federation and the Alberta Teachers' Association, are included in this section in hopes that they will inform policy decisions by CTF personnel.

Those of paramount concern to the Alberta affiliate of CTF are:

1. Project Overseas should be given a higher profile among Alberta teachers. As one distinct facet of global education, Project Overseas has the potential for generating a great deal of enthusiasm and support among teachers, who are a largely unexploited resource in promoting global education.

A provincial association of Project Overseas volunteers, provided with official ATA sanction, publicity, and some funding could become a resource bank for conventions and conferences.

2. The expertise of returned Project Overseas volunteers should be exploited more fully by the Alberta Teachers' Association in the selection of candidates for the overseas in-service program. Their cross-cultural knowledge and experience in implementing teacher-training programs and their familiarity with the socio-political nuance of international diplomacy are deemed to be assets which might enhance CTF's work in international development as well as fostering development education in Alberta.
3. Screening of applicants for Project Overseas should be more rigorous so that potential difficulties involving culture shock and instability of participants can be minimized. A majority of respondents (60%) related personal experience with, or awareness of, incidents in the overseas milieu which were deemed to be attributable to negative personal characteristics of Canadian participants. It was felt that a more thorough screening at the provincial level, involving interviews of

candidates and comprehensive reference checks would provide an additional safeguard against upsetting the often-delicate balance of diplomacy required in cross-cultural interactions.

Of particular relevance to the Canadian Teachers' Federation:

4. CTF and its regional affiliates should be more active in encouraging and facilitating development education and cultural diffusion among returned Project Overseas volunteers. Follow-up activities which regularly or periodically bring together returned participants in Project Overseas should be engineered by CTF. Networking by development education practitioners should be sponsored and supported under the auspices of the Canadian Teachers' Federation. A common refrain among respondents was the feeling of abandonment and lack of usefulness following their return to Canada. The provision of CTF's LINK newsletter was applauded, and should be continued, along with periodic kits or similar resource materials useful in development education activities.
5. Expansion of longer-term CTF intervention in Third World teacher education is deemed desirable by most respondents. On-site follow-up of one to two years'

duration by Canadian personnel is considered by respondents to be crucial to the effectiveness of short-term programs in diffusing the application of methodologies learned by untrained Third World teachers. The present Project Overseas II, which involves the use of Canadian teachers for a three-month period is perceived to be efficacious but not sufficiently extensive.

While the philosophical basis and implementation of Project Overseas are endorsed by all of this study's respondents, there is a perceived need to emphasize the follow-up and development education facets of the program in order to maximize the influence of its returned volunteers on cultural diffusion.

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