



National Library of Canada

Bibliothèque nationale du Canada

Canadian Theses Division

Division des thèses canadiennes

Ottawa, Canada  
K1A 0N4

49139

0-315-01251-1

### PERMISSION TO MICROFILM — AUTORISATION DE MICROFILMER

• Please print or type — Écrire en lettres moulées ou dactylographier

Full Name of Author — Nom complet de l'auteur

WILLIAM ALEXANDER YOUNG

Date of Birth — Date de naissance

26 . 4 . 47

Country of Birth — Lieu de naissance

CANADA

Permanent Address — Résidence fixe

BOX 466  
POWER PLANT POST OFFICE  
UNIVERSITY OF ALBERTA  
EDMONTON, ALBERTA, T6G 2J9

Title of Thesis — Titre de la thèse

YOUTH AND DEVELOPMENT : A FOLLOW-UP STUDY  
OF FORMER CANADIAN PARTICIPANTS OF THE  
CANADA WORLD YOUTH

University — Université

UNIVERSITY OF ALBERTA, EDMONTON, ALBERTA

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

M.A.

Year this degree conferred — Année d'obtention de ce grade

1980

Name of Supervisor — Nom du directeur de thèse

DR. GORDON FEARN

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

Date

16 . 10 . 80

Signature



## NOTICE

## AVIS

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

**THIS DISSERTATION  
HAS BEEN MICROFILMED  
EXACTLY AS RECEIVED**

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

**LA THÈSE A ÉTÉ  
MICROFILMÉE TELLE QUE  
NOUS L'AVONS REÇUE**

THE UNIVERSITY OF ALBERTA

YOUTH AND DEVELOPMENT: A FOLLOW-UP  
STUDY OF FORMER CANADIAN PARTICIPANTS  
OF THE CANADA-WORLD YOUTH PROGRAM

by



WILLIAM ALEXANDER YOUNG

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS

DIVISION OF COMMUNITY DEVELOPMENT

EDMONTON, ALBERTA

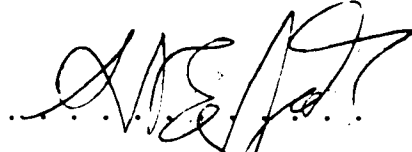
FALL, 1980

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Youth and Development: A Follow-up Study of Former Canadian Participants of the Canada World Youth Program," submitted by William Alexander Young in partial fulfilment of the requirements for the degree of Master of Arts.

  
Supervisor





Date October 10, 1980

FOR OTOGAK AND KAKAPAK

## ABSTRACT

This study explored the utility of experiential methods in development education and training, with particular regard for Canadian youth. It did so by examining the theoretical potential of the Canada World Youth program (CWY) as a development practitioner training program, by assessing the long-term impact on former Canadian participants of CWY, and by investigating the relative effects of variables that the professional literature suggests could influence CWY goal-attainment among participants.

Data were collected through a questionnaire designed specifically for the study. It was mailed to the 986 participants who had completed the CWY program from 1975 to 1979. A response rate of 83 per cent was achieved. The responses were coded and some 300 variables defined and examined through computer-assisted statistical analysis.

Overall, the findings suggested that CWY has been successful in achieving its development education goals: former participants believed that CWY had increased considerably their personal autonomy, leadership skills, intercultural appreciation and skills, Canadian cultural appreciation and skills, and development understanding and involvement. However, a majority of participants had re-entry problems; women reported significantly more readjustment problems and tended to be more repulsed by Canadian society than men.

High levels of goal-attainment were most strongly associated with high program intensity, high CWY group integration, participant optimism on re-entry, and shift in participant view toward the

dependency theory of underdevelopment. In addition, the achievement of high personal autonomy and Canadian intercultural appreciation and skills correlated strongly with increased intercultural skills. In general, goal-attainment was not affected by participant background characteristics or re-entry problems.

It was concluded that while intense experience can produce a superior learning opportunity, it can be a difficult educational medium to supervise. In this regard, and in reference to development practitioner training, it was suggested that particular attention should be given to the quality of leadership during training, and to the nature of the trainee's re-entry experience. Finally, on the basis of the study findings, specific recommendations were made to the CWY program.

## ACKNOWLEDGEMENTS

I wish to express my appreciation to the many people whose co-operation and assistance contributed to this thesis.

Initial thanks are due to the great number of former CWY participants who so thoughtfully completed a long and somewhat demanding questionnaire. I hope they find the result equal to their interest and effort.

I am most grateful to my supervisor, Dr. Gordon Fearn, for his guidance and warm encouragement during the study, and for his patience with my rather involved timing. I also wish to acknowledge, with special thanks, the long-standing support of the other members of my committee: Dr. Glen Eyford and Dr. Hayden Roberts. This appreciation is affectionately extended to Miss Cora Arends, former secretary to the Division of Community Development, for her well-meaning and considerable contribution to the student "community."

I am indebted, as well, to Julie Scheinas, who was meticulous in handling the bulk of the initial typing; to Clare Barr, who worked very efficiently as research assistant through many of the more tedious phases of the study; and to Francine Kulak and Rena Maloney, who ably orchestrated the preparation of the final manuscript.

Recognition is also due to Dr. Nancy Adler, of McGill University, for her continuing support and advice, and whose research into re-entry greatly influenced the study design.

The financial assistance provided by Canada World Youth and the Canadian International Development Agency is gratefully acknowledged.



In addition, several personnel from these organizations were helpful. I especially appreciated the co-operation of Dan Kealey, Roger Théorèt, PPI Notowidigdo and Earl Smith of CIDA, and Bev Semeniuk, Pelly Shafto, Susan Godt and David Currie of the CWY Prairie Regional Office.

My warmest thanks are reserved for Cathy Michell, Elizabeth Lewis and Heather Matthews, my parents and my brothers, particularly Bob, with whom I have learned much. Without the friendship, generosity and assistance of these people, this work could not have been completed.

William Young  
Edmonton, Alberta  
October, 1980

## TABLE OF CONTENTS

CHAPTER	PAGE
ABSTRACT .....	i
ACKNOWLEDGEMENTS .....	iii
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF APPENDICES .....	xii
I THE PROBLEM AND ITS SETTING .....	1
Introduction .....	1
Significance of the Study .....	3
Statement of the Problem .....	5
Objectives of the Study .....	5
Definition of Terms .....	6
Methodology .....	8
Organization of the Thesis .....	9
Footnotes to Chapter I .....	12
II BACKGROUND TO THE STUDY .....	13
Origin and Current Status .....	13
Program Organization .....	14
Exchange Format .....	15
Support Staff .....	15
Field Staff .....	17
Participants .....	18
Follow-up .....	19
Objectives .....	20
CWY as Development Practitioner Training .....	25
Development Approach .....	27
Training Assumptions and Characteristics .....	30
Training Model .....	31
Summary .....	35
Footnotes to Chapter II .....	37

CHAPTER	PAGE
III REVIEW OF RELATED LITERATURE .....	39
Studies on Readjustment Problems .....	40
Studies on Personal Change .....	44
Studies on "Growthful" Re-Entry .....	48
Footnotes to Chapter III .....	50
IV METHODOLOGY .....	51
Data Collection, Preparation and Analysis .....	51
The Questionnaire .....	51
The Response .....	55
Coding .....	58
Statistics .....	59
Methodological Problems .....	60
V PRESENTATION AND ANALYSIS OF DATA .....	67
Findings .....	67
1. Former Canadian Participants: Who Were They? .....	67
2. Who Are They Now? .....	70
Age .....	70
Level of Education .....	70
Occupation .....	70
Educational Specialization .....	71
Occupational Sector .....	71
Summary .....	74
3. What Have They Done Since Leaving CWY? .....	75
School Return .....	75
Language Studies .....	75
Further Travel .....	76
Involvement in Development-Related Activities .....	77
Current Activities .....	81
Summary .....	82

## CHAPTER

## PAGE

## V (continued)

4.	Did CWY Influence What They Have Done? .....	83
	Educational Specialization .....	83
	Occupational Specialization .....	84
	Language Studies and Further Travel .....	90
	Involvement in Development-Related Activities ....	91
	Summary .....	92
5.	Did CWY Change Them? .....	93
	Personal Change .....	93
	Intercultural Change .....	94
	Intercultural Skill Change .....	95
	Intercultural Skill Use .....	96
	Obstacles to Skill Use .....	97
	Developmental Change .....	99
	Change in View of Causes of Underdevelopment .....	99
	Most Important CWY Effect .....	101
	Summary .....	104
6.	What Are Their Attitudes Toward Development Now? .....	106
	Major Causes of Underdevelopment .....	106
	Possibility of Progress in the Third World .....	110
	Potency to Effect Change .....	111
	Development Strategy .....	113
	Summary .....	115
7.	What Was it Like for Them to Come Home to Canada? .....	116
	Re-Entry Coping Mode .....	116
	Difficulty of Readjustment .....	118
	Readjustment Problems .....	122
	Suggested Re-Entry Assistance .....	128
	Summary .....	131
8.	What is Their Relationship to CWY Now? .....	132
	Participant Contact .....	132
	Links with the Organization .....	133

CHAPTER	PAGE
V (continued)	
Sharing the CWY Experience .....	136
Summary .....	141
9. How Do They Evaluate CWY Now? .....	143
Overall Evaluation .....	143
Program Components .....	144
Program Continuation .....	149
Suggested Improvements .....	153
Summary .....	159
10. What Was CWY's Greatest Impact? .....	161
Types of Impact .....	161
Participants' Views .....	163
Summary .....	169
Footnotes to Chapter V .....	170
VI MEASUREMENT AND DISCUSSION OF CWY GOAL-ATTAINMENT .....	171
Measurement of CWY Goal-Attainment .....	171
CWY Goals .....	172
Personal Goals .....	174
Autonomy .....	174
Leadership .....	175
Intercultural Goals .....	175
Intercultural Skills .....	175
Intercultural Appreciation .....	177
Canadian Cultures - Appreciation and Skills .....	177
Developmental Goals .....	179
Understanding (Under)Development .....	179
Development Involvement .....	181
Total Goal-Attainment .....	184
Discussion of CWY Goal-Attainment .....	184
Footnotes to Chapter VI .....	198

CHAPTER	PAGE
VII CONCLUSIONS AND IMPLICATIONS .....	199
Conclusions .....	199
Increasing Goal-Attainment .....	199
Aiding Re-Entry .....	200
Further Research .....	201
Implications .....	204
Implications for the CWY Program .....	204
Implications for Training the Development Practitioner .....	208
BIBLIOGRAPHY - GENERAL .....	212
BIBLIOGRAPHY - CWY .....	226
APPENDICES .....	230

## LIST OF TABLES

TABLE		PAGE
I	DISTRIBUTION OF SPECIALIZATION OF COURSES .....	72
II	CURRENT OCCUPATIONAL PLANS BY CWY INFLUENCE ON OCCUPATIONAL PLANS .....	86
III	USE OF OTHER CANADIAN LANGUAGE BY LANGUAGE SPOKEN MOST AT TIME OF APPLICATION TO CWY .....	98
IV	DISTRIBUTION OF MOST IMPORTANT CWY EFFECT .....	102
V	CURRENT VIEWS OF MAJOR CAUSES OF UNDERDEVELOPMENT BY YEAR OF PARTICIPATION IN CWY .....	108
VI	ORGANIZATIONAL INVOLVEMENT INDEX BY ATTITUDE TOWARDS THIRD WORLD DEVELOPMENT PROSPECTS .....	112
VII	CURRENT LEVEL OF READJUSTMENT PROBLEMS BY YEAR OF CWY EXCHANGE .....	120
VIII	MAJOR READJUSTMENT PROBLEMS BY RE-ENTRY COPING MODE .....	127
IX	WAYS THE CWY EXPERIENCE WAS SHARED BY LINGUISTIC GROUP .....	139

LIST OF FIGURES

FIGURE		PAGE
I	A COMPONENT SUMMARY OF THE CWY PROGRAM .....	26
II	CWY AS A DEVELOPMENT PRACTITIONER TRAINING PROGRAM .....	33
III	COMPARISON OF POTENTIAL RESPONDENTS AND RESPONDENTS .....	57
IV	RELATIONS BETWEEN RESPONDENTS' CHARACTERISTICS, THE CWY EXPERIENCE, RE-ENTRY AND GOAL-ATTAINMENT .....	189



## LIST OF APPENDICES

APPENDIX	PAGE
A CWY INFORMATION DOCUMENTS .....	231
Participation of Countries in CWY by Year .....	232
Traits of the Ideal (CWY) Candidate .....	233
Proposed Evaluative Dimensions of CWY Participants .....	236
B UNITED NATION'S DEFINITION OF COMMUNITY DEVELOPMENT .....	237
C ASSUMPTIONS OF THE MODEL TRAINING PROGRAM .....	241
D PILOT DATA COLLECTION DOCUMENTS .....	245
Covering Letter .....	246
Follow-up Letter .....	248
Questionnaire .....	249
Questionnaire Comment Sheet .....	265
E STUDY DATA COLLECTION DOCUMENTS .....	266
Covering Letter - English .....	267
Covering Letter - French .....	268
First Follow-up Letter - English .....	269
First Follow-up Letter - French .....	270
Second Follow-up Letter - English .....	271
Second Follow-up Letter - French .....	272
Questionnaire - English .....	273
Questionnaire - French .....	289
Questionnaire Comment Sheet - English .....	305
Questionnaire Comment Sheet - French .....	306
F CONSTRUCTION OF SCALES AND INDICES .....	307
Autonomy .....	309
Intercultural Skills .....	309
Canadian Cultural Appreciation and Skills .....	310

## APPENDIX

## PAGE

## F (continued)

Shift Towards the Dependency Theory of Underdevelopment	310
Absolute Shift in View of Causes of Underdevelopment	311
Organizational Involvement	311
Total Goal-Attainment	312
Use of Intercultural Skills	313
Participation Scale	313
Current Development Ideology	314
Intensity of the CWY Experience	315
Pessimism-Optimism, Passivity-Activity and the Re-Entry Coping Mode	315

Remember way back then  
48 of us together it seemed so sudden  
A little bit scared to start something new  
But now we've changed our point of view

The people we met, the places we've been  
So many things our eyes have seen  
I never thought it would be like this  
But it's something I'm glad I didn't miss

Never had to worry about being alone  
Just being together we have grown  
The ploughing, the planting, the harvest will come  
Look back to where it all came from

And now it's time to head back home  
After Sulawesi, Java, Kalimantan and Rome  
What will you do when you get back there  
After everything that we have shared?

Canadian CWY Participant  
Team Indonesia, Year V

## CHAPTER I

### THE PROBLEM AND ITS SETTING

The abolition of poverty is itself not only a moral obligation. It is against everyone's interests to allow poverty to continue, with the insecurity, suffering and destruction which it brings (Brandt Commission Report to the United Nations, 1980).

#### Introduction

The complex problems associated with the division of human societies into those that are more developed and those that are less developed have reached visably world-wide dimensions only within the last two to three decades. During this time, concern for the condition of the less developed states has found expression in numerous books and articles, each describing and analysing this division in terms of richer or poorer, more industrialized and less industrialized, more and less modern and so on.

Among the wealthier states, official concern for the consequences of world economic inequity came in the early 1950's with the appearance of state-funded foreign aid and technical assistance programs.<sup>1</sup> It generally is acknowledged that these early international development efforts have failed to change substantially the status of the less developed nations.<sup>2</sup> Over the past decade, recognition of this failure has prompted renewed attempts to understand the causes of underdevelopment and has culminated, in part, in the attention currently accorded to "development education."

In Canada, the term development education has become synonymous with attempts to educate and involve Canadian citizens in the problems and process of development, both at the national and international level. A passage from an article in Co-operation Canada, published by the Canadian International Development Agency (CIDA), provides an introductory definition:

International development education can liberate the mind by providing new facts, skills and attitudes. It encourages people to become concerned about others, informed on world issues, and capable of critical analysis. It also encourages students to have a future outlook, and to be culturally open, ecologically conscious, and internationally and co-operatively minded. Finally, development education challenges individuals to turn information and awareness into concrete action (McConkey, 1974, pp. 24-25).

Development education in Canada has taken a variety of forms. In the formal education system, the international content of school curricula generally has been upgraded. Classroom discussions now permit a more objective comparison of the consequences of typically Western development strategies and those of other "less developed" societies. National and provincial conferences on issues in international education are commonplace and a growing number of Canadian universities offer courses or programs in community development or development studies.

Non-governmental organizations involved in international development perhaps can be considered the most active contributors to development education in Canada. The 1978 Directory of Canadian Non-Governmental Organizations Engaged in International Development

lists 158 voluntary agencies (Canadian Council for International Development, 1978). Well over 50 percent of these organizations were founded within the past 15 years. Their development education programs typically range from the compilation, generation and distribution of educational materials to the organization and animation of training sessions, lectures and discussions for development workers and school and community groups.

In addition to these more formal approaches, attempts have been made recently to encourage development education through planned experiential activities. These mainly have taken the form of sponsored travel and exchange programs. Typically, these programs allow an individual to study or work in a developing country or perhaps in a peripheral region in Canada. Their objective is to permit the participant to gather a first-hand understanding of the consequences and process of underdevelopment. The long-term goal is that former participants will be motivated to remain involved in development efforts. An example of such a program and the program from which the primary data for this study was taken, is Canada World Youth (CWY).

#### Significance of the Study

Canada World Youth, currently in its eighth year of operation, has involved some 3,000 young Canadians in its exchange program. During this time, the educational potential of the program has been examined, the orientation shifted, and adjustments made to the components of CWY to improve its educational effectiveness. In

1975, CWY formally changed its program orientation from one that concentrated on the growth and development of Canadian participants to one that centred on providing Canadian participants with a more critical understanding of world poverty; in short, the program's focus became development education. Accordingly, modifications have been made to the program to support this shift in focus.<sup>3</sup>

Since these changes, little formal research has been completed to evaluate the success of CWY in its new role.<sup>4</sup> A typical method of evaluating the success of any educational or training program is to study the changes in attitudes and behaviour of former participants in terms of the program's stated objectives. Currently (and for the purpose of this study), CWY has articulated its development education objective through seven specific goals, which apply particularly to Canadian CWY participants. These goals are:

1. To develop autonomy, comprehension, creativity and invention.
2. To develop leadership skills.
3. To develop an appreciation and understanding of cultural differences.
4. To develop an appreciation and understanding of the different cultures in Canada.
5. To develop the skills and abilities necessary to function effectively in an intercultural milieu.
6. To promote an appreciation and understanding of the process of development, both at the community and international levels.
7. To encourage responsible and active involvement in the process of development, both at the community and international levels.<sup>5</sup>

This study attempted to assess the extent to which the CWY program has achieved these stated goals.

The results of this study, while of specific interest to CWY, also may be relevant to other youth programs whose objectives are similar and which use an intercultural exchange as the major educational medium. As well, it is hoped that this research will contribute to a broad understanding of the advantages and problems of using experiential methods in the training of community development practitioners, development educators and change agents generally.

#### Statement of the Problem

The purpose of this research was to assess the long-term impact of the CWY program on Canadian CWY participants, with particular reference to CWY's development education goals.

#### Objectives of the Study

The research design proposed to gather data on:

1. The influence of CWY on the post-CWY activities of former Canadian CWY participants (hereafter, "former participants" or "the participants").
2. How participants perceived themselves to have changed as a result of their CWY experience.
3. Former participants' current attitudes toward development.
4. The readjustment problems of participants on their return to Canada.
5. Former participants' current relationship to and assessment of CWY.



In addition, it was intended to:

6. Develop measures of CWY goal-attainment.
7. Explore the relative effects of variables that the professional literature suggests could influence CWY goal-attainment among participants.<sup>6</sup>
8. Elicit suggestions from former participants for the improvement of CWY.

#### Definition of Terms

##### Former Canadian Canada World Youth Participant

For the purpose of this study, a former Canadian CWY participant refers to an individual who is a Canadian citizen or has landed immigrant status in Canada, and who participated in and completed the official term of the CWY program.

##### Development

There are numerous definitions of development in the literature. A definition given by Horowitz (1972) was found suitable for this study:

Development is a shared belief that men and nations not only change but somehow change for the better. And better is usually interpreted to signify greater political equity and wider distribution of wealth (p. 539).

##### Development Education

Although an introductory definition of development education has been given, the following definition is included, since it was prepared by the CWY Program Department at the request of the Board of

Directors of CWY. It was recommended to the Board as a guide to prepare the program's development education curriculum.<sup>7</sup>

In Canada World Youth, the educational programme should be designed to provide the participant, by means of practical work in development projects and theoretical examination, with an indepth understanding of the concepts of economic and social development and underdevelopment, of the historical processes that have produced them, and of the economic, political and cultural structures which maintain and encourage them. ...to encourage an awareness of the parallels between processes of underdevelopment globally and at the community and regional level. ...to familiarize the participants with different models of development strategy and to provide a means of analyzing their effects. ...to develop an understanding of the interrelationship between rich and poor nations and of the particular role played by the participants own country in the international network.

"Underdeveloped," "Less Developed," "Developing," "Third World" Countries, Nations or States

While it is recognized that each of these terms reflects a specific perspective in the literature on international development, for the purpose of this study, they are used interchangeably and refer collectively to those countries or regions whose people have not exploited their material and non-material resources to the same extent as those of other countries or regions. These countries tend to be clustered in Africa, Asia and Central and South America, and are the category of countries with which CWY has organized its exchange program.

Re-entry

Re-entry refers to an individual's transition back into his/her home country and/or culture after having lived in another

country and/or culture.

### Methodology

As a component of a broader evaluation of CWY, this study was subject to constraints of time, money and the requests of CWY program management. These constraints necessarily impinge on research design.

The main condition imposed by CWY administration was that any assessment of the long-term impact of CWY on Canadian CWY participants should involve the development of a survey instrument that could be used in subsequent studies to generate comparative data. CWY also requested that the instrument be reasonably inexpensive and within the expertise of current CWY staff to administer and analyse.

Given these parameters, it was decided early in the study to concentrate on the development of a self-administered mail-out questionnaire that would be employed in a cross-sectional follow-up study involving former Canadian CWY participants from program Year IV (1975-76), Year V (1976-77) and Year VI (1977-78) and Year VII (1978-79). To the extent that primary CWY program components (participant and group leader selection procedures, program format) can be assumed to have been constant for these years, it was anticipated that a study of this type would also yield trend data on former Canadian CWY participants during a post CWY program period of five years. The questionnaire was mailed to the 986 participants who had completed the CWY program during the four program years mentioned

9. 83

above. A very high response rate of 83 per cent was achieved. The responses were coded and some 300 variables defined and examined through computer-assisted statistical analysis.

The research design formally can be categorized as an ex post facto one (Campbell and Stanley, 1966, p. 64), since the questionnaire elicits the self-reported attitudes, opinions and behaviour of former Canadian CWY participants before, during and after their CWY experience. The treatment of the data collected was primarily descriptive. Interpretations were made and conclusions drawn by comparing these data with the criteria derived from the stated goals of CWY. More complex data analysis was attempted to investigate possible relationships between CWY goal attainment and the suspected variables (these are fully delineated in Chapter IV and V). The inherent weakness of an ex post facto design (Kerlinger, 1973; Campbell and Stanley, 1966)<sup>8</sup> however, demand that the results be examined with caution. Where possible the results were compared with the findings of previous similar studies.

#### Organization of the Thesis

This thesis is organized into seven chapters and a number of appendices.

Following the introduction of the problem and its setting in Chapter I, Chapter II presents background information on the CWY program. The chapter concludes with a discussion of CWY's potential as a community development practitioner training program.

Chapter III contains a review of the literature related to the impact of experiential activities on development education, and to the nature and effects of re-entry. Emphasis is given to the findings of follow-up studies on returned Peace Core and CUSO volunteers.

Chapter IV discusses the research design and describes the construction of the evaluative instrument. A description of the procedures used for the collection and treatment of the data also is given. Some of the methodological problems which concern questionnaire research, as well as those affecting studies which rely on self-reported data are also discussed.

Chapter V gives the results of the study. It is mainly descriptive, presenting the data. This is done by considering ten questions about former participants.

1. Who were they?
2. Who are they now?
3. What have they done since leaving CWY?
4. Did CWY influence what they have done?
5. Did CWY change them?
6. What are their attitudes toward development now?
7. What was it like for them to come home to Canada?
8. What is their current relationship with CWY?
9. How do they now evaluate their CWY experience?
10. What was CWY's greatest impact on them?

Chapter VI develops measures of CWY goal-attainment based in the changed attitudes and behaviour of former participants. It then attempts to explain the variation in these measures, and explores the interaction of factors which determine the extent of CWY's

goal-attainment.

Chapter VII summarizes the conclusions and implications drawn from the study, and gives suggestions for further research.

The appendices contain copies of relevant documents used in the study.

Two bibliographies were assembled for this thesis. A General Bibliography lists references to sources of both direct and indirect contribution to the overall study. During the preparatory phase of the research, efforts were made to gather as much evaluative material pertaining directly to CWY as could be found. Since many of the documents uncovered are unpublished or not readily accessible, a selected bibliography of this material was prepared for the benefit of future researchers. For ease of access, these references are listed in a separate CWY Bibliography. When referred to in the text, these sources are indicated by "CWY:" immediately preceding the work cited. For example, (CWY: Sone, 1975), indicates that a study by Sone was done on CWY and the full reference to this work is found in the CWY Bibliography.

## FOOTNOTES TO CHAPTER I

1. Canada's official entrance into state-funded international development assistance efforts came in 1950, when Canada joined with other Commonwealth countries in establishing the Colombo Plan (Gevin-Lajoie, 1975, p.1).
2. See, for example: Hensman (1971), United Nations (1973), Foster-Carter (1974).
3. The change in CWY's orientation and the modifications made to the program will be discussed in greater detail in Chapter II of this thesis.
4. A general evaluation of CWY done in 1975-76 included two follow-up studies of former Canadian CWY participants (CWY: Sone, 1975; CWY: Ontario Institute for Studies in Education, 1976). These were conducted on former participants who had participated in CWY during one of the initial four years of operation, when the program orientation was personal growth centred.
5. The use of these specific goal statements in this study was agreed upon during a meeting with the researcher and the Program Director of CWY in October, 1978.
6. These variables are described in more detail in Chapter V and VI.
7. This definition is contained in a memorandum from the CWY Program Department to the CWY Board of Directors dated November 12, 1976. Variations of it appear in the CWY Field Staff Handbook, from 1976 through 1978.
8. The general limitations of ex post facto research and the specific measures taken in this study to counter some of these limitations are discussed in Chapter IV.

## CHAPTER II

### BACKGROUND TO THE STUDY

This chapter presents an overview of the origin, current status, program organization, and objectives of the Canada World Youth program. This material provides the general rationale underlying the design of the data-gathering instrument. The chapter concludes with a discussion of CWY as a development practitioner training program.

#### Origin and Current Status

In 1971, the Canadian Council for International Co-operation published Youth on Development, a survey of opinions of Canadian youth on international aid and development. The study compared and analysed the responses of a national sample of Canadian youth who were involved in a program of international co-operation with a national sample of Canadian youth who were not involved. The age of the participants in both samples ranged from 15 to 25 years. One of the major conclusions of the report was that young Canadians who had visited a developing country or who were in contact with people from those countries "were the best informed and most conscious of the needs of development" (Canadian Council for International Co-operation, 1971, p. 78).

Organized as a private, non-profit corporation, Canada World Youth received its initial funding in 1972, through the Government of Canada's Department of Secretary of State.<sup>1</sup> Described as a "new learning experience with world-wide dimensions" (CWY Information



Brochure, 1972), Canada World Youth was to permit an extended interchange between the youth of Canada and youth from the Third World. This interchange was not to involve assistance to developing countries, nor was it to be a "package tour," rather it was to be a bilateral program in which Canadian participants and participants from developing countries were to visit each others' country "to see, hear, learn, live among the population and be introduced to its culture, tradition and development" (CWY Information Brochure, 1972).

Beginning in 1972 with 240 Canadian participants and an equal number of young people from five exchange countries, CWY has grown to a program currently involving some 700 participants in yearly exchanges with as many as 13 countries.<sup>2</sup>

In 1974, in keeping with a change in the emphasis of CWY program objectives, the primary funding source of CWY also changed from the Department of Secretary of State to the Canadian International Development Agency. Although CWY has made recent attempts to secure alternate sources of funding, it currently remains as a non-governmental organization receiving nearly its entire annual budget from CIDA.<sup>3</sup>

#### Program Organization

The organization of CWY's program is described under five headings: exchange format, support staff, field staff, participants and follow-up.

### Exchange Format

Since 1972, the exchange format of CWY has remained relatively the same. Each country involved in the program is represented by a team of 40 to 60 participants, half of whom are Canadian youth, the remainder being young people from the exchange country. The country team is divided into three or four groups, each having an equal number of Canadians and exchange country participants. The members of a country team remain together for about eight months, which is the approximate duration of a current complete CWY program.

During the initial four months, each group is involved in pre-arranged work projects in one or more communities in Canada. These projects, the content of which ideally has been identified as valuable by the government of the exchange country, are organized prior to the arrival of the team by Canadian CWY support staff. Accommodation for the participants is arranged either as group living or with families in the project communities. After a brief evaluation period, the team travels to the exchange country and engages in similarly pre-arranged work projects in one or more communities for the final four months of the program. An evaluation of the entire exchange usually is done prior to the departure of the Canadian participants for Canada.

### Support Staff

The Canadian side of the CWY program is supported by a Board of Directors, by the staff of a central office and, across Canada, by the staff of five regional offices.

The CWY Board of Directors, currently numbering 24 members, is a volunteer group of regionally representative Canadian citizens. While the majority of the Board members are established professionals, recent policy changes now permit as many as five former Canadian CWY participants and/or field staff to sit as voting members on the Board. This is to make certain that the Board has adequate access to up-to-date information on the reality of CWY "in the field."

The Board is the final authority within the CWY structure. It generally is responsible for ensuring that the program is well managed and is achieving its stated goals. All proposed changes in CWY policy first must be approved by the Board.

The central office or General Secretariat of CWY is located in Montreal. Here, responsibility for the day-to-day operation of CWY is divided among the president<sup>4</sup>, the executive director, and the staff of four departments. These departments and their primary areas of responsibility are: Human Resources, responsible for the development of policy on, and the co-ordination of, the selection of Canadian participants and field staff; Public Affairs, responsible for fund raising, and the development and co-ordination of CWY's publicity in Canada; Program, responsible for protocol negotiation with the exchange country, and the development and co-ordination of CWY's education program; and Finance, responsible for overall budget control.

Each of CWY's five regional offices are located in major cities in their respective regions, these being in Moncton for the Atlantic Region, in Montreal for Quebec, Toronto for Ontario, Edmonton

for the Prairies Region, which includes the Northwest Territories, and Vancouver for British Columbia, which includes the Yukon. Each regional office, having a staff of four or five persons, is responsible within its region, for the co-ordination of program publicity, the development, monitoring and evaluation of work projects, and the organization of participant follow-up activities. The regional offices function with a fair degree of autonomy, particularly in regard to staffing, budget control, office organization and the selection and development of work projects.

#### Field Staff

Two categories of field staff are attached to each CWY country team: co-ordinators and group leaders.

Two co-ordinators, a Canadian and an exchange country counterpart have overall responsibility for a country team. They act to ensure the smooth functioning of the program both in Canada and the exchange country. Basically this entails cultivating the appropriate contacts in the project communities, ensuring suitable work projects and mediating any disputes. The co-ordinators also act as the spokespeople for the team during official functions.

Two group leaders, again one Canadian and an exchange country counterpart are allocated to each group. They are responsible, on a day-to-day basis, for the safety, supervision and educational programming of the group. The group leader's role is perhaps the most critical in the organizational structure of CWY,

since the overall educational quality of the program to a large extent depends on their ability to constantly orchestrate a maximal pairing of project activities with the interests and potential of each participant.

Canadian group leaders and co-ordinators are chosen for their expertise in the skill areas demanded by the program: intercultural communication, development education, group dynamics and animation.<sup>5</sup>

### Participants

The selection of Canadian participants is designed to admit to the program a cross-section of Canadian youth who initially are physically healthy, emotionally stable, socially adept and culturally sensitive.<sup>6</sup>

In Canada, a yearly participant recruitment drive solicits applications nationally from Canadian citizens or landed immigrants aged 17 to 20. After a pre-selection process done at one point at random by computer and in other years by ranking applicant responses to questions on the application form, the participant candidates undergo an evaluation day consisting of interviews and psychological tests, during which their suitability for the program is assessed and ranked. High ranking candidates are selected to meet complex demographic criteria that include sex, rural-urban, French-English, parental income and student-worker distributions for each province and territory. An attempt is made to ensure that this national profile is represented in the distribution of Canadians in each country team.

Ideally then, the Canadian participants on each country team are a microcosm of Canadian society.

Although the relative importance of selection criteria has varied from year to year, the major dimensions along which prospective Canadian CWY participants are rated has remained constant. A candidate will receive a high ranking if, while participating as a member of a group during the evaluation day, he openly shows motivation toward work, if his acceptance by the group establishes the candidate as someone the group has no trouble making contact with, and if his influence on the group suggests a flexible person, capable of reconciling his interests with those of the group. Finally, the candidate is assessed for his interest in the Third World. A high rating for this dimension is given to a candidate who indicates concern for human problems and shows respect for and knowledge of the cultures of others (CWY: Selection Division, 1974, pp. 12-14).<sup>7</sup>

#### Follow-up

Back in Canada, newly returned participants are invited to attend a CWY-sponsored follow-up session. These are organized by the CWY regional offices and are held usually two to four months after the participants from the most recent exchange program have returned home. Typically, these sessions take the form of a weekend gathering to which resource persons and former participants have been invited. The official purpose of the follow-up weekend is to assist newly returned participants to clarify their CWY experience and to help with any readjustment difficulties they may be encountering.

A recent addition to CWY's Canadian participant follow-up program is the "Hot Debriefing."<sup>8</sup> Immediately on their arrival in Canada, the members of each team of returned Canadian participants are encouraged to remain together for two to three days before leaving for their homes across Canada. This period permits CWY to do a more thorough medical examination of the participants and allows the participants to have an immediate rest after the long airflight from the exchange country to Canada. The Hot Debriefing also is intended to facilitate the re-entry of participants to Canada. It is felt that a structured re-introduction to Canada helps to cushion the shock of the official break-up of the Canadian CWY team and of abrupt changes in climate and culture between the exchange country and Canada. The importance of re-entry generally, and its implications for the attainment of CWY program goals, will be examined in more detail in later chapters of this thesis.

### Objectives

The initial, overall objective of CWY perhaps is stated best in the program's original publicity material:

...the experience offered by Canada World Youth is centred on a type of development that all the nations of the world are able to explore and recognize as a common demoninator of shared progress: a sense of the brotherhood of man.

Canada World Youth invites young people to make this kind of development their concern, regardless of racial, religious or ideological differences of the socio-economic or political systems of their own countries (CWY Information Brochure, 1972).

This highly idealistic vision was to be advanced among

Canadian participants by a program that conceptually encouraged two broad goals: personal growth and development education. CWY began in 1972 with an emphasis on personal growth.

The concept of personal growth as it initially was applied in CWY was based in the notion popularized by humanistic psychologists in the 1960's, that the healthy individual strives toward an ideal state of growth and development. The characteristics of this ideal state and the process by which it could be reached, as they are presented in the early CWY literature, indicate the obvious influence of Maslow. The proposed CWY evaluation program for 1974-75 presents "self-actualization and openness to learning" as the overall objective of CWY. A list of the dimensions along which CWY participants were to be evaluated includes such terms as "desire for growth," "creativity," "autonomy," "self-awareness," "self-responsibility," and "increased consciousness," all indicative of Maslow and of the perspective of his contemporaries (CWY: Research and Development Division, 1974, p. 7).<sup>9</sup> Thus, the initial orientation of CWY was to provide Canadian youth with a "peak experience" that would accelerate them toward self-actualization and in the words of Maslow, "enable them to transcend the conditioning imposed upon them by their own culture and become world citizens" (Maslow, 1971, p. 184).

Just how appropriate these predominately Western-inspired personal growth goals are to the needs and interests of the exchange countries became the subject of considerable debate. Pressure to alter the program orientation to accommodate the development priorities of CWY's exchange countries came from within and outside



the organization. A position paper, written in 1974 by the staff of the CWY Prairie Regional Office, suggests that CWY was being irresponsible by using the potential of the program for personal development. They urge that the objective of development education be emphasized in the program. The summary statement of this document is quoted here in full:

...we in the Western world are living in a society based in resource abundance, a situation which, relative to the majority of world societies is abnormal. We are presently facing a return to a society based in the more normal situation of resource scarcity. This is the situation known by the majority of the world's population, particularly that of developing or Third World countries.

We suggest then, given the urgency of world problems today, that it is unjust to use the potential of the Canada World Youth programme on the objective of personal development. As an international organization with great potential for socially relevant international education, we must become more responsible (CWY: CWY Prairie Regional Office Staff, 1974, p. 4).

Similarly, the following passage, taken from an article in the New Internationalist, sums up the mood of the critics outside CWY:

CUSO<sup>10</sup> has long since learned that well-intentioned, unskilled young people are not what poor countries need or want. CWY on the other hand demands no particular skills. It is designed for young people to experience concrete situations in which they can grow and change ...(it) offers ...an intense educational and personal experience ...Clearly it is aimed at Canadian young people first and foremost, with the poor countries providing the stage for their experiences (CWY: New Internationalist, January, 1975, p. 12).

Yielding to these pressures, CWY, in 1975, formally altered its program emphasis from personal growth to development education. CWY's 1975 publicity material reads:

...(CWY encourages the) development in Canadian youth of an appreciation and understanding of the problems of international development and of the role that young people have in the development of their society (CWY Information Brochure, 1975).

A report from CWY's policy advisory committee, describing the new program focus in more detail, recommends that CWY should be organized to support very specific development education objectives.

The report stresses the following goals:

- ...to develop in participants a critical awareness of the process of development and underdevelopment in Canada and internationally...
- ...to develop an appreciation of cultural differences...
- ...to develop the skills necessary to function effectively in an intercultural milieu...
- ...to encourage young people to become responsibly and actively involved in the development of their society... (CWY: CWY Program Committee, November, 1975, pp. 3-4).

In an attempt to accommodate this change in program orientation, a number of modifications were made to CWY program content and structure. A sampling of these changes is presented here. Preference has been given to those modifications that were expected to contribute substantially to CWY's development education goals.<sup>11</sup>

In general, CWY has given priority to improving the quality and suitability for the exchange countries of CWY work projects in Canada. An initial step has been the upgrading of communication between CWY General Secretariat and the exchange country. Principally by insisting on more precise protocol agreements, an effort is being made to solicit detailed information from the exchange countries about their preference for work placements in Canada, and to indicate more

accurately to the exchange countries what work experiences CWY realistically can provide. In turn, greater care is being taken by CWY regional office staff to translate this information into better prepared, and hopefully for the exchange countries, more meaningful work placements. In some cases the program timetable has been altered to accommodate specific project requests. For example, the program timetable for those exchange countries who have specified a preference for agriculturally-related projects has been adjusted to ensure that their participants arrive during Canada's growing season.

Giving precedence to the project requests of the exchange countries has meant that CWY work projects in Canada have tended to become more specialized, technical, and skill-transfer oriented. A case in point is the Year IV (1975-76) Guatemalan exchange program for which all work placements in Canada, at the request of the Guatemalan government, were developed in the area of forestry and irrigation. As well, the Guatemalan participants were selected by the Guatemalan authorities for their expertise in this field. To complement this increased specialization of work projects, prospective Canadian CWY participants now are asked to indicate an area of interest or expertise, in one of: agriculture, co-operatives, small industry, social services, environment or recreation (CWY: Selection Division, 1977, p. 4). These represent the general range of possible CWY work placements in Canada. An attempt then is made to match the interests of Canadian participants with a project of similar orientation.

Other changes of potential significance to CWY's development education objectives have been in the area of Canadian field staff and

participant selection and training. More importance now is given to the "interest in the Third World" dimension in the selection of both participants and field staff. Pre-program training of field staff has been reorganized to include sessions on development education. During the program, field staff are expected to introduce development issues to their participants through scheduled group discussions and appropriate books, articles and films.

Finally, changes have been made to the exchange format of CWY with the intention of reducing the program's emphasis on personal growth. An example is the shift to accommodating participants with families in the project communities rather than in communal CWY group arrangements. CWY's previous experience suggests that formal development education sessions tend to become secondary in a group living situation, given the time spent examining interpersonal relationships or simply in organizing and doing household chores.

Other modifications have been made; the intent here is not to provide an exhaustive list, but rather to indicate the range and depth of CWY's attempts to operationalize its new program orientation. A summary of CWY's primary components is given in Figure I.

#### CWY as Development Practitioner Training

With its international exchange format and initial idealized objective, CWY perhaps is described most easily as a unique Canadian experiment in preparing youth for global citizenship. The program provides ample opportunity for participants to acquire "global

FIGURE I: A COMPONENT SUMMARY OF THE CWY PROGRAM

A. PRIMARY PROGRAM ELEMENTS

As an educational program, CWY provides an opportunity for

YOUNG PEOPLE

to learn in

GROUPS

by working on

PRE-ARRANGED COMMUNITY-BASED WORK PROJECTS

in an

INTERCULTURAL / INTERNATIONAL CONTEXT

for a

PROLONGED PERIOD OF TIME

B. PRIMARY EDUCATIONAL AGENTS

As an educational program, CWY employs

EXPERIENTIAL LEARNING

in an

ACTION / REFLECTION RHYTHM

whose overall quality depends on effective

ANIMATION

C. PRIMARY LEARNING AREAS

CWY's program components provide an opportunity for participants to explore

GROUP: by living, working and learning with others

COMMUNITY: through pre-arranged community-based work projects

CULTURE: by working with people from different cultures

DEVELOPMENT: through comparing the pre-arranged educational experiences of Canada and Exchange Country

as primary learning areas

citizen" perspectives. An examination of CWY in its new role as a "action-oriented" development education program suggests that CWY also can be viewed as a training program for prospective development practitioners.

Like any training program, CWY has a philosophical or ideological base, a set of objectives, and various structures and methods that contain this ideology and serve to guide the program toward its goals. As well, certain results can be recorded and evaluated. This section describes the development approach implicit in CWY's objectives and format, points out the program's salient training assumptions and characteristics, and suggests a development practitioner training model appropriate to CWY's methods and goals. The following discussion relates specifically to CWY as it is intended for Canadian participants. It should be recognized that what a CWY exchange country hopes to extract for its participants from their involvement in the program is not necessarily identical to CWY's objectives for Canadian participants.

#### Development Approach

CWY's ultimate objective and its seven stated program goals collectively imply values that are consistent with a community development (CD) approach to development.<sup>12</sup> Dunham (1970) lists five assumptions of CD that are unquestionably value dimensions of CWY's goals:

1. The worth and dignity of the individual are basic values in a democratic society.

2. Everyone has something to contribute to the life of the community.
3. People have the ability to learn and grow.
4. Community change can be prompted by conscious, co-operative thought, planning and action.
5. Community development provides an opportunity and a means by which the worth of an individual can be revealed, his contribution can be made, and learning can take place (pp. 171-2).

These assumptions apply to the CWY participant who is seen to be capable of personal growth and of understanding development relationships on the basis of participation in the program and reflection upon the experience. In general, the program's objectives align with Western notions of CD in two fundamental ways. First, they encourage a "...belief in the ability, capacity and right of people to make valid decisions toward realizing their human potential" (Cary, 1970, p. 147), and second, they assume that "...man need not be passive to nature..." and he "...can exploit resources to benefit himself" (Eaton, 1963, p. 37).

Aspects of CWY's format and methods also contribute to a number of basic CD concepts. The program's emphasis on self-directed learning through shared experience and group discussion all confirm the value of the fundamental CD principles of self-reliance, initiative and participation. By animating its groups, CWY is advocating a classic community development practitioner approach to leadership; the assumption being that real development in a community (or, in CWY's case, in a group) will occur only if citizens are helped to define their own needs, and then encouraged to learn and develop

using their own resources, in their own way, at their own pace (Batten and Batten, 1967). This style of leadership also confirms the CD principle that development should begin with the "felt needs" of the group or community.<sup>13</sup>

For many Canadian participants, CWY's format offers them a rare opportunity to experience a "sense of community."<sup>14</sup> Freed from the immediate cultural restraints of their society for an extended period of time, and placed in a situation where they must share limited psychological and physical resources, participants are able to feel and explore the CD principle of synergy:<sup>15</sup> that people acting together rather than as individuals are better able to meet their common needs.

Finally, the CWY work project is another source of CD values. Given the relatively short project time period and the fact that the age range of Canadian CWY participants makes it unlikely that they will have expertise in a particular field, most work projects (however interesting their content) tend to be menial or require low skill levels. As such, and beyond the possible CD content of the work placement per se, an effort is made to give participants an understanding that their labour has meaning above the act itself; that the most demeaning work is valuable, since by serving the collective good, they are at the same time serving themselves. This policy supports the CD ideal of co-operation and meaningful participation of people in an integrated development plan.<sup>16</sup> It reaffirms the notion that change is possible and can occur through collective determination and effort.



### Training Assumptions and Characteristics

CWY's format was developed on the basis of learning assumptions and designed to contain a number of training program characteristics that the professional literature suggests are critical to creating an effective learning environment. The theoretical effectiveness of experience-based training methods as they are used in CWY has been well documented by Barndt (CWY: 1973) and Miner (CWY: 1974). A representative list of salient learning assumptions that form the basis of the program is presented in Appendix C. The following five model training program characteristics are, ideally, part of CWY's format:<sup>17</sup>

1. Participant-oriented. The responsibility for training should be primarily with the participant.

Principally through the use of animation as a leadership technique, and the reliance on small group discussion, CWY encourages participants to reflect on and understand their experience in their own terms, and thereby to assume responsibility for their learning.

2. Experience-centred. The emphasis should be on learning by experience, by doing and by appropriate practise. There also should be adequate opportunity to discuss and analyze the experience and to learn constructively from it.

Again, CWY's format advocates experience or "action" followed by periods of animated group discussion or "reflection" as primary learning media.

3. Process-rather than content-oriented. The

emphasis should be on how to learn, not simply what is to be learned.

Through the use of animation, CWY encourages participants to think critically, by engaging them in a problem-posing style of learning. This process nurtures their ability to examine, understand and use information.<sup>18</sup>

4. Individualized. The differing backgrounds, abilities, styles of learning and interests should be considered for each individual, helping him/her to shape his/her own learning experience.

As previously indicated, one of the principle responsibilities of the CWY group leader is to help organize an optimal pairing of the learning environment with the skills and interests of each participant.

5. Openness. The interpersonal relationships in a training program can be one of the most important aids to learning if characterized by openness and honesty in the context of caring.

"Openness" occurs within CWY groups with more consistency than perhaps any of the characteristics described above. Away from their usual personal support systems and forced to interact intensely with particular individuals over a prolonged period of time, it is typical that an atmosphere of trust, openness and caring develops among CWY participants.

### Training Model

This sub-section presents a training model for developing the basic characteristics of the effective development practitioner.

Initially designed as part of a community development worker training proposal for the Yukon Indian Brotherhood (Johnson et al., 1972), this model has been adapted to CWY since the components of the model are well suited to CWY's goals and methods. It is given to demonstrate the potential training process of participants during their CWY experience. Again, it is emphasized that this model applies particularly to Canadian CWY participants. The model is expressed diagrammatically in Figure II.

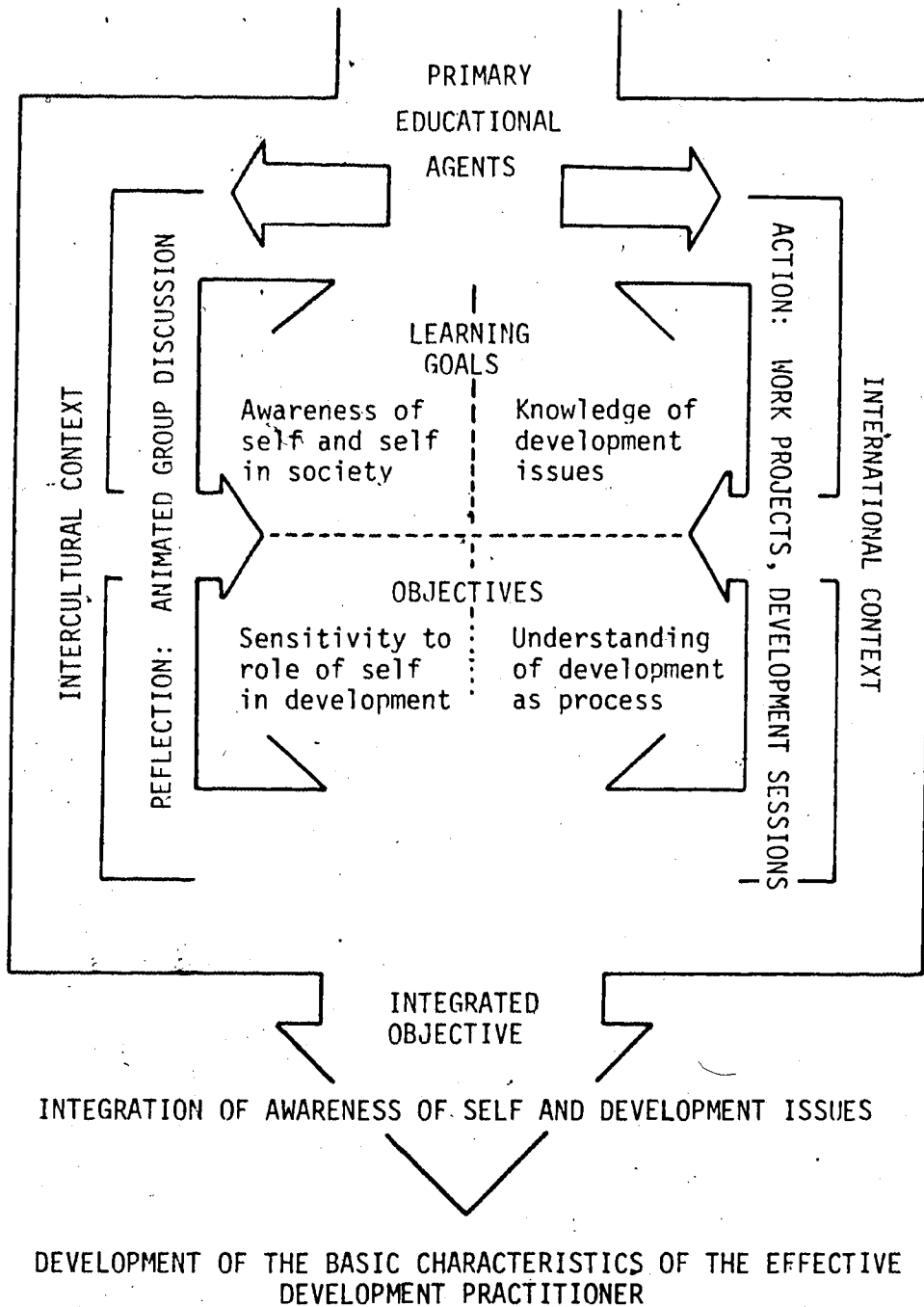
The model stresses the cultivation in the prospective practitioner of "soft" skills that are more intuitive and attitudinal in quality, as opposed to providing "hard" information on, for example, techniques of community analysis or methods of social change. The rationale for this emphasis is provided by Brokensha and Hodge: "It is indisputable, in the final analysis, that the most important skill of the community-development worker is his ability to work with people" (1969, p. 83).

In terms of "soft" learning goals considered as basic to training the effective development practitioner, the original seven stated goals that comprise CWY's development education objective are collapsed in the model into the two Learning Goals: "an increased awareness of self and self in society" and a "knowledge of development issues."

The Integrated Objective, "integration of awareness of self and development issues," results from the integration of the two Objectives: "sensitivity to the role of self in development" and "understanding of development as process." These two components are

FIGURE II

CWY AS A DEVELOPMENT PRACTITIONER TRAINING PROGRAM: A TRAINING PROCESS MODEL



considered to be essential mental equipment for development practitioners, who must work with both people and institutions, and who themselves are crucial variables in the development process. As Brokensha and Hodge confirm: "...the skillful and sensitive use of his own personality is the first working tool of the community-development worker" (1969, p. 71).

The underlying intent of the first Objective is to answer or begin to answer the questions: "Who am I, what are my attitudes and values, what are my strengths and weaknesses as a prospective development practitioner?" There is ample evidence in the literature that self-awareness is a precursor to a development worker's ability to interact sensitively and successfully with people (Lynton, 1960; Rogers, 1961; Batten, 1965; Biddle and Biddle, 1965; Brokensha and Hodge, 1969). The second Objective is designed to increase the participant's understanding of development as a "process." Viewing development as a process generally is accepted as avoiding a narrow, superficial, approach to development (Biddle and Biddle, 1965; Brokensha and Hodge, 1969; Roberts, 1979). It encourages a perspective in which all possible consequences of change are considered. It ensures the integration of the "progression of events that is planned by the participants to serve the goals they progressively choose" (Biddle and Biddle, 1965, p. 79). The blending of these two components is expected to produce consistency between personal values and the methods used in resolving social problems.

The primary Educational Agents used to achieve the Objectives are the "community-based work project" in combination with

the "formal development education sessions," and the "animated discussion group." These Agents are supported, respectively, by the international and intercultural context of CWY.

CWY's emphasis on the "animated discussion group" is expected to increase "an awareness of self and self in society." Ideally, in a well-animated group and within an atmosphere of trust and non-defensiveness, participants are able to receive clear and accurate information on the relevancy and effectiveness of their behaviour, thereby extending their awareness and understanding of their social selves.

Involvement in "community-based work projects" combined with "formal sessions on development education" is intended to provide participants with a "knowledge of development issues." The purpose is to familiarize them with a range of development examples alternatives, which potentially can be drawn on when working as a development practitioner.

The combination of the two Learning Goals or the hypothetical outcome of CWY as a training program, constitute the basic requirement for achieving the Integrated Objective. It is suggested that the two Learning Goals, by themselves or learned separately, may fail to bring prospective development practitioners to their optimal level of effectiveness. Combining the Goals should ensure their internalization as an inseparable unity.

### Summary

The effectiveness of a community development practitioner

training program would appear to be a function of two fundamental factors: first, the degree to which CD principles are evident in the objectives of the program, and if these principles are embodied in the theoretical course of the program, then second, the efficiency with which the program's training methods translate these principles for the prospective practitioner into the understanding and skills necessary to do effective development work.

The preceding discussion has attempted to demonstrate that a number of core CD principles are assumed within the objectives of CWY and are stressed generally in the program's format. It has suggested that inherent in CWY's methods are learning assumptions and educational techniques that are consistent with those advocated as effective in the professional literature. A hypothetical model of CWY as a development practitioner training program also was presented. It is emphasized that no attempt in this study was made to test or evaluate CWY in terms of the training process model described here. The model was given to support the supposition that the objectives and format of CWY are amenable to the training of development practitioners. Some evidence of CWY's effectiveness as a development practitioner training program, as indicated by the results of the measures of CWY goal-attainment that were developed for this study, is presented in Chapter VI.

## FOOTNOTES TO CHAPTER II

1. For a detailed treatment of this period in the history of CWY, see: CWY: Champagne (1971).
2. CWY currently has programs with countries in Africa, Asia, the Caribbean and Central and South America. Further information on the countries involved in CWY is provided in Appendix A.
3. The CWY budget for 1979-80 was 4.6 million dollars, of which only 60,000 dollars had been raised from sources other than CIDA by November, 1979 (CWY: CWY Budget Committee, November, 1979).
4. The president of CWY, and the man considered as the founder of the program, is Mr. Jacques Hebert.
5. CWY group leaders are expected to "animate" their groups; as defined by Blondin: "...the process of animation gives rise to a process of self-education, the essence of which a heightening of the capacity of self-determination" (1971, p. 160).
6. CWY has no direct control over the criteria used by the exchange countries in selecting their participants.
7. A complete description of the "Traits of the Ideal (CWY) Candidate" is provided in Appendix A.
8. The Hot Debriefing program was initiated in 1977, for Year VI of the CWY program.
9. The complete list of these evaluative dimensions is given in Appendix A.
10. CUSO (Canadian University Service Overseas), is a Canadian organization offering technical assistance to developing countries.
11. The selection of the modifications described in the text is based in the researcher's own experience with CWY. The researcher was employed by CWY during the period that many of these changes were made.
12. As a basic reference, the definition of community development used is that provided by the United Nations (U.N.). The U.N. definition was chosen because "... after approximately twenty years as a United Nations-supported programme, community development (CD) has gained nearly universal recognition as a force for inducing social and economic change in developing nations" (United Nations, 1971, p. 1). The essential elements of this definition are provided in Appendix B.



13. See point 17 of the U.N. definition of CD, in Appendix B.
14. The definition of community used here is functional and attitudinal rather than structural and geographic. As defined by Biddle and Biddle (1965): "Community is whatever sense of the local common good citizens can be helped to achieve." They go on to suggest that this sense of community "...is something that has to be created for most people in modern times. It comes as a result of experiences through which they can progress" (p. 2).
15. The use of "synergy" in a social sense was conceptualized first by Ruth Benedict in her study of high and low synergy societies:  

"I spoke of societies with high social synergy where their institutions insure mutual advantage from their undertakings, and societies with low social synergy where the advantage of one individual becomes a victory over another, and the majority who are not victorious must shift as they can" (Benedict, as quoted in Maslow, 1971, p. 202).
16. See: U.N. definition of CD, summary statement, in Appendix B.
17. Studies related to the effective training of American Peace Corps volunteers are the primary source of the training program characteristics cited in this study. See: Ongklaub (1974, p. 1). A partial listing of other sources affirming the effectiveness of training programs having these assumptions and characteristics includes: Harrison and Hopkins (1966), Batten (1967), Rogers (1969), Wight and Hammons (1970), Pfeiffer and Jones (1972), and Brislin and Pedersen (1976).
18. The parallels between CWY's methods and Freire's model of "problem-posing education" as a means of developing critical consciousness have been treated in depth by Barndt (CWY: 1973), Miner (CWY: 1974) and Davies (CWY: 1976).

## CHAPTER III

### REVIEW OF RELATED LITERATURE

Research on the impact of intercultural experiences has tended to address specific groups. The literature includes descriptions of returned corporate and governmental officials (Murray, 1973; Howard, 1974; Smith, 1975), returned exchange and/or foreign students, (Smith, 1955; Opudor, N.D.; Heath, 1971; Clarke, 1972; Purkapple, 1972; Gama and Pedersen, 1975), and, similar to the focus of this study, returnees who were engaged in development efforts in the Third World (primarily returned Peace Corps or CUSO volunteers: Pearson, 1964; Stolley, 1965; White, 1968; Ball, 1969; McGinnis, 1974).

A broad, computer-assisted literature search<sup>1</sup> failed to produce studies of the effect on participants of the few other North American programs comparable to CWY.<sup>2</sup> Thus, most of the literature reviewed here is of Peace Corps or CUSO volunteer engagements, which were considered the most similar to those of CWY participants.

Studies of the effects on North Americans of extensive Third World development involvement tend to have one of three foci: the identification and/or explanation of re-entry or readjustment problems; the identification, measurement and/or explanation of personal changes (in attitudes and behaviour); and, most recently, the identification of factors supporting personal changes during the re-entry period. Since all three aspects are relevant to the current

study, the literature of each was considered and is briefly reviewed here.

### Studies on Readjustment Problems

That North Americans working for extended periods on Third World development projects can experience problems when they return home has been well documented. Returning Peace Corps volunteers were portrayed by Pearson (1964) and Stolley (1965) as having "re-entry crises" and by Bush (1965) as suffering from "reverse cultural shock." The symptoms are described typically to range from acute depression, apathy, loss of direction and physical illness (often diagnosed as psychosomatic), through to extreme anger, bitterness and erratic, atypical behaviour. According to these sources, most difficulties are the result of reaction to the affluence of America, to its superficial and materialistic values and to a public that generally seems ignorant and uncaring of Third World problems. Stolley writes:

For the volunteer, the U.S. has changed mysteriously and uncomfortably while he has been away. He sees now only a crowded, car-jammed, commercialized mess, surfeit and superabundance everywhere.... Unerringly, the volunteer's eyes fasten on the less appealing aspects of American life.... The volunteers feel unwanted, uncomfortable, apologetic or defensive, sometimes all of these (Stolley, 1965, p. 192).

Two further contributors to re-entry difficulty prevalent in the literature concern, first, the general inability of volunteers to communicate the quality and meaning of their overseas experience (particularly to family and former friends); and second, the trouble in adjusting to radical role changes: having to accept, for example,

employment with much reduced responsibilities compared with those of positions held abroad (Stolley, 1975, pp. 192-193).

The findings of a study by White (1968) confirm that readjustment problems and their causes are little different for Canadians working in development than for their American counterparts. In her questionnaire survey of 77 returned CUSO volunteers, White found that a majority (44) had at least moderate difficulty in readjusting to Canadian home-life, and that most (65) had felt at least moderately alienated from Canadian society upon re-entry (pp. 37-40). As White reports:

There were three comments with which at least two-thirds of the sample either strongly or moderately agreed (that) described their own ideas or experience after returning. These were - "I couldn't get over how rich our country seemed to be compared to where I was; the discrepancy between rich and poor nations kept hitting me," "I found I was more intolerant of persons who were unaware or unconcerned by the problems faced by developing nations," and "Canadians' perspective of what constitutes an important social, economic or political problem seems so narrow" (p. 42).

White also found that higher levels of alienation from prevailing Canadian attitudes and behaviour were associated both with a more difficult readjustment and a greater interest to return to overseas development work (p. 47). These results point to the effectiveness of experiential learning in encouraging personal change: in this case the pattern moves from the experience of an intense interchange between members of the First and Third World, through a consequent deepening of social awareness and concern on the part of the First World member for the problems of the Third (and subsequent

feelings of alienation from a First World society which is perceived generally not to share a similar concern), to heightened commitment to and involvement in international development.

Finally (and of special importance to the current study), White explored the association of a number of factors with the level of volunteer readjustment difficulty. She found that volunteer background characteristics (size of hometown, age and marital status) generally did not effect readjustment; the exception was the sex variable: males had slightly less readjustment difficulty than females.

A number of overseas experience variables also were found unrelated to readjustment. These included: the type of locality in which the volunteer served (rural, urban, capital), his involvement in his job, his perception of how he adjusted in the field, and his view of his overall experience as positive or negative. However, the closeness (or intensity) of association between a volunteer and members of the host culture did bear on the level of readjustment problems: those volunteers whose closest friends and most meaningful relationships were among nationals had more re-entry difficulty than did those whose primary relationships had been with other volunteers or non-nationals. White concluded that volunteers who were able to embrace intimately their host country and therefore were in a position to understand and sympathize with its problems were those who reacted most violently (on their return) to Canadian ignorance of and apathy toward the Third World.

Lastly, two re-entry variables figured in volunteer readjustment. It was found that volunteers who had arranged for a job before returning fitted back into Canadian life more easily than those who had not. As well, the initial reaction of volunteers to Canada was associated with the amount of difficulty they had in their overall readjustment process. Those who reacted positively continued to adjustment more easily, while those who reacted negatively continued to have more difficulty readjusting (p. 44).

The studies examined thus far have confirmed that Third World development experiences can create problems for North Americans on their return. A Peace Corps psychologist has suggested that the underlying cause of these difficulties is the rapid personal growth of volunteers induced by the intensity of their overseas work: "the Peace Corps experience stretches the volunteers far more than any other young people their age and makes it impossible for them to fit back in their old surroundings with any kind of comfort" (Stolley, 1975, pp. 195-196).

The questions of interest now are: in what specific ways do returnees change, and by how much? If the volunteers' overseas experience has increased their awareness and understanding of the Third World, do they, for example, tend to remain involved in development efforts? Are they now more tolerant of the members of other cultures? Can the process of change be detailed? These questions are addressed in the literature reviewed in the next section.

### Studies on Personal Change

There is a very limited amount of research attempting to identify and/or measure personal change among North Americans previously engaged in Third World development projects. Of studies on Canadians, two stand out, both involving CUSO volunteers. Neither of these examine the question of personal change specifically in terms of development education, but their results are reviewed here since they indicate the possible extent of personal change attributable to an experience similar to that offered by CWY.

In his unpublished Master's thesis, Ball (1969) investigated the effect of the two-year, intercultural CUSO experience on Canadian young people, in regard to their attitudes and values and the degree to which these are both clear and consistent. He compared the content of interviews with 12 volunteers who were about to go overseas with CUSO, with that of 12 recently returned volunteers. The interviews focused on the values, goals and activity of the individual with respect to three broad areas of individual and social concern: education, religion, and occupation. Ball concluded that differences did exist between the pre- and post-CUSO groups, specifically that "returned volunteers appeared to be more individualistic, less task-oriented and more concerned with self-development, less future-oriented, and less resolved with regard to their religious and philosophical commitments" (pp. 54-55). While Ball ascribes most of this change to the volunteers' overseas experience, he speculates that, to a certain extent, it is also part of their re-entry

experience, namely, that it is the consequence of returned volunteers' trying unsuccessfully to recreate at home their relatively successful experience with social change while abroad. He suggests that when newly-returned volunteers encounter the odds against improving North American society (public apathy, the enormity of the problems involved, their limited power) they become frustrated and redirect their focus to their own immediate self-improvement and fulfillment (p. 49). Thus, Ball touched a theme central to this thesis: that a returnee's re-entry experience may be crucial in determining the extent and direction in which he applies his overseas learning, or, indeed, whether he applies it all.

While Ball was able to suggest certain ways that Canadian young people may change as a result of prolonged intercultural contact, he made no attempt to measure either the absolute or relative amount of change or to isolate important factors in the change process. A study by McGinnis (1974), in part, addressed these issues. In interviews with 40 returned CUSO volunteers, McGinnis presented 17 possible change areas, and asked them to rate how much they thought they had changed within each area over a five-year period (which began with their two year CUSO engagement). He also asked them to describe the process of change in the three areas of change they considered most significant to themselves or their lives. Although the study design disallowed attributing the results solely to the impact of their overseas development work, the great majority of McGinnis' respondents stressed that experience as the major influence on their personal changes, thus the findings are considered important



to this research.

McGinnis' 17 categories of change were derived from the statements of returned CUSO volunteers in pilot interviews. He found that eight of the 17 categories were commented on by the majority of respondents and that more than 75 per cent of the changes selected as most significant also fell into this grouping. These eight areas specifically, and in order of decreasing incidence of selection, were: Other Cultures and Regions, Career, Relationship with the Opposite Sex, Relationship with Friends and Associates, Self-Insight, Self-Confidence, Politics and Economics, and Perspective (p. 177). From these choices and the respondents' comments, McGinnis concluded that the overall direction of changes which returned volunteers experienced could be contained within four broad trends:

1. An altered awareness of the degree and nature of their relationship to groups of people (class, ethnic groups, nations etc.) and/or their physical environment.

(McGinnis speculated that this general trend was the product of overseas involvement: most respondents indicated that "they had become more sensitive to other cultures and more aware of how they fit into their total environment" (p. 178).

2. A heightened consciousness of themselves, their strengths and weaknesses, and the reasons behind their thoughts, values, and behaviour.
3. A greater sense of direction and control over their own lives.

4. An increased awareness of the nature of their interpersonal interactions and the development of new patterns of relating with others (pp. 177-178).

McGinnis also identified what he considered as five distinct yet interacting elements of the change process: State of Alert, Emotional Upheaval, Reflection and Insight, Effort and Struggle. He found that the "State of Alert" phase usually followed some intense interaction with the environment (typically the volunteers' initial months in their host country) that resulted in an "openness to change, a sense of disequilibrium, or awakening" (p. iv), a description which closely resembles CWY's learning philosophy and methods. Finally, and of significance to this thesis, was the finding that the more intensely the final four elements of the change process were felt, the more the respondents felt they had changed. This result has implications for the nature of the re-entry experience and its possible effect on personal change. Assuming that a number of personal changes are initiated by the impact on the volunteer of his overseas development work, their process may (and probably will) straddle re-entry. For example, some volunteers might complete all five phases for a particular change before returning home, others might complete only "State of Alert" and "Emotional Upheaval," leaving the balance to be done after the return home. Hence, the state of the change process upon re-entry, as well as the nature of the re-entry experience itself, may considerably influence the final course of personal change. Studies which focus on this concern are reviewed in the section below.

### Studies on "Growthful" Re-Entry

As previously shown, the majority of re-entry research has tended to focus on problems associated with re-entry stress and the readjustment process. The exception is work done by Adler (1976, 1977, 1980) in which she views re-entry stress not as a detriment to be avoided, but as a pre-condition for learning, and thus potentially "growthful." Through a series of studies (some involving returned Peace Corps volunteers), Adler developed a "Cross-Cultural Re-Entry Learning Model" which suggests several factors critical to continued personal growth and change during re-entry and to the application at home of learning begun while abroad.

In her model, Adler reasons that the extent of positive use of re-entry stress (for continued change and learning) will in large measure be determined by the returnee's basic way of coping with it. She suggests four idealized coping styles, or "re-entry coping modes," defined by two dimensions: first, a returnee's relative optimism about fitting back into his home culture, and second, his relative activity in trying to influence the views around him, according to what he has learned overseas. These four coping styles are illustrated below (Adler, 1977, p. 6).

	<u>Passivity</u>	<u>Activity</u>
<u>Pessimism</u>	ALIENATED	REBELLIOUS
<u>Optimism</u>	RESOCIALIZED	PROACTIVE

"Resocialized" returnees are defined as relatively optimistic about the society they are re-entering, and they see no difficulty in assuming a comfortable place in it. They are not active in trying to change the ideas of those around them, but instead are passive, consciously attempting to re-accept generally held norms and standards of behaviour. The "Proactive" returnees are also optimistic about their society, but they are not passive: they attempt to promote change (in accord with what they have learned abroad) rather than allowing themselves to "fit back in."

"Rebellious" returnees also try to promote change: they resist re-integration and try to persuade others to adopt the new values and behaviour they learned overseas. However, they are not optimistic that their country is basically sound or that there is a worthwhile place in it for them. This pessimism is also shared by "Alienated" returnees, but instead of actively trying to promote change in accord with what they have come to believe, these people typically withdraw into a passive, critical stance (Adler, 1977).

In an effort to explain further the influence of re-entry variables on the attitudes and behaviour of returnees, the dimensions which define Adler's hypothesized re-entry coping styles were included in the data analysis plan for this study.

## FOOTNOTES TO CHAPTER III

1. ERIC and Dissertation Abstracts were searched using a variety of descriptors; among them were: Student Exchange Programs, International Education, Educational Experiments, Study Abroad, Adjustment, Work Study Programs and Evaluation.
2. Crossroads International, which is probably the program most similar to CWY operating in Canada, is currently undertaking a follow-up study of its former participants.

## CHAPTER IV

### METHODOLOGY

This chapter is organized in two sections: the first describes the methodology of data collection, data preparation and analysis; and the second considers some of the general problems of questionnaire research and the extent to which they may affect this study. In particular, some of the problems inherent in research based in self-reported change are discussed.

#### Data Collection, Preparation and Analysis

##### The Questionnaire

The questionnaire used here was designed in the spring of 1979 specifically for this study. It had four purposes: it was to provide descriptive information about former CWY participants; it was to estimate the change that CWY produced in them; it was directed toward an explanation of that change so that modifications in the program could be suggested to increase its effectiveness; and, finally, it was to elicit recommendations and opinions from former participants themselves. The questionnaire design also was influenced by the theoretical literature on intercultural change and development education. Hence, it contains rather elaborate scales which define first, the mode of coping with re-entry into the home country after an extended stay abroad; second, personal attributes conducive to successful intercultural interaction; and third, various contemporary

theories, or ideologies, about the causes of underdevelopment. The questionnaire was also designed to encourage reflection by respondents on their CWY experience and also on their current attitudes and lifestyle. It was process-oriented, both to stimulate reflection and to encourage response.

The questionnaire finally sent most respondents is reproduced in Appendix E. It is organized into seven parts, with questions numbered consecutively within each one. Part I requests basic information about the respondent before he joined CWY, asks about his recent contact with the organization, and then inquires about four basic post-CWY activities (returning to school, occupational plans, language studies, and international travelling), as well as the extent to which CWY experience influenced him. Part II is devoted to the problems of readjustment to Canada: it includes open-ended questions encouraging the respondent to explain the particular problems he felt (and what CWY might have done to make them easier); it also includes two sets of statements (question 6, B to H and question 7, A to H) which would define his "re-entry coping mode" (as discussed in Chapter III). Part III contains sets of questions about how the CWY experience changed the participant. These were designed to reflect CWY goals, and included one set (question 3, A to I) examining intercultural interaction skills (Ruben and Kealey, 1977). Another, (question 7, A to J), was designed for this study from contemporary development literature to examine change in views of the causes of underdevelopment (or change in underdevelopment

ideology). Part IV asks about former participants' current views on the problems of the Third World and how to overcome them. Part V elicits information about the participant's involvement in international, community development, and political activities since his return to Canada. Information about this involvement was a major purpose of the study, and since increasing it was considered an important goal of the CWY program, very detailed information was requested. Part VI asks the former participant to evaluate various aspects of his CWY experience and also the program as a whole. It also asks for his recommendation about whether the program should continue, and probes his reasons for this. The last section, Part VII, asks the respondent to provide personal information about his background and current status. Finally, an appended sheet asked the respondents to comment about CWY's impact on their lives and about how the program might be improved.

The questionnaire was discussed with CWY staff, development and community development experts, and several former participants. It was agreed to pilot-test the questionnaire by sending it to participants in Years IV, V, and VI from the Prairies region only. There were 115 such participants, but the pilot questionnaire was sent only to the 94 who could be contacted by telephone. Of these, 86 (or 91 percent) completed and returned the questionnaire, a very high response rate due both to repeated telephone reminders and to many respondents' acquaintance with the researcher, who had worked for CWY in the region.



The pilot questionnaire is reproduced in Appendix D. Only minor changes were made in preparing the final questionnaire (see Appendix E) for two reasons: first, it was necessary to translate and send the questionnaires to the rest of the respondents quickly due to CWY's deadline for the study report; and second, as will be documented below, most respondents seemed satisfied with the questionnaire. One change in language was in question VI4 which asked "Would you recommend CWY to others?" in the pilot, and "Would you recommend that the CWY program be continued?" in the study. This change does not seem to have affected responses, since the breakdown was as follows:

	Yes	Yes, with Reservations	No
pilot,	58 (per cent)	41 (per cent)	1 (per cent)
study	68	31	1

Since this difference is small enough to be due to chance ( $V=.07$ ) and since it could also be due to the particular attitudes and experience of western participants, it was considered appropriate to include these responses in the analysis. The only other changes made in the questionnaire for the study involved layout and the re-arrangement of several sets of closed-ended questions to elicit more precise responses (for example, question I15). As will also be shown below, some flaws and ambiguities had to be corrected during the coding process.

The questionnaire was translated into French by CWY General

Secretariat staff (see Appendix E). One error was missed by those who checked the translation: question 115 in English presents a response choice between "travelled in other developed countries only" and "travelled in developing countries." In French, the choice is between "travelled in other developing countries" and "travelled in developing countries only." The effect is to slightly underestimate the numbers of French-speaking respondents who had travelled to developed countries only, but the error is very small since most of these respondents wrote in either where they had travelled or that they had only travelled to developed countries. Another difference is that space permitted only two rather than three organizations to be named in Part V (in each category of international, community, and political organizations). In the end, this affected only four French respondents each of whom had been active in three or more community organizations. In general, the French questionnaire is somewhat more formal and literal in tone than the English, which might be expected to decrease the response rate among Francophones. However, as Figure III indicates, the rates were approximately equal for each linguistic group, which suggests that responses to the two instruments are comparable.

#### The Response

The study questionnaire was mailed in January, 1980, to 892 former participants. Of these, 639 replied, giving an uncorrected response rate of 74 per cent (with the addition of the pilot figures). However, 96 potential respondents did not receive questionnaires: their addresses were unknown or their parents

indicated they were travelling. Among those who received the questionnaire, therefore, the response rate was 83 percent, which is very high. To some extent this reflects former participants' loyalty to CWY, but substantial efforts were made to maximize the response rate. The questionnaire was accompanied by a stamped, self-addressed envelope, and a personalized covering letter (see in Appendix E). One week after the initial mailing, a follow-up letter was sent to all potential respondents (Appendix E). After three weeks, a second questionnaire was sent to all who had not returned their original one. Included with it was another stamped self-addressed envelope, and another covering letter (Appendix E). This procedure, known as the "total design method" in mail out questionnaire surveys, has been shown to produce a high response rate (Dillman, 1978).

In Figure III, the known characteristics of the study universe (all potential respondents) are compared with those of the respondents. It is clear that, overall, those who returned the questionnaire reflect the characteristics of the study universe. Particularly striking are the figures for sex. Of the potential respondents, 44 per cent were male, and among respondents they made up 45 per cent. Similarly, 35 per cent of respondents, and 35 per cent of all potential respondents were from the Ontario region. Given the close approximation of respondents' characteristics to those of all potential respondents, in addition to an overall response rate of 83 per cent, it can be expected that the findings of this study are reliable.

FIGURE III: COMPARISON OF POTENTIAL RESPONDENTS AND RESPONDENTS

	ALL POTENTIAL RESPONDENTS N=986		ALL RESPONDENTS N=725	
AGE:				
16	4	.4 (per cent)	4	.6 (per cent)
17	90	9.1	81	11.0
18	309	31.3	229	31.6
19	322	32.7	223	30.8
20	260	26.4	188	25.9
	<u>986</u>	<u>99.9</u>	<u>725</u>	<u>99.9</u>
SEX:				
Male	436	44 (per cent)	324	45 (per cent)
Female	549	56	401	55
	<u>986</u>	<u>100</u>	<u>725</u>	<u>100</u>
LANGUAGE:				
English	659	67 (per cent)	498	69 (per cent)
French	327	33	227	31
	<u>986</u>	<u>100</u>	<u>725</u>	<u>100</u>
REGION:				
Atlantic	91	9 (per cent)	76	11 (per cent)
Quebec	303	31	201	28
Ontario	342	35	257	35
Prairies	161	16	137	19
British Columbia	89	9	54	7
	<u>986</u>	<u>100</u>	<u>725</u>	<u>100</u>
CWY YEAR:				
Year IV (1975-76)	294	30 (per cent)	207	29 (per cent)
Year V (1976-77)	215	22	151	21
Year VI (1977-78)	212	22	149	21
Year VII (1978-79)	265	27	218	30
	<u>986</u>	<u>101</u>	<u>725</u>	<u>101</u>

(Note: tables do not total 100 per cent due to rounding)

### Coding

The returned questionnaires were coded by the researcher and two assistants. Not all data were coded: in some questions the responses were combined in order to preserve their essence while at the same time reducing coding time, keypunching, and the amount of computer space necessary to store them. For example, a set of questions about the current use of intercultural skills developed while in CWY (question III3b, A to J), was not coded in its entirety: the first one, which refers in general to intercultural skills, was coded, and so was the last, which refers to the use of the other Canadian language (an important CWY goal). Responses to the other eight items, however, were simply summed into an overall measure of current intercultural skill use.

Whereas some of the responses to closed-ended questions were left out or combined in the coding, the responses to the open-ended questions were considered fully. The coding method adopted (Glaser and Strauss, 1967) required that a considerable number of answers be read first to understand them and to note the major categories employed by the respondents. These categories then were arranged in a structure which reflected the objectives of the study. Since the primary purpose was to evaluate the extent to which CWY achieves its stated goals, most responses were arranged according to goal categories. For example, statements about the major readjustment problems of participants were coded into 32 categories, and these were organized into three major groups (personal problems, problems of marginality, and repulsion from Canadian society) which parallel the

major CWY goals of increasing personal autonomy, intercultural awareness, and desire for developmental change.

When coding was completed, the data were transferred to IBM cards, entered into a computer, and analyzed. The analysis was done using a pre-written set of programs called the Statistical Package for the Social Sciences or SPSS (Nie, et al., Statistical Package for the Social Sciences, 1975) and was conducted at the University of Alberta, which uses the Michigan Terminal System (MTS).

### Statistics

Only a few basic statistics were used in the analysis, and these are described below.

Cramer's V was employed as the basic test for association between nominal variables. It ranges from 0 to 1, and values around .2 were considered to indicate that some relationship may be worth further scrutiny. Values of .4 were taken as indicating strong relationships.

To measure the strength of relationship between ordinal variables, tau beta' ( $T_b$ ) was used. It ranges from -1 to 1. Values less than -.25 or greater than .25 were taken to indicate fairly strong associations.

Pearson's correlation coefficient ( $r$ ) was applied to interval variables. It has a range similar to that of  $T_b$ . This statistic was used primarily to test the relations between indices of CWY goal-attainment and the influence of various factors upon them.

One final statistic used here is  $\eta^2$ , which was employed

when an interval variable (such as index of intercultural skill use) is broken down by a nominal variable (such as "region of residence").  $\text{Eta}^2$  ranges from 0 to 1, and measures the amount of variance in the dependent variable accounted for by the nominal variable: in short, the extent to which the second explains the first.

The next section considers briefly several problems which affect the analysis of questionnaire responses.

#### Methodological Problems

One common problem with questionnaire research is that respondents may not understand questions, either because the language used is unfamiliar or because the question is ambiguous. In this study, it seems that this problem was minor. The pilot respondents were asked to comment on the questionnaire, and most did so. Only one mentioned that certain words were unclear. More found questions ambiguous: 26 mentioned one instance, and 10 mentioned more than one. The primary difficulty was question III4 which asked about the skills learned while in CWY and the current use of them: many people had difficulty with item F, the ability to "be friendly while working to finish a project." In the study, among Francophone respondents, this question seemed especially unclear, and it subsequently was dropped from the analysis. Similarly, the items about skills currently used were combined into a large index instead of being individually asked. In general, while some respondents were curious why certain questions were being asked, they had no difficulty in understanding them.

A second general problem is that respondents might not answer thoughtfully or carefully. In this study, however, there is much evidence to show that they read the questions closely and considered their answers with care. Among the pilot respondents, only 18 per cent took less than an hour to fill out the questionnaire: most (55 percent) took between one and two hours, and 26 percent took at least two hours. Almost all were happy with the questionnaire. Only one wrote unfavourable comments, while 54 felt that the questionnaire created a favourable impression and encouraged them to answer it. A few wrote to say that they were grateful for the opportunity to have some stimulated and structured reflection on their CWY year. In addition, most respondents were active in filling out the questionnaire. One indication is the response to open-ended questions, which require some initiative to complete. In all, 74 per cent wrote in about their readjustment problems, 93 per cent justified their recommendation about the continuation of CWY and 52 per cent suggested improvements to CWY (on a separate sheet of paper, at the very end of a long questionnaire). Second, there were few who refused to answer questions. Even on the sensitive questions about involvement in political organizations and parental income, only 3.3 per cent and .6 per cent respectively, refused to answer. Third, respondents often rejected a forced choice between two alternatives. Question I10 proposed either formal study or actual experience as the most effective form of education: 43 per cent indicated some combination was preferable to either by itself. Finally, there is some evidence that respondents read items carefully, and did not make



"donkey" responses. Question IIII presented ten statements about the effect of CWY, and for only one of these was a "much higher" answer inconsistent with the rest (Item G: "My desire for material goods"). Of those who had generally low scores on the whole set of items, (indicating positive change), only two had also circled "much higher" for the material goods item. Similarly, question IV6 presented five statements about methods of development, and asked the respondent to rank them: only six, or .8 per cent, ranked them A-B-C-D-E.

A further problem is whether respondents answered honestly. Given the time and care most spent in answering, it is probable that most tried to recall and present their views as accurately as possible. There could, however, still be "questionnaire effect," as respondents tended to give the answers they thought CWY desired. One indication of this is in the questions V-7, V-8 and V-9 which asked, in order, how respondents spent their leisure time, how they would spend more leisure time, and from which activities they expected to get the most satisfaction in life. The percentage who responded purely "recreational" or "personal" dropped from 84 to 69 to 45. To some extent this may reflect a real difference, but it seems likely that the successive questions helped produce the "desired" response. In general, however, this questionnaire effect seems small.

There are two further problems which complicate the current analysis. The first has to do with participant selection, and especially with self-selection.

The major purpose of this study was to evaluate the extent to which CWY attains its goals. Goal-attainment will depend on the

participants and the quality of the CWY experience, including re-entry. Obviously, if CWY participants are chosen because they have certain characteristics then this may increase the level of goal-attainment. As documented in Chapter II, CWY has careful selection procedures. However, if CWY selection criteria have changed greatly over the years, then it may not be possible to include all former participants together and to treat them as "the same." The experience may affect them differently, or they may ascribe different degrees of influence to CWY, according to the year in which they entered the program rather than their background characteristics or pre-existing attitudes. This effect, however, seems to be negligible. When the index of intensity of the CWY experience is broken down by year, the means vary insignificantly ( $\eta^2=.003$ ). In addition, when an index is created of CWY influence on post-CWY activities (return to school, specialization of school and occupation, language studies and travel), the mean values differ only between Year IV (3.1) and the rest (3.5). The overall difference is small ( $\eta^2=.03$ ) and is most likely due to program changes rather than differences in participant selection. Consequently, selection criteria are not considered an important contaminating factor in the analysis of goal-attainment.

However, CWY participants are also self-selecting. Here, it was assumed that the reasons young people want to join CWY have remained constant over the years. But this study was also concerned with post-CWY behaviour. If, for example, many of those who learned another language after their CWY year would have done so anyway, then

to ascribe this behaviour to CWY would be incorrect. There is some evidence that participants are self-selecting. It seems that more participants (15 per cent) come from homes where a language other than French or English is spoken, than is the case for Canada as a whole. Similarly, more stated they were interested in careers in the social services and in development-related social sciences than is normal (15 per cent and 5 per cent, respectively, of those who had firm occupational plans before joining CWY). Finally, 14 per cent had spent some time in developing countries prior to applying for CWY. For the most part, however, it seems that the effect of self-selection is small. Of those from homes where another language was spoken, 69 per cent went on to study some language after CWY (a slightly larger proportion than among all respondents (63 per cent), and of those, 72 per cent ascribed "considerable" or "very much" influence in this decision to CWY (as opposed to 75 per cent of those whose parents spoke no other language at home). These differences are insignificant. Similarly, only 14 of the 107 respondents now intending a career in the social services or development-related social sciences thought CWY had very little or no influence on their choice: only five of these people had previously planned careers in this field. Finally, just 14 (11 per cent) of those who have travelled to developing countries since CWY ascribed less than "some" influence to their CWY experience. It seems clear, then, that self-selection is not an important confounding factor in measuring influence and goal-attainment.

The final problem complicating the analysis is the question

of stability of effect. It is possible that respondents' answers are contaminated by the passage of time, and by events since their OWY year.

This effect is evident in its simplest, behavioural form. For example, contact with exchange country participants declines rapidly with the years, so that only 5.9 per cent of Year VII participants have had no contact in the past year, while 37 per cent of Year IV participants had none. Similarly, 52 per cent of the Year VII's and only 23 per cent of the Year IV's reported "some" current problems of readjustment. This aspect of the problem is not so serious since it is reasonably certain that respondents answered accurately and the variables concerned are of descriptive importance only.

When respondents report on their previous attitudes, however, they may attempt to recall their feelings accurately, but they may not succeed. If this were the case, one would expect a decrease in certain responses over the years: it might be, for example, that the perceived difficulty of the readjustment to Canada might fade. This is not the case, however. The percentages reporting a "fairly easy" readjustment are, from Year IV to Year VII, 36, 33, 32, and 38 per cent. Those reporting a "fairly difficult" readjustment are 39, 41, 38, and 40 per cent. (V, over all categories, =.07).

Although there is no clear decline by years, it must be kept in mind that this study, by its design, makes it impossible to be certain that respondents have recalled correctly. It could be, for

instance, that the Year IV experience was intrinsically more intense, but that memories of it have faded. There is no way to confirm this is the case. For the most part, this problem is not of too much concern, since the study deals with relative change and its causes. In addition, fading would tend to underestimate CWY's effects, so any error would make conclusions safely conservative.

However, there is a second side to the problem of stability of effect. The memories of the past can be influenced by what has occurred since. It is possible, for example, that some would evaluate CWY very highly upon their return, but that after a year or two of involvement with some other organization they now would be far more critical of CWY's projects or of its development impact. Similarly, someone who has become involved with various multi-cultural groups since CWY would probably report that CWY greatly influenced his interest in other cultures, whereas immediately upon his return, he might have perceived a much smaller effect. Generally, in this study, this contamination is inconsequential since the primary focus is to describe CWY as it is perceived now by former participants. In any event it is arguable that it is these currently perceived effects which result in the current behaviour with which CWY is concerned. The contamination becomes important, however, when an attempt is made to explain CWY goal-attainment, since it becomes difficult to set up a temporal sequence of cause and effect (Glock, 1967, p. 41). The problem of stability of effect is inherent in cross-sectional research; (Hyman, Wright and Hopkins, 1962, p. 210) and is one reason why the recommendation is made (in Chapter VII) that future studies be longitudinal.

## CHAPTER V

### PRESENTATION AND ANALYSIS OF DATA

This chapter presents and discusses the general findings of the study. It does so in ten sections, as outlined in Chapter I.

#### Findings

##### 1. Former Canadian CWY Participants: Who Were They?

This section introduces some basic socio-economic characteristics of CWY participants before they joined the program. These characteristics were used during the analysis as independent or explanatory variables.

CWY has attempted to select participants whose socio-demographic characteristics reflect those of Canadian youth as a whole. These characteristics include the participants' sex, whether their preferred language was French or English, the region and population of their place of residence in Canada at the time of their application to CWY, and their age at the beginning of their CWY year. For the 725 respondents, it was found that the distribution of these characteristics was generally representative of all participants (see Figure III) and of all Canadian youth.

While social class is another background characteristic used in both CWY participant selection procedures and this study, it was measured differently here. The social class of a participant was determined by ranking the occupation of the participants' fathers rather than by ranking the combined income of the participants'

parents as was done by CWY. Hence, the respondents' class cannot be compared with that of all participants. The distribution of respondents by class was as follows:

Professional	65	9 (per cent)
Managerial	70	10
Independent Businessman	53	8
White Collar	176	25
Blue Collar	249	35
Primary Production	73	10
Labourer	20	3
	706	100 (per cent)

Minor variations from a representative distribution of participants' background characteristics occur both in social class and in sex. Females are over-represented among respondents (55 per cent) and this reflects a similar disparity in CWY selection (see Figure III). Children from professional families are over-represented among respondents and probably among all potential respondents. This over-representation may be somewhat larger than the percentage suggests since, in this study, a restrictive definition was applied to "professional" (physician, dentist, lawyer, clergyman). The over-representation of professionals' offspring is mirrored by under-representation of children of labourers. This second bias may be due to fewer applications being received from this class; the first indicates some distortion in selection procedures. Generally, however, if respondents' classes parallel those of all participants, CWY has succeeded in achieving a representative sample of Canadian

youth. The large number of respondents whose fathers are blue collar workers is particularly noteworthy.

Two additional background characteristics of interest are the number of languages spoken in the home and whether the participant had travelled prior to joining CWY. It could be that a multi-lingual home environment would encourage personal qualities contributing to a very beneficial CWY experience and, perhaps, also ease re-entry. The same was supposed of pre-CWY travel, particularly to a developing country.

It was found that 30 per cent of respondents' homes were multi-lingual, a figure that is at least as high as for Canada as a whole. Of interest is that one-half of these respondents came from homes where another language other than English or French was used. This suggests that participant representation in CWY from Canada's ethnic minorities, at least for the period examined, was reasonably good.<sup>1</sup>

A majority of respondents (62 per cent) had travelled outside Canada prior to joining CWY. Some 14 per cent had visited the Third World, a figure that appears to distinguish CWY participants from Canadian youth in general, for a survey conducted in 1971 found that only 4 per cent of Canadian youth had travelled to a developing country (Canadian Council for International Co-operation, 1971, p. 48). As noted above, this discrepancy suggests that some participants join CWY because of a pre-existing interest in development and/or travel. The influence of pre-CWY travel on post-CWY activities and attitudes is examined in a later section of this thesis.



## 2. Who Are They Now?

This section provides current factual information about the respondents, focusing on their educational and occupational status.

Age. Although the current age of respondents ranges from 17 to 24 years, two-thirds (68 per cent) were 20 to 22. Given the age of the average respondent, it is understandable that only 8 per cent are married.

Level of Education. The current level of education reported by respondents indicates that former participants generally are willing and able to take advantage of formal educational opportunities, particularly at the university level. Sixty-six per cent either had done some work toward a university degree (58 per cent) or had completed one (8 per cent). (Another 2 per cent had studied at the graduate level.) A further 18 per cent had begun or had completed technical or vocational training. Thirteen per cent reported high school level education, with nearly all having completed it.

Occupation. While a majority of respondents were students (56 per cent), a sizeable number (37 per cent) had joined the work force: 30 per cent were employed full-time, 5 per cent part-time and 2 per cent self-employed. Seven per cent of all respondents were unemployed. Of those who are currently in the labour force, therefore, 16 per cent are unemployed, which is approximately the national average of this age group.

Educational Specialization. Table I presents the distribution of major course specializations among student respondents. It is noteworthy that one-half were studying in disciplines directly associated with social development; that is, in health or social services (15 per cent) and the social sciences (34 per cent). Further, more than one-third of social science students were in course specializations that have immediate development application (anthropology, rural economics, international relations, community development). Another 7 per cent were studying languages. With the exception of the Arts, the distribution of former participants among other major course specializations was fairly broad.

Occupational Sector. Of the employed respondents, the largest number (24 per cent) work in personal service occupations (hairdressing, modelling, store sales, waitressing, etc.). The supposition that this high percentage is associated with as yet unskilled youth was supported when the occupational distribution was examined by respondents' ages: a decline in the number of respondents engaged in personal service was found to occur as former participants became older ( $V=.21$ ). Further, the numbers in social service occupations were significantly higher among older respondents, a fact accounted for by the training period usually associated with these occupations.

Of employed respondents, 25 per cent were working in health or social services or the social sciences: This percentage is

TABLE I: DISTRIBUTION OF SPECIALIZATION OF COURSES

SCHSPEC	SPECIALIZATION OF COURSES	19	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM. FREQ (PCT)
CATEGORY LABEL	CODE					
CLERICAL	1.	2	0.3	0.4	0.4	
TRADES	2.	13	1.8	2.4	2.7	
PERSONAL SERVICE	3.	6	0.8	1.1	3.8	
HEALTH SERVICES	4.	41	5.7	7.4	11.2	
SOCIAL SERVICES	5.	43	5.9	7.8	19.0	
SOCIAL SCIENCES	6.	123	17.0	22.3	41.3	
SOC. SCI. - DEVELOPMENT	7.	65	9.0	11.8	53.1	
ARTS	8.	80	11.0	14.5	67.6	
LANGUAGES	9.	36	5.0	6.5	74.1	
LAW	10.	4	0.6	0.7	74.8	
TECH. AND ENG.	11.	28	3.9	5.1	79.9	
NATURAL SCIENCES	12.	26	3.6	4.7	84.6	
AG. SCIENCES	13.	30	4.1	5.4	90.0	
EDUCATION	14.	25	3.4	4.5	94.6	
MANAGEMENT	15.	28	3.9	5.1	99.6	
MANAGE. - INTERNAT.	16.	1	0.1	0.2	99.8	
PUBLIC ADMIN.	17.	1	0.1	0.2	100.0	
NA.	0.	154	21.2	MISSING	100.0	
NR	19.	19	2.6	MISSING	100.0	
TOTAL		725	100.0	100.0		
MEAN		8.034				6.000
STD DEV		3.355				
VALID CASES		552				
MISSING CASES		173				
MEDIAN		7.238				
MODE						

consistent with the proportion of student respondents in course specializations reflecting these occupational sectors. The fact that so few respondents actually were engaged in social science occupations (5 per cent) in part can be explained by the very large number of respondents who have not completed their formal education in this area. Presumably many more former participants will enter this occupational sector over the next two to three years.

Of interest is the 4 to 1 ratio of respondents in social science occupations having direct development applicability, relative to those in more general social science occupations. It appears that former participants entering social science occupations are more inclined to work at jobs that have direct development impact. Noteworthy as well is that significant differences were found among respondents in social science development occupations when examined by their current age. Contrary to what might be anticipated, more younger respondents were involved in this sector than older ( $V=.21$ ). A possible explanation for this variation is that CWY's increased emphasis on development education in recent years has encouraged more of the newly returned and therefore relatively younger participants to seek employment in direct development activities. A detailed examination of CWY's influence on former participants' current occupation is presented in a later section.

Among employed respondents, only slightly more were in white collar occupations (57 per cent) than were blue collar workers (43 per cent). It is likely that this ratio will shift substantially in favour of white collar occupations, however, as younger former

participants currently involved in short-term unskilled jobs move on, and as the very large proportion of student respondents studying toward white collar employment enters the work force.

Summary. The data indicate that about one-third of former participants can be expected to study toward or work in occupations that have direct social development application. The majority of these participants will be interested in development occupations involving the applied social sciences.

The majority of the remaining participants are likely to work in a wide variety of white collar occupations. A small percentage (20 per cent at ) will enter a range of occupations in the blue collar etc. (This is based on the 10 per cent of all respondents who currently are working in the trades, in addition to the 2 per cent who are primary producers.) Thus, although former participants are strongly biased toward university study and white collar careers, it appears that their CWY experience and perspective potentially will be available to a broad range of Canadians.

### 3. What Have They Done Since Leaving CWY?

This section provides information on former participants' post-CWY activities. It focuses on their school return, language studies, further travel, and involvement in development-related activities and/or organizations.

School Return. Most participants returned to school after CWY (79 per cent). Of these, a majority (64 per cent) have not yet completed one extended program of study (as noted above, a large proportion of respondents currently are in school). Some 13 per cent, however, have finished one course, 11 per cent are part-way through a second major program. Only 1 per cent have finished two extended courses of study. Generally, participants feel it important to continue formal education after CWY: a high proportion of respondents (45 per cent) suggested that effective education required a combination of experiential learning and schooling.

Language Studies. A large majority of former participants (63 per cent) studied another language after CWY. Of these participants, 43 per cent studied either French or English, 18 per cent studied another European colonial language (primarily Spanish), and 4 per cent studied a non-European indigenous language. A surprising 27 per cent studied two languages (primarily French or English and Spanish), while 6 per cent studied three or more. Clearly, former participants have developed a high interest in language learning.

With respect to the major Canadian languages, it is interesting that 29 per cent of Anglophones studied French after CWY, while 20 per cent of Francophones studied English. Francophones were considerably more likely to have studied another European colonial language (16 per cent vs. 9 per cent of all Anglophone respondents), probably because those who did so already were proficient in English. One may reasonably assume that those who studied more than one language included the other official language among them, however, and this brings the overall proportion of Anglophones who studied French to 48 per cent, and that of Francophones who studied English to 42 per cent. Again, the difference mainly reflects pre-existing competence, or skills already developed during the CWY year. As will be discussed below, however, Anglophones tend to leave the program with a greater interest in learning the other official language than do Francophones: it is also evident that many of the latter follow through a new interest in Latin America.

Further Travel. Nearly one-half of the respondents (42 per cent) travelled internationally after CWY. Of these, a majority returned to the Third World: most to vacation (65 per cent), some to work (14 per cent), a few to study (2 per cent) and the remainder (20 per cent) to do some combination of vacation, study or work. It appears that former participants' post-CWY travel interests continue to set them apart from Canadian youth in general.

Involvement in Development-Related Activities. An important goal of CWY is that the experience will encourage former participants to become involved in development-related activities on their return to Canada. While many activities can be considered "development-related" (reading a development journal, for example), this study focused on participant involvement in organized activities -- thus, information was gathered about their post-CWY involvement in international, community improvement and political organizations and/or activities.

It was found that one-third of the respondents (32 per cent) had been involved in an international organization and/or activity since CWY. Most had been active in only one organization (20 per cent), some 10 per cent were in two activities and a few (2 per cent) in three or more. The majority of these activities or organizations were non-governmental (52 per cent) as opposed to government (32 per cent) or church-sponsored (10 per cent). The type of 7 per cent could not be determined. Some of the frequently mentioned organizations included: OXFAM, Amnesty International, Cross-cultural Learner Centres and various refugee support groups.

In examining the specific ways former participants have been active, information on six aspects of organizational involvement was gathered: membership, volunteer work, work as a paid staff member, monetary contributions, attending meetings and receiving publications or information. The respondent distribution among these categories for international organization involvement was as follows:



Membership	15 (per cent)
Volunteer work	19
Paid staff member	4
Monetary contributions	12
Meeting attendance	21
Receipt of Information	23

That few participants had been paid staff members appears reasonable given the youth and consequent lack of job skills of most respondents. It is noteworthy, however, that the proportions of respondents who committed personal resources (volunteer work, monetary contributions, meeting attendance) are as high or higher than those who were involved more passively (for example, membership).

With respect to community improvement activities, slightly more participants (38 per cent) had been involved. Again, most had been active in one organization (22 per cent); some 12 per cent were in two, and 4 per cent in three. The majority of participants supported non-governmental community improvement activities (59 per cent) rather than government (33 per cent) or church-sponsored activities (6 per cent), although the lines are difficult to draw in many cases where support is mixed. Typically, participants were involved in day care centres, community recreation programs and groups working with the mentally and/or physically handicapped.

Participants involved in community improvement organizations also tended to participate in active ways: 19 per cent contributed time and energy as volunteers, and 15 per cent attended meetings; but 16 per cent who had become members of an organization and 14 per cent received information or publications. A further 6 per cent had

donated money and a surprising 13 per cent had worked as paid staff.

It is interesting that the staff functions tended to be exercised in governmental organizations. Although only 33 per cent of respondents had been active in government organizations, 65 per cent of all those who had worked as staff had done so in this kind of organization. (A substantial proportion of these respondents, though not a majority, had worked in Katimavik<sup>2</sup>, generally as group leaders.) This suggests that CWY may not only stimulate an interest in development, but may also familiarize participants with the skills needed in government program administration.

Relative to participant involvement in international and community improvement activities, fewer participants (27 per cent) had been politically active since returning from CWY. Of these, the great majority were involved in one activity or organization (20 per cent); some 5 per cent in two, and one per cent in three.

Slightly more than half of those politically involved had been active in some way with a political party (52 per cent); most of the remainder participated with a pressure or interest group (42 per cent - this includes labour unions). Some 4 per cent were in other political activities (including demonstrations). The intent of organizations mentioned by 2 per cent could not be determined.

As reflected in choice of political party involvement, no definitive political leaning among participants emerged: respondents were active with virtually all the political parties in Canada. Some of the more frequently mentioned interest or pressure groups included labour unions, human rights and feminist organizations and

environmental protection groups.

Participants appear to have been rather more passively involved in politics than in international or community improvement activities: the proportion of respondents indicating political involvement through membership (15 per cent) and receipt of information (15 per cent) was higher than for more active forms of involvement (voluntary work: 13 per cent; monetary contribution: 7 per cent; paid staff member: 2 per cent). The majority of respondents who were members of a political organization had joined a political party.

An index of total development-related organizational involvement was constructed to gather an impression of respondents' overall participation in these activities since their return from CWY (see Appendix F for an explanation of the construction of this index). It was found that a majority (61 per cent) had at least some involvement in international, community improvement or political activities since CWY.

An examination of respondents' total development-related involvement with respect to a number of background variables (as outlined in Section 1) yielded some interesting findings. In general, participant background characteristics do not much affect their post-CWY development involvement. Thus, younger respondents are as likely to be involved after CWY as older ones, those from the West are comparable to those from Ontario, and so on. This is probably the result of CWY's selection procedures operating rigorously enough within socio-demographic categories to choose respondents according to

their personal qualities. It was found, however, that Anglophones tended marginally more than Francophones either to be much involved or not involved at all.

Current Activities. Respondents were asked to provide information on their current activities, in particular, regarding the level and type of their organizational involvement and how they use their leisure time.

In general, former participants are involved in a number of organizations: only 17 per cent were not involved in any organization, whereas 50 per cent were in one to three organizations and some 31 per cent were in four or more. A very active 5 per cent were involved in eight or more.

It is important that when respondents were asked to indicate the type of organization in which they were currently most involved, nearly one-quarter (23 per cent) specified a development-related organization: (labour union: 3 per cent, political organizations: 5 per cent, community improvement organizations: 8 per cent, international organizations: 7 per cent). Although good figures are not available, this is certainly far above the Canadian norm. The largest single category in which respondents were most active was recreational organizations (23 per cent). Two other popular categories were informal clubs and youth or student organizations.

Respondents were also asked to indicate the two ways they spent most of their leisure time. The vast majority (84 per cent) indicated two recreational pursuits. Another 15 per cent indicated

one recreational activity and one involving public service, and only one per cent reported two public service activities. It is obvious that while former participants are more involved in development-related organizations than are most young Canadians, they still tend to spend most of their leisure time in recreative rather than altruistic pursuits.

It should be noted, however, that many respondents wrote in to say that they had little spare time - these being mostly students - and that they used such spare time as they could find to counter the demands of student life. Thus, when questioned how they would use more leisure time, the ratio between recreational and public service activities evened somewhat: 70 per cent mentioned a recreational activity and 30 per cent a public service one. #

Summary. The data indicate that if past trends continue, most former participants will continue their formal education after CWY. Some two-thirds will study a second language. Within four years of leaving CWY, one-half of the participants can be expected to travel internationally again, and one-half of these will return to the Third World.

Nearly two-thirds are likely to have at least some involvement in a development-related organization and/or activity. The great majority of participants will be active in a variety of organizations, although one-quarter will be most active in organizations that are development-oriented. Most participants will spend their leisure time in recreational rather than public service activities.

#### 4. Did CWY Influence What They Have Done?

An important concern of this study was to assess the influence of CWY on a number of participants' post-CWY activities. Of particular interest was CWY's effect on the participants' choice of educational and/or occupational specialization, and on their level of involvement in development-related activities. Information was also gathered on CWY's influence on their language studies and international travel. Overall, the results show clearly that former participants believe CWY's influence on these activities has been substantial.

Educational Specialization. Most respondents returned to school after CWY, and most of these (62 per cent) considered CWY to have had at least some influence on their decision. A greater proportion (71 per cent) felt CWY had influenced the direction of their studies, and 20 per cent ascribed very much influence to CWY in this choice of specialization. Both of these effects were stronger among respondents from the later years (V, VI, and VII), when the program focus was officially development education, than for those from Year IV when the program focus was still personal growth ( $V=.12$  and  $.17$ , respectively.) Further, it appears that this influence is consistent with program goals: those respondents studying in development-related disciplines tended more than others to ascribe much influence to CWY in their choice of specialization. The proportions claiming very little or no CWY influence on their choice were important among those who studied in the following fields:

trades (69 per cent), personal service (100 per cent), arts (35 per cent), law (50 per cent), natural sciences (39 per cent), education (33 per cent), and management (57 per cent). Conversely, those who ascribed at least some influence to CWY made up high proportions of those who specialized in the following disciplines: health services (88 per cent), social services (77 per cent), social sciences (80 per cent), social sciences with direct development applicability (94 per cent), and languages (86 per cent).

Occupational Specialization. An even larger majority of participants (80 per cent) felt that their occupational plans were affected by CWY. The distribution of these plans previous to CWY among all respondents in the more important categories was as follows:

Undecided	60 (per cent)
Teaching	6
Social services	6
Information arts	5
Health services	4
Social sciences	3
Social science - development	2
Agricultural sciences	3
Technical or Engineering	2

When these distributions are compared with participants' current occupational plans, the most striking difference is the decline in the undecided category: only 38 per cent are now undecided, as would be expected given that some have been out of the program for several years. It is also striking that the occupations receiving more

interest are congruent with CWY's goals: a substantial proportion of respondents moved toward social development occupations (health services: up 2 per cent; social services: up 3 per cent) or, most notably, social science occupations having direct development applicability (up 3 per cent). Other categories receiving increased attention were the information arts (up 3 per cent), independent business (up 2 per cent) and farming and fishing (up one per cent). Slight increases were reported for law, management and personal service. Some 3 per cent indicated that their current plans focused on completing their formal education. The only category to suffer a substantial decline was teaching (down 2 per cent). The reason for this is not readily apparent: it may be that participants simply have had more opportunity to examine previously unknown occupational possibilities and have chosen one of these over their prior interest in teaching.

Again, it was found that CWY's affect on occupational plans was significantly greater among development education year respondents than for those from Year IV ( $V=.17$ ). Thus, not only has the absolute amount of CWY influence on occupational specialization increased since the adoption of development education as program focus, but also the consequence of this influence has been supportive of CWY goals: more recently returned participants have chosen both development-related occupations and courses of study than have Year IV participants.

On the following pages, Table II breaks down current occupational plans by the reported influence upon them of CWY. The underlined row percentages highlight those occupations where those who



TABLE II: CURRENT OCCUPATIONAL PLANS BY COWY INFLUENCE ON OCCUPATIONAL PLANS

CROSS TABULATION OF CURRENT OCCUPATIONAL PLANS 112 BY OCCINF COWY INFLUENCE ON OCCUPATIONAL PLANS 113

W

OCCNOW	COUNT	VERY LIT SOME	CONSIDER	VERY MUC	ROW	
	COL PCT	TLE	ABLE	H	TOTAL	
	1.1	2.1	3.1	4.1	5.1	
UNDECIDED	0	25	77	85	36	244
	10.2	8.6	31.6	34.8	14.8	37.1
	30.5	32.8	39.9	41.9	31.0	
	3.8	3.2	11.7	12.9	5.5	
CLERICAL	1	0	0	1	0	1
	0.0	0.0	0.0	100.0	0.0	0.2
	0.0	0.0	0.0	0.5	0.0	
	0.0	0.0	0.0	0.2	0.0	
TRADES	2	6	5	1	0	12
	50.0	0.0	41.7	8.3	0.0	1.8
	7.3	0.0	2.6	0.5	0.0	
	0.9	0.0	0.8	0.2	0.0	
PERSONAL SERVICE	3	2	0	1	0	5
	40.0	40.0	0.0	20.0	0.0	0.8
	2.4	3.1	0.0	0.5	0.0	
	0.3	0.3	0.0	0.2	0.0	
HEALTH SERVICES	4	5	11	12	8	41
	12.2	12.2	26.8	29.3	19.5	6.2
	6.1	7.8	5.7	5.9	6.9	
	0.8	0.8	1.7	1.8	1.2	
SOCIAL SERVICES	5	7	16	22	10	59
	11.9	6.8	27.1	37.3	16.9	9.0
	8.5	6.3	8.3	10.8	8.6	
	1.1	0.6	2.4	3.3	1.5	
SOCIAL SCIENCES	6	1	6	4	4	16
	6.3	6.3	37.5	25.0	25.0	2.4
	1.2	1.6	3.1	2.0	3.4	
	0.2	0.2	0.9	0.6	0.6	
COLUMN TOTAL	82	64	193	203	116	658
TOTAL	12.5	9.7	29.3	30.9	17.6	100.0

(CONTINUED)

CROSS TABULATION OF CURRENT OCCUPATIONAL PLANS 112 BY OCCINF CWY INFLUENCE ON OCCUPATIONAL PLANS 113

OCCNOW	OCCINF					ROW TOTAL
	COUNT	VERY LIT	SOME	CONSIDER	VERY MUC	
ROW PCT	INONE	TLE		ABLE	H	
TOT PCT						
7.	1.1	2.1	3	4	5	60
SOC. SCI. -DEVELOP	1.7	1.7	28.3	36.7	19	9.1
	1.2	1.6	8.8	10.8	16.4	
	0.2	0.2	2.6	3.3	2.9	
8.	8	10	14	10	8	50
INFORMATION ARTS	16.0	20.0	28.0	20.0	16.0	7.6
	9.8	15.6	7.3	4.9	6.9	
	1.2	1.5	2.1	1.5	1.2	
9.	1	0	0	0	1	4
TRANSLATION	25.0	0.0	0.0	50.0	25.0	0.6
	1.2	0.0	0.0	1.0	0.9	
	0.2	0.0	0.0	0.3	0.2	
10.	1	1	3	4	3	12
LAW	8.3	8.3	25.0	33.3	25.0	1.8
	1.2	1.6	1.6	2.0	2.6	
	0.2	0.2	0.5	0.6	0.5	
11.	3	1	2	7	4	17
TECH. OR ENG.	17.6	5.9	11.8	41.2	23.5	2.6
	3.7	1.6	1.0	3.4	3.4	
	0.5	0.2	0.3	1.1	0.6	
12.	0	1	0	1	0	2
NAT. SCIENCES	0.0	50.0	0.0	50.0	0.0	0.3
	0.0	1.6	0.0	0.5	0.0	
	0.0	0.2	0.0	0.2	0.0	
13.	1	2	5	5	4	17
AG. SCIENCES	5.9	11.8	29.4	29.4	23.5	2.6
	1.2	3.1	2.6	2.5	3.4	
	0.2	0.3	0.8	0.8	0.6	
COLUMN TOTAL	82	64	193	203	116	658
TOTAL	12.5	9.7	29.3	30.9	17.6	100.0

(CONTINUED)

CROSS TABULATION OF CURRENT OCCUPATIONAL PLANS I12 BY OCCINF CBY INFLUENCE ON OCCUPATIONAL PLANS I13

OCCNOW	COUNT ROW PCT COL PCT TOT PCT	OCCINF				ROW TOTAL
		VERY LIT TLE	SOME	CONSIDER ABLE	VERY MUC H	
14. TEACHING	4 15.4 4.9 0.6	3 11.5 4.7 0.5	9 34.6 4.7 1.4	5 19.2 2.5 0.8	5 19.2 4.3 0.8	26 4.0
15. MANAGEMENT	6 31.6 7.3 0.9	4 21.1 6.3 0.6	6 31.6 3.1 0.9	3 15.8 1.5 0.5	0 0.0 0.0 0.0	19 2.9
16. MANAGE.-INTERNAT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 0.5 0.2	1 50.0 0.5 0.2	0 0.0 0.0 0.0	2 0.3
17. CIVIL SERVICE	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.0 0.3	0 0.0 0.0 0.0	2 0.3
18. SALES	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.5 0.2	0 0.0 0.0 0.0	1 0.2
19. INDEP. BUSINESS	1 9.1 1.2 0.2	3 27.3 4.7 0.5	2 18.2 1.0 0.3	3 27.3 1.5 0.5	2 18.2 1.7 0.3	11 1.7
20. FARMING-FISHING	2 20.0 2.4 0.3	2 20.0 3.1 0.3	3 30.0 1.6 0.5	1 10.0 0.5 0.2	2 20.0 1.7 0.3	10 1.5
COLUMN TOTAL	82 12.5	64 9.7	193 29.3	203 30.9	116 17.6	658 100.0

(CONTINUED)

CROSS TABULATION OF CURRENT OCCUPATIONAL PLANS I12 BY OCCINF CWY INFLUENCE ON OCCUPATIONAL PLANS I13

OCCNOW	COUNT	OCCINF				ROW TOTAL
		VERY LIT	SOME	CONSIDER	VERY MUC	
COL PCT	ROW PCT	TLE	ABLE	H		
22. RETURN TO SCHOOL	20.0	20.0	20.0	0.0	40.0	0.8
23. FINISH SCHOOL	13.0	4.3	34.8	30.4	17.4	3.5
24. REJECT CAREER	14.3	0.0	28.6	14.3	42.9	1.1
27. OTHER	25.0	8.3	41.7	16.7	83	1.8
COLUMN TOTAL	82	64	193	203	116	658
	12.5	9.7	29.3	30.9	17.6	100.0

CRAMER'S V = 0.21259  
 KENDALL'S TAU B = -0.02210 SIGNIFICANCE (2-TAILED) = 0.3736  
 ETA = 0.09990 WITH OCCNOW DEPENDENT \* 0.29885 WITH OCCINF DEPENDENT  
 PEARSON'S R = -0.04664 SIGNIFICANCE = 0.1161  
 NUMBER OF MISSING OBSERVATIONS = 67

aspire to them ascribe either more or less CWY influence on their choice than is normal. It is worth noting, first, that many of those who are now undecided about their occupational plans ascribe much influence to CWY. This does not mean that they changed their plans drastically or that they have altered their specialization of studies (note that students also answered this question). Rather, in most cases, CWY has led them to question the precise direction of their plans; for example, those planning a career in nursing may now be considering work in the Third World or in northern communities. In other cases, of course, and particularly among recently returned participants, the CWY experience has led to the abandonment of former plans and to current indecision. Among those with firm occupational plans, the same pattern noted with respect to educational specialization holds. That is, those who have shifted towards occupations with development applicability tend to ascribe much influence to CWY. It is also interesting to note that relatively high proportions of those planning careers in technology or engineering and in agricultural sciences ascribe much influence to CWY: it is likely that these respondents intend to work in developing countries, and are equipping themselves with hard, useful skills. In general, CWY's influence is thought to have been great, and it has obviously moved participants in directions congruent with the organization's goals.

Language Studies and Further Travel. CWY appears to be very influential in encouraging participants to study languages. Of the 63 per cent of all respondents who studied a language after CWY, nearly

one half (45 per cent) felt CWY had contributed very much to their decision, and a further 29 per cent rated CWY's influence as considerable. Although somewhat less pronounced than for educational and occupational specialization, CWY's influence on language study has also tended to increase: marginally significant differences in this area were found between the development education year respondents and Year IV respondents ( $V=.12$ ).

It is worth noting that CWY's effects on language studies were perceived most strongly by Anglophone respondents, of whom 81 per cent felt it had been of considerable or very much influence in their decision to study another language. Among Francophones, the comparable figure was 59 per cent ( $V$ , overall,  $=.29$ ). This suggests, as do other data, that the effect of CWY's bi-ethnic groups is most pronounced among Anglophones, who tend to have had less exposure to the other major Canadian culture than the Francophones.

As might be expected, participants also judged CWY to be important in deciding to travel again to the Third World: a large majority of respondents (71 per cent) who travelled to a developing country after CWY rated CWY's influence on their decision to do so as either very much (47 per cent) or considerable (24 per cent).

Involvement in Development-Related Activities. Generally, it appears that CWY has stimulated former participants to become involved in development-related activities on their return to Canada. The response to question V6 indicates that a majority (51 per cent) of respondents feel they now are more involved in international

activities than they were prior to CWY; 36 per cent have increased their involvement in community improvement activities; and 42 per cent report more political involvement. In addition, a large majority (69 per cent) feel they have increased their involvement with other cultures.

A substantial proportion of respondents, however, indicated that their level of involvement in all four activity areas is the same now as before CWY (international: 42 per cent; community improvement: 51 per cent; political: 47 per cent; cultural: 28 per cent). This is due not only to a real lack of CWY effect, but also to CWY selection criteria which may have tended, especially in later years, to favour already highly involved Canadian youth.

Summary. It is clear that CWY has considerable influence on certain of the participants' post-CWY activities, most notably on their interest in second language learning, further travel to the Third World and choice of studies and occupation. Of particular note is that the level of CWY influence on these activities has increased significantly since development education became more central to the program. Further, this influence generally is consistent with CWY's goals.

## 5. Did CWY Change Them?

This section reports on how participants perceived themselves to have changed as a result of their CWY experience. The information elicited focused on changes in personal qualities (such as self-confidence), in interpersonal skills, and in their views on the causes of underdevelopment.

Personal Change. A major set of questions, IIII, A to J, comprised items reflecting CWY's personal, intercultural, and developmental goals. Three items, A, B, and C, refer to personal qualities that CWY hopes to increase among the participants, and the responses to these items indicate that former participants overwhelmingly feel they benefited greatly as individuals from their CWY experience. A very large majority of respondents reported that their self-confidence, independence and self-knowledge increased through CWY (81, 85, and 94 per cent respectively.

It is apparent that CWY greatly assists Canadian youth to clarify and understand their own attitudes and skills, and their personal strengths and weaknesses: virtually no respondents felt the experience had decreased their knowledge of themselves. A small number of respondents, however, indicated that their self-confidence and sense of independence was lower now than prior to CWY. In an attempt to isolate factors that might contribute to this, an examination was made of the 46 respondents who felt their self-confidence had decreased during CWY. The results of this analysis, while inconclusive, suggest that neither participant



background characteristics nor the level of leadership skills of the Canadian group leader and co-ordinator, (as rated by the respondents in question VII), are particularly important in contributing to a decrease in self-confidence during CWY. It seems that other factors, either not examined or not tapped by the questionnaire, are at work here. If anything, these results point to the effectiveness of CWY's participant selection procedures: it appears that CWY generally is able to screen out those candidates whose personal experience during CWY might be negatively influenced by poor leadership.

Intercultural Change. Four statements (E, H, I, and J) in question IIII refer to CWY's intercultural goals. Overall, the response to these items indicates that CWY has contributed substantially to the interest in and understanding of other cultures and languages among Canadian youth: the great majority of respondents (88 per cent) indicated that their desire to work or be with people of other cultures was at least somewhat higher than before CWY. In addition, some 79 per cent felt their interest in other languages was at least somewhat higher now.

CWY appears to be particularly successful in promoting an appreciation of Canadian cultures and languages skills: nearly all respondents (94 per cent) felt their understanding of the different cultures in Canada had increased during CWY. Some 66 per cent reported that their interest in learning the other official language had now increased. (A more detailed analysis of CWY's effect on

Canadian cultural understanding and language skills follows in Chapter VI.)

Intercultural Skill Change. In addition to increasing participants' interest in other cultures and languages, CWY hopes to encourage their ability to interact with other cultures. In the questionnaire, an index of intercultural skill change (question III3a) contains nine items that current research suggests are critical to successful intercultural interaction (Ruben and Kealey, 1977 - this index was adapted after Adler, 1980). The respondents were asked to judge how much they felt their skill level for each item had increased or decreased while in CWY. It was found that nearly all respondents (92 per cent) believed their ability for all the skill statements had increased at least somewhat during CWY (Appendix F). (For more details on this construction of this index, see Chapter IV.)

It is noteworthy that a large majority of respondents judged that their ability to speak the other Canadian language had improved during CWY: 72 per cent indicated their Canadian language skills had increased either very much (40 per cent) or somewhat (31 per cent). As will be discussed below, this effect was particularly pronounced among Francophones.

It is apparent that participants overwhelmingly believe that CWY does increase intercultural skills. From this conclusion, two questions follow: first, how much are participants currently using their intercultural skills, and second, if they are not using them, why not?

Intercultural Skill Use. Part b of question III3 asked respondents to judge how much they currently were using their intercultural skills. Only two of the ten skill statements presented were coded individually (A, J). The scores for the remaining eight items were summed to give an overall measure of current intercultural skill use. The index has a possible range of 8 to 40. The results suggest that participants are moderately using their intercultural skills: the mean score for this summary measure was 31. The response to item A of question III3b (to what extent are participants currently using their ability "to work and/or be with people of other ethnic or cultural backgrounds") supports this assessment: nearly one-half of the respondents indicated that they only occasionally (33 per cent) or rarely (15 per cent) used their skills. Thus, while most participants increased their intercultural skills during CWY, substantially fewer are able to make optimal use of their new abilities after the program. Overall, it appears that the intercultural experience and talents of former participants are under-used.

Item J of question III3b examined former participants' current use of the other Canadian language. Generally, the response suggests that a substantial proportion in positions demanding the use of their bilingual ability: nearly 40 per cent of all respondents currently use the other language either frequently (22 per cent) or always (17 per cent), compared with 34 per cent who rarely or never use it. Some 28 per cent felt they occasionally use the other language.

Not surprisingly, a large difference was found in the use of

the other language between Anglophone and Francophone participants (V=.36): the French tend to use English more often than the English use French (see Table III). However, the proportion of Anglophone participants using French either frequently or always (29 per cent) suggests that they are more inclined and/or able to be in bilingual situations than the average English-speaking Canadian youth, since this proportion is well above the norm for Canada. It appears that the interest in and use of the official Canadian languages generated during CWY tends to be continued after the program.

Obstacles to Skill Use. Question III4 asked participants to describe what obstacles they believed hindered the use of the skills and experience they gained while in CWY. A majority of respondents (52 per cent) felt that situational factors were to blame. Among the most mentioned of these were: a particular job or course of study that either did not permit or demand the use of their skills, and a place of residence that limited the opportunity for intercultural interaction (in order, for example, to practice French or English). Some 20 per cent felt there were no obstacles: all that was necessary was the will to apply their new abilities. A similar number of respondents (16 per cent) admitted that this was their major problem - they simply lacked the motivation or confidence to apply their skills. A further 6 per cent suggested that the abilities acquired during CWY were inapplicable in their Canadian situation - that they were unique to CWY and not transferable. A few respondents (3 per cent) indicated that a lack of jobs demanding these skills was their

TABLE III: USE OF THE OTHER CANADIAN LANGUAGE BY LANGUAGE SPOKEN MOST AT THE TIME OF APPLICATION TO CWY

..... C R O S S T A B U L A T I O N O F .....  
 SKILLU2 USE OF OTHER CANADIAN LANGUAGE III3BJ BY LINGGRP LANGUAGE SPOKEN MOST .....

SKILLU2	LINGGRP		ROW TOTAL
	ENGLISH	FRANCH	
NEVER	82	5	87
	94.3	5.7	12
	17.3	2.7	
	11.9	0.7	
	120	25	145
	82.8	17.2	21.0
	23.4	11.5	
	17.4	3.6	
	135	57	192
	70.3	29.7	27.8
	28.5	26.1	
	19.6	8.2	
	88	61	149
	59.1	40.9	21.6
	18.6	28.0	
	12.7	8.8	
ALWAYS	47	70	117
	40.2	59.8	16.9
	9.9	32.1	
	6.8	10.1	

COLUMN 473 218 691  
 TOTAL 68.5 31.5 100.0

CRAMER'S V = 0.36239  
 KENDALL'S TAU B = 0.31877 SIGNIFICANCE (2-TAILED) = 0.0  
 ETA = 0.35154 WITH SKILLU2 DEPENDENT = 0.36239 WITH LINGGRP DEPENDENT  
 PEARSON'S R = 0.35153 SIGNIFICANCE = 0.0000  
 NUMBER OF MISSING OBSERVATIONS = 34

major problem. Notably, only one per cent stated that they had not learned any skills during CWY.

Overall, it appears that most participants could and would apply their newly-acquired skills if given the opportunity. Since former participants represent a considerable pool of apparently under-used interculturally-skilled talent, CWY should consider developing means to encourage the optimal use of these skills. In particular, anything that would assist participants to market their skills would be useful. Some possibilities might include: on-going public relations work about CWY among potential employers, ensuring that CWY Regional Offices maintain up-to-date lists of organizations which might have jobs requiring these skills, and continuing to lobby for formal accreditation of the CWY program among the Provincial Departments of Education.

Developmental Change. The responses to two items (D, F) in question IIII indicate that CWY has also increased the participants' interest in development: most respondents judged their interest in international development and/or politics to be either much higher (63 per cent) or somewhat higher (30 per cent) now than prior to CWY. As well, 78 per cent felt their interest in Canadian development and/or politics had also increased.

Change in View of the Causes of Underdevelopment. A CWY goal that has received increased emphasis in recent years is to bring participants to a broader understanding of the causes of

underdevelopment and of development strategies. In the questionnaire, a major index (question III7) was designed to assess the change of views of participants, as a consequence of their CWY experience, of the causes of underdevelopment. Question III7 contains ten statements that reflect two current and quite different theories on the causes of underdevelopment. Three items (B, H and I) refer to "dependency" theory (underdevelopment as a consequence of the manipulated dependency of the Third World on developed countries) and the remainder refer to "endogenous" theory (underdevelopment as the result of internal deficiencies within the country). Two changes in views were measured: first, the participants absolute shift in view on the causes of underdevelopment (which provides a general indication of the amount of CWY's influence in this goal area) and second, the direction of shift (whether participants tended to change toward the dependency or endogenous perspective). (See Appendix F for the construction of these indices.)

The experience seems to be responsible for a considerable shift in views of the causes of underdevelopment: only one per cent of all respondents indicated that their views did not change. The largest shift in view was toward dependency theory: nearly all respondents (89 per cent) felt that item B ("The control of international trade by the developed countries") was now more important as a cause of underdevelopment than they thought prior to CWY. Similarly, 83 per cent judged that item H ("Political and economic dependence on foreign countries") and 69 per cent that item I ("past colonial domination") were now more important.

However, respondents also showed good support for endogenous theory: for example, a large majority felt that items A ("Poor leadership and economic planning" - 71 per cent) and G ("Internal political instability" - 72 per cent) were now more important as factors in underdevelopment than they had thought prior to CWY. Overall, with the exception of item F ("Not enough use of western organizational methods"), a majority of respondents increased their support for all the endogenous items. Thus, while most participants strongly adopted dependency theory to explain underdevelopment, they also came to believe that endogenous factors, as well, contribute substantially to a country's lack of progress.<sup>3</sup> These results suggest that CWY is able to encourage among Canadian youth a more comprehensive and sympathetic understanding of underdevelopment. (The changes in participants' views on the causes of underdevelopment are further elaborated in Chapter VI).

Most Important CWY Effect. Table IV presents the distribution among respondents of CWY's most important effect (as reported in question III2). Again, the choice of items reflects the three major goal categories of CWY, for respondents were to select one item from those given in question III1. It was found that CWY's most important effect for the majority of participants was personal: 62 per cent selected either self-confidence (17 per cent), independence (11 per cent) or self-knowledge (33 per cent). Some 14 per cent selected an intercultural item and 20 per cent chose a developmental one: 17 per cent selected item D, "My interest in international



TABLE IV: DISTRIBUTION OF MOST IMPORTANT CWY EFFECT

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)	
NA	0	5	0.7	0.7	0.7	
A-SELF CONFIDENCE	1	122	16.8	17.4	18.1	
B-INDEPENDENCE	2	76	10.5	10.9	29.0	
C-SELF-KNOWLEDGE	3	235	32.4	33.6	62.6	
D-INT. IN INTERNAT.	4	119	16.4	17.0	79.6	
E-DESIRE INYERULT.	5	52	7.2	7.4	87.0	
F-INT. IN CDN. DEV.	6	18	2.5	2.6	89.6	
G-MATERIAL GOODS	7	24	3.3	3.4	93.0	
H-OTHER CDN. LANG.	8	11	1.5	1.6	94.6	
I-INTEREST-LANGS.	9	10	1.4	1.4	96.0	
J-CANADIAN CULTURES	10	28	3.9	4.0	100.0	
MULT. RESP.-OTHER	17	17	2.3	MISSING	100.0	
NR	19	8	1.1	MISSING	100.0	
TOTAL		725	100.0	100.0		
MEAN		3.499	MEDIAN	3.126	MODE	3.000
STD DEV		2.178				
VALID CASES		700	MISSING CASES	25		

development and/or politics," as CWY's most important effect.

When the strongest reported CWY effects were collapsed into CWY's three goal categories and examined by the respondents' background characteristics, some differences were found for year of CWY exchange, region, and surprisingly, the number of languages spoken in the home.

Year VII respondents tended to select intercultural items as their strongest CWY effect, while respondents from Year VI were inclined toward developmental items. Although these relationships are very weak ( $V$ , over all categories,  $=.07$ ), they do suggest a lessening of the influence of development education in the program. It may be worthwhile for CWY to look closely at program changes made between Year VI and VII in an effort to isolate possible reasons for this difference in CWY effect. (Areas deserving scrutiny might include: participant and group leader selection, the type of projects developed, and the kind and/or amount of development education done during the program.)

It is also interesting that Atlantic region respondents were more likely to chose a personal item as CWY's major effect than were respondents from other regions. While this relationship is not strong ( $V$ , over all categories,  $=.07$ ), it is conceivable that CWY selection criteria are being applied somewhat differently in the Atlantic than in other regions - a possibility which CWY might wish to examine.

Unexpectedly, it was found that respondents who spoke another language in the home (other than French or English) tended to report significantly more personal items as CWY's strongest effect

than did other respondents (V, over all categories, =.13). The main reason for this is not immediately clear: it may be that their multi-lingual experience has already prepared them for some of the intercultural and developmental effects that make such a large impression on other participants during CWY. Then too, their multi-lingual talent was probably highly valued during CWY; a fact that perhaps helped to increase the personal impact of their experience.

Summary. CWY participants overwhelmingly report beneficial personal change as a result of the experience. A few do not, but the factors making for a negative personal experience are obscure. Participants' interest in other cultures and their intercultural skills, particularly in the field of languages, were felt to be much increased through the program. However, the use of these skills was somewhat restricted, primarily by situational obstacles which are likely, in most cases, to be short-lived. In other cases, CWY itself might help by intensifying its efforts to promote awareness among employers and educational institutions of the skills typically acquired by participants.

Respondents indicated that their views of the causes of underdevelopment had changed substantially. The largest shift had been towards the dependency theory of underdevelopment; that is, one which emphasizes the detrimental effects of First World influence upon the Third. However, while most participants appear to have assimilated certain of these tenets, they have not lost sight of the

importance of endogenous factors (population increase, poor leadership, etc.) in retarding progress in less-developed countries.

For most respondents, the key CWY effect was personal: their self-confidence, independence, self-knowledge had increased. However, significant minorities indicated that changes in their intercultural and developmental awareness had been the most important effects of CWY upon them.

## 6. What are their Attitudes Toward Development Now?

This section presents information on former participants' current attitudes toward a number of development-related issues. It focuses on participants' current views of the major causes of underdevelopment, the possibility of progress in the Third World, and on what they consider to be appropriate development strategy and tactics.

Major Causes of Underdevelopment. The former participants were asked to select, from the ten items in question III7, those statements which they now considered as the primary and secondary causes of underdevelopment. A majority (67 per cent) chose as the primary cause one of the three items reflecting dependency theory. Item A (international trade by the developed countries") was the single most frequently selected statement (37 per cent), followed by item H ("Political and economic dependence on foreign countries"), which was chosen by 23 per cent. The third dependency theory statement, item I ("Past colonial domination") was selected by a further 7 per cent. Of the endogenous theory statements, which locate the causes of underdevelopment within Third World countries themselves, two were often chosen: 15 per cent selected item A ("Poor leadership and economic planning"), and 7 per cent chose item G, ("Internal political instability"). The other five statements reflecting endogenous causes of underdevelopment were fairly evenly distributed among the remaining 11 per cent of respondents.

While these causes of underdevelopment are not independent,

the essence of each perspective is distinct in its emphasis, and it is clear that former CWY participants remain inclined to stress the interdependence of the world economy and its bias in favour of the developed nations as ~~the~~ main cause of underdevelopment, rather than to consider Third World problems as self-inflicted. This is confirmed, as well, in their choice of the second most important cause of underdevelopment: 55 per cent chose one of the endogenous items A and G, and a further 10 per cent selected a third endogenous item, D - "Too rapid an increase in population."

The first and second choices were cross-classified to form three categories of "development ideology." Of all respondents, 43 per cent strongly supported dependency theory by choosing two of these items as the primary and secondary causes. Only 20 per cent sided completely with the endogenous viewpoint by choosing two of the seven items reflecting it. A further 38 per cent were mixed, choosing one item from each perspective.

An examination of these three categories of respondent produced some interesting results. It was found that Francophones tended slightly more than Anglophones to subscribe to the dependency viewpoint (47 per cent vs. 41 per cent). Participants who were older when they began the program did so as well (52 per cent among 20-year olds vs. 39 per cent of others). More important differences were found, however, with respect to the year of the program, as Table V indicates. There is a steady decline from Year IV to Year VII in the proportion of respondents who now support endogenous theory. This decline is strongest between Year IV and Year V, the first in which

TABLE V: CURRENT VIEW OF MAJOR CAUSES OF UNDERDEVELOPMENT BY YEAR OF PARTICIPATION IN CWY

C R O S S T A B U L A T I O N O F Y E A R O F E X C H A N G E I 2

I D E O L O G Y V I E W O F M A J O R C A U S E S O F U N D E R D E V E L O P M E N T B Y Y E A R

IDEOLGY	COUNT	YEAR							TOTAL
		IFOUR 15-76	FIVE 6-77	SIX 1977-78	SEVEN 78-79	EIGHTEEN 1977-78	NINETEEN 78-79	TOTAL	
1. ENDOGENOUS PROBL	50	30	26	32	138				19.9
	36.2	21.7	18.8	23.2					
	25.9	20.7	18.3	15.0					
	7.2	4.3	3.8	4.6					
2. MIXED	78	48	43	91	260				37.5
	30.0	18.5	16.5	35.0					
	40.4	33.1	30.3	42.7					
	11.3	6.9	6.2	13.1					
3. DEPENDENCY	65	67	73	90	295				42.6
	22.0	22.7	24.7	30.5					
	33.7	46.2	51.4	42.3					
	9.4	9.7	10.5	13.0					
COLUMN TOTAL	193	145	142	213	693				100.0
	27.8	20.9	20.5	30.7					

CRAMER'S V = 0.11274  
 KENDALL'S TAU B = 0.08127 SIGNIFICANCE (2-TAILED) = 0.0142  
 ETA = 0.12678 WITH IDEOLOGY DEPENDENT. = 0.10854 WITH YEAR DEPENDENT.  
 PEARSON'S R = 0.10081 SIGNIFICANCE = 0.0040  
 NUMBER OF MISSING OBSERVATIONS = 32

the program was oriented toward development education. Since it appears the CWY experience has been critical in forming participants' views, it is reasonable to ascribe this difference to the shift in program emphasis. Conversely, there has been a rise in the proportions subscribing to dependency theory, from 34 per cent of Year IV's to 46 per cent of Year V's to 51 per cent of Year VI's. It is noteworthy, however, that this proportion then declined to 42 per cent among Year VII's. These participants did not tend to move to an endogenous viewpoint, but rather chose statements reflecting both theories. This suggests that recent program and staff changes have encouraged participants to explore and to integrate both dependency and endogenous factors as major causes of underdevelopment.

Another significant finding concerned the source of information about development. Most former participants depend on the mass media as their primary source of development information: that is, 45 per cent used newspapers, radio and television. Another 33 per cent used magazines and journals, primarily, and 22 per cent depended on discussion with friends, books, their job or studies, or other sources (mainly organizations in which they were involved). It is interesting that those using the mass media were significantly more likely than the others to subscribe to the endogenous theory (26 per cent vs. 16 per cent;  $V=.17$  overall). This suggests that those who shifted towards dependency theory during their time in CWY continue to rely on books, studies, and discussion as development information sources upon their return. As will be shown in Chapter VI, they are also more likely to become involved in development-related



organizations than are those on whom CWY had less impact,<sup>3</sup> and who return to depend on media which do not question the influence of the First World on the Third.

Possibility of Progress in the Third World. It was thought that participants' optimism or pessimism about future progress in underdeveloped countries could influence CWY goal-attainment. If one returned to Canada disillusioned and cynical about development efforts, and without hope for bettering Third World conditions, might one not simply decide that it is not worth becoming involved? Question IV1, therefore, elicited participants' opinion about the prospects of progress in the underdeveloped countries and in the exchange country.

In general, respondents tended to be more optimistic than pessimistic about the future of their exchange countries: 46 per cent were optimistic, 20 per cent were undecided, and 30 per cent were pessimistic. Those who went to Asia tended to be most optimistic about their exchange countries' prospects; those on the African exchanges were somewhat optimistic; and those who visited Latin America were inclined generally to be pessimistic. Respondents were most pessimistic about Mali, El Salvador, Haiti, Guyana, and the Gambia, and their opinions are obviously consistent with the severe difficulties that these countries are experiencing.

The respondents had no uniform opinion for the Third World as a whole: as many were optimistic as were pessimistic. As might be expected, there was an association between participants' prognosis for

their-exchange country and their view of all underdeveloped countries. This relationship, however, was weak, ( $V=.13$ ), which testifies to ex-participants' ability to discriminate. In addition, several wrote in that they could not answer such a general question, and of those who did 23 per cent were undecided. Only 12 per cent took the extreme "very optimistic" or "very pessimistic" positions.

It does not appear that these views of Third World prospects much affect involvement in development-related organizations and activities upon the return to Canada. Table VI cross-tabulates these views with the index of total organizational involvement. It indicates that the overall relationship is very weak ( $T_b=.01$ ), although the very pessimistic tend to be involved less than others (47 per cent vs. 37 per cent of all others). Those who are most involved tend to be moderately optimistic or pessimistic. Finally, a high proportion of the undecided (45 per cent) are not involved: these are probably recent returnees - former participants who have not consolidated their views and who have not found an organizational outlet for their interest in development.

Potency to Effect Change. CWY's format tends to encourage co-operation and to promote the notion that change can result from individuals acting together. Two related questions (IV4 and IV5) were designed to elicit participants' opinions on the effectiveness of the individual and the group in ameliorating major social problems. The resulting measures of group and individual potency were derived by summing responses to the four items in each question. The range of

TABLE VI: ORGANIZATIONAL INVOLVEMENT BY ATTITUDE TOWARDS THIRD WORLD DEVELOPMENT PROSPECTS

\*\*\*\*\* C R O S S T A B U L A T I O N O F O P T I M I S M A B O U T 3 R D W O R L D I V 1 \*\*\*\*\*  
 INVTOHTL ORG. INV. INDEX SPLIT INTO THIRDS BY OPTGEN OPTIMISM ABOUT 3RD WORLD IV1

INVTOHTL	OPTGEN	COUNT	ROW PCT	COL PCT	EVERY OPT	FAIRLY P	UND ECIDE	FAIRLY P	VERY PES	ROW
					IMISTIC	PTIMISTI	D	ESSIMIST	SIMISTIC	TOTAL
		TOT PCT	1.	2.	3.	4.	5.			
NONE	0.	10	87	72	75	21	265			
	1.	3.8	32.8	27.2	28.3	7.9	38.1			
	2.	27.0	38.2	45.3	33.0	46.7				
	3.	1.4	12.5	10.3	10.8	3.0				
SOME	1.	9	66	37	65	13	190			
	2.	4.7	34.7	19.5	34.2	6.8	27.3			
	3.	24.3	28.9	23.3	28.6	28.9				
	4.	1.3	9.5	5.3	9.3	1.9				
MUCH	1.	18	75	50	87	11	241			
	2.	7.5	31.1	20.7	36.1	4.6	34.6			
	3.	48.6	32.9	31.4	38.3	24.4				
	4.	2.6	10.8	7.2	12.5	1.6				
COLUMN		37	228	159	227	45	696			
TOTAL		5.3	32.8	22.8	32.6	6.5	100.0			

CRAMER'S V = 0.09373  
 KENDALL'S TAU B = -0.00907 SIGNIFICANCE (2-TAILED) = 0.7886  
 ETA = 0.12132 WITH INVTOHTL DEPENDENT. = 0.02057 WITH OPTGEN DEPENDENT.  
 PEARSON'S R = -0.01826 SIGNIFICANCE = 0.3153  
 NUMBER OF MISSING OBSERVATIONS = 29

each index was from 4 to 12, with lower scores indicating higher potency.

The average score on the index of individual potency was 8.9, indicating that respondents tended to view the individual as able to affect social problems slightly less than "a moderate amount". The mean score on the group potency index was 6.6, about half-way between "a moderate amount" and "a great deal". Hence, former participants generally have confidence that group action will be more successful than individual action, although most do not feel that the individual is quite powerless. Nearly one-half suggested that individuals could moderately effect social change.

Development Strategy. Two questions examined participants' current views on aspects of development strategy: one (IV2) dealt with the general manner in which development problems should be approached, and the other (IV3) concerned the level of society towards which efforts should be concentrated.

When faced with the option of long-range scientific study or action for immediate improvements, a great majority of participants (72 per cent) favoured the latter. They generally believe that development cannot wait on lengthy analyses: either the problems are known adequately and demand action, or the time between problem examination and resource allocation must be greatly reduced.

There was no such consensus about the focus of action. Participants feel it is needed at all levels: 37 per cent were most interested in directing their energies towards problems at the

community level, 27 per cent preferred to work with international problems, 23 per cent with the concerns of individuals, and 12 per cent with national problems. The attention to the community and international levels may be due to participants' exposure to both during CWY. It is evident, though, that the program has not imposed a single focus upon participants: in so far as they will be active in development, they will work at all levels of society.

CWY's goals emphasize development at the community and international levels. Many projects are selected for their community development content, and an important theme in this field is citizen participation. In question IV6, participants were asked to rank the importance of five methods of solving community problems. Each method embodied a different degree of citizen control over local development, thus the items formed a rough scale of citizen participation (Roberts and Eyford, 1974, and Appendix F). In general, respondents favoured the high-participation tactics: 88 per cent chose the most important one as item D ("Encouraging a sense of cultural identity"), item E ("Encourage local people to organize themselves to demand solutions to their problems"), or item A ("Encourage the involvement of local people in their own community improvement program"). Further, a large majority (77 per cent) ranked a low-participation item (either B or C) as the least important tactic. Expert planning was by far the lowest ranked, as might be expected given the distrust of long-term, scientific study noted above.

Despite these general tendencies towards participatory development tactics, however, only 43 per cent of respondents scaled

the five items consistently; that is, with the high-participation items and the low-participation ones clustered separately. It appears, then, that while respondents generally favour citizen participation they are less sure what it means in practice. It is noteworthy also that the low-participation item B ("Provide information on what should be done to improve the community to all community residents") was a popular second or third choice even among those strongly inclined towards citizen participation. This suggests some possible confusion over community development theory among former participants.

Summary. Generally, the data indicate that former participants (particularly those from the more recent program years) have a view of development which is sensitive and sympathetic to the concerns of the Third World. It appears they have integrated both endogenous and dependency theoretical perspectives in their opinions about the major causes of underdevelopment.

Overall, participants are slightly more optimistic about the development prospects of their exchange countries than they are for the Third World as a whole. They are most pessimistic about the future of Latin American countries.

Most participants would prefer to act immediately to improve social conditions rather than await the conclusions of long-term study, and they believe this can best be done through group action. They are interested in working at all levels of society, and favour, in general, high-participation development strategies.

## 7. What Was it Like for Them to Come Home to Canada?

An important focus of this study was to examine the participants' readjustment to Canada. It has long been obvious to CWY that many have difficulty when they return after their CWY year, and external reports also testify to this (see, for example, Ontario Institute for Studies in Education, 1975). Hence, section II of the questionnaire is devoted to participant re-entry. Some questions probed the intensity of participants' past and present readjustment problems, the nature of these problems, and respondents' suggestions about how CWY could ease re-entry. Others gathered data to permit an investigation of the influence of the re-entry period on CWY goal-attainment.

The importance of the issue is demonstrated by answers to another question, "Was it easier or harder to readjust to Canada than it was to your CWY exchange country?" Some 36 per cent found it easier, 16 per cent the same, and fully 48 per cent said it was harder. In all, 20 per cent found it much harder to readjust to Canada. This is contrary to what might be expected based on common-sensical thinking about culture shock. Particularly if program changes to be recommended later are implemented, re-entry demands careful study.

Re-entry Coping Mode. Returning from a prolonged stay in the Third World creates stress. As outlined in Chapter III, recent research suggests that the basic way an individual copes with this stress has an enduring influence on how he applies what he has learned

while away (Adler, 1977, 1980). Two questions were designed to specify participants' "re-entry coping mode." In question II6, the items form a pessimism-optimism scale; those in question II7 constituted a passivity-activity scale. The first dimension refers to returnees' optimism about fitting back into Canada; the second refers to activity in trying to influence the views of those around them, according to what he has learned overseas. The average values on these two scales were as follows:

pessimism-optimism	-1.34
passivity-activity	1.73

These scores show that respondents tended to be slightly pessimistic and active upon re-entry.

The scale values were then used to construct four basic modes of coping with re-entry: Resocialized, Proactive, Rebellious and Alienated.

It is important to recognize that these are ideal types only. Although they do correspond somewhat with reality, they are essentially analytic constructs built for explanatory purposes. It should also be remembered that re-entry coping modes, and the questions which define the scales, refer to the first few months of re-entry. While the position adopted then may have long-term effects, it is not a permanent condition.

When the median values on each scale were taken as separation points, the respondents were distributed among the types as follows:



Resocialized	185	26 (per cent)
Proactive	143	20
Rebellious	251	35
Alienated	130	18
	<hr/>	<hr/>
	709	100 (per cent)

Obviously, as was apparent from the mean scores on the two scales, the largest group of respondents re-entered rebelliously (pessimistic-active).

When coping mode was examined by respondents' background characteristics, few interesting patterns emerged. It is noteworthy, however, that more Year IV respondents adopted a resocialized coping mode than did participants from more recent years (37 per cent vs. 21 per cent). This, as will be shown in Chapter VI, can be explained by CWY's development education focus. It appears that having more understanding of underdevelopment, particularly from a dependency theory perspective, is likely to make readjustment to Canada more difficult: participants become pessimistic about Canadian values and the possibility of their change.

Some differences were also found between linguistic groups: more Anglophones than Francophones tended to adopt a resocialized mode. The relationship was weak ( $V=.10$  overall) and the explanation lies in the tendency of Francophones to adopt dependency theory.

Difficulty of Readjustment. Participants were fairly evenly divided about the difficulty of readjustment: 44 per cent found it fairly or very easy, while 39 per cent thought it had been fairly

difficult and 15 per cent found it very difficult. Disconcertingly, these problems appear to persist: 41 per cent of all respondents stated they had at least some readjustment problems, and 2 per cent had "many". While these proportions decline the longer the participants have been out of the program, the decline is not as strong as might be expected ( $T_b = -21$ ). As Table VII indicates, of Year IV's, 23 per cent still had some problems, as did 38 per cent of Year V's. Only 45 per cent of Year VII's had no problems, and this after being out of the program for nearly a full year. It is evident that readjustment problems are a normal effect of CWY, and, as will be discussed in more detail in Chapter VI they are associated with the very factors responsible for CWY's success.

It is noteworthy that there was no dramatic drop in the level of readjustment problems which could be associated with CWY's current efforts to aid the re-entry process (through, for example, the Hot Debriefing program begun in Year VI). Although the kind of readjustment problems may have changed, recent returnees feel them at least as acutely as those from earlier years. It seems that a considerable number of participants will have re-entry difficulty, and it appears that CWY should develop its re-entry programs to deal more selectively with the various major kinds of readjustment problem.

No significant relation was found between participant age at the start of the program and the level of adjustment problems. Perhaps CWY selection procedures nullify any intrinsic association between youth and culture shock; in any event, there is no basis for raising CWY's admission age on the grounds that younger participants

TABLE VII: CURRENT LEVEL OF READJUSTMENT PROBLEMS BY YEAR OF EXCHANGE

C R O S S T A B U L A T I O N O F . . . . .  
 . . . . . C U R R E N T R E A D J U S T M E N T P R O B L E M S I I 3 . . . . .  
 . . . . . A D J U N O W . . . . . B Y Y E A R . . . . . Y E A R O F E X C H A N G E I 2 . . . . .

ADJNOW	YEAR	CROSS TABULATION OF					ROW TOTAL
		197 FIVE 6-77	197 SIX -78	1977 SEVEN 78-79	1978 EIGHT 79-80	1979 NINE 80-81	
COUNT	1	4	1	1	1	1	11
ROW PCT	1	36.4	9.1	9.1	45.5	1.5	
COL PCT	1	1.9	0.7	0.7	2.3	1.5	
TOT PCT	1	0.6	0.1	0.1	0.7	1.5	
ADJNOW	2	47	57	65	113	282	
MANY PROBLEMS	2	16.7	20.2	23.0	40.1	39.2	
SOME PROBLEMS	3	22.8	38.0	43.9	52.3		
NO PROBLEMS	4	6.5	7.9	9.0	15.7		
COLUMN TOTAL		206	150	148	216	720	
		28.6	20.8	20.6	30.0	100.0	

CRAMER'S V = 0.17364  
 KENDALL'S TAU B = -0.21071 SIGNIFICANCE (2-TAILED) = 0.0  
 ETA = 0.22390 WITH ADJNOW DEPENDENT = 0.23512 WITH YEAR DEPENDENT  
 PEARSON'S R = 0.22250 SIGNIFICANCE = 0.0000  
 NUMBER OF MISSING OBSERVATIONS = 5

are more prone to re-entry problems. (It is still possible, however, that those who fail to complete the program tend to be younger than others. The present data concern only those who were already "successful" to the extent that they had finished the program.)

One surprising finding was that between level of adjustment problems and sex. Women returnees reported significantly more re-entry problems than did men ( $V=.16$ ). The reasons for this are not evident in the data available, though some hypotheses are presented in Chapter VI. It is clearly a fact that must be taken into account, however, in any re-consideration of CWY re-entry support practices.

The relationships between coping mode and readjustment problems are revealing. It was found that both alienated and rebellious re-entrants tended to have more problems than either proactive or resocialized returnees ( $V=.25$ ). The mean scores on "difficulty of readjustment" (which has a range of 1 to 5) for the participants in the four types of coping mode were:

Alienated	3.6
Rebellious	3.7
Proactive	2.7
Resocialized	2.5

Since both alienated and rebellious returnees tend to have had more readjustment problems than the other two types, it is clear that the key dimension involved in re-entry is the one they have in common; that is, pessimism-optimism. This dimension explains a much higher percentage of the variance in adjustment difficulty (17 per cent) than does the passivity-activity dimension of coping mode (2 per cent).

Thus, if a participant approaches his re-entry with some optimism, as either proactive or resocialized, he is likely to have fewer readjustment problems.<sup>3</sup>

It is also significant that the effect of coping mode persists over time. Those respondents who stated they currently had readjustment problems tended also to have been pessimistic during re-entry ( $V$ , over all coping mode categories,  $=.20$ ). Obviously it is in CWY's interest (and perhaps is its responsibility) to encourage optimism among participants during re-entry.

Readjustment Problems. Question II4 asked participants to describe their major readjustment problems (if any). The first two problems mentioned by respondents were coded, and the first was considered as the major problem. The difficulties described by respondents were divided into four main categories: "disorientation" (personal confusion, apathy, loss of direction), "marginality" (separation of the self from family and friends or from society as a whole), "repulsion" (disgust with normal Canadian attitudes, values, and behaviour), and "employment" (practical problems in securing work and income):

Some 24 per cent of all respondents had no readjustment problems. Those who had were distributed as follows:

Disorientation	62	12 (per cent)
Marginality	268	50
Repulsion	193	36
Employment	9	2
	<hr/> 532	<hr/> 100 (per cent)

One-half had a sense of separation, of "apartness" from Canada: 21 per cent felt marginal toward Canadian society as a whole, a further 19 per cent were most conscious of these feelings with respect to their family and/or friends, and 6 per cent expressed a sense of missing CWY or their group. A Year IV participant graphically summed up the essence of marginality:

Coming home shot my nerves, Canada reminded me of something out of the year 2001 and my head was back in Sri Lanka.

A participant from Year V expressed her sense of separation in returning to her Ontario farm:

I felt terribly alone with my experiences & what I had learned - no one else could identify with me.

A Year VII participant from the Atlantic region summed up the sense of frustration that often results through inability to communicate the overseas experience and the change it has produced: her problems were

trying to give people an accurate feeling of what CWY & living in another totally foreign country is like, & the ensuing frustration that resulted from their inability (through no fault of their own) to understand what I was talking about. That's the feeling, or problem, which was the worst - a sense of frustration & being out of place.

In some cases, marginality resulted from the need to "let go" of CWY and the group. In most, however, it was due to the new values and norms absorbed from other cultures, or simply to the new knowledge that the Canadian way of life is one of many. Often the two problems were combined: one Year V participant's difficulties were

First of all, having to leave many people I learned to love & respect & somewhat depend upon. Then having to accept the fact that our Canada has its own culture & with that, use what I learned to integrate back into my home community, but now as a slightly different person with some slightly new ideas.

While the process appears easily described in retrospect, it is less clear and sometimes very difficult to live through.

Other respondents did not focus on the separation of the self from society, but located the problem in Canada. One-half of those respondents who felt repulsed upon re-entry reacted against prevalent Canadian values "of waste, of greed, of selfishness, of pride, of lust for whatever is appealing." A further 11 per cent of all those with readjustment problems were appalled by Canadians' relative wealth and by their apparent lack of appreciation of it.

When I opened the refrigerator at home, I just cried.  
(Ontario, Year VII.)

Having gotten over the shock of Third World poverty, the affluence of Canada makes coming home even more difficult. Most repugnant and outrageous to some is the tendency of Canadians not only to be unaware of world poverty, but to resist attempts to relieve their ignorance:

My problem is a common one, I felt that the people of Canada don't care about world problems and that they are extremely naive on the whole. I still feel this way.  
(Ontario, Year VI.)

If those who are repulsed locate the source of their re-entry problems in Canada itself, then those who are disoriented tend to place it in themselves. It is their fault that they are

disillusioned or confused or isolated. Of the major problem categories this, perhaps, deserves the greatest attention, for the sense that problems are self-inflicted leaves these people vulnerable to self-inflicted harm. Of all respondents, 4 per cent indicated their greatest problem as "lack of direction," a further 3 per cent were "confused by their CWY experience," and 3 per cent were "let down," "depressed," or lacked self-confidence. While in many cases these are not enduring problems, those who report them are most likely to set unreasonably high expectations for themselves (with respect to what some now consider as "internationally responsible" behaviour), and they are unforgiving of themselves when they fail to meet those standards. They also may be overwhelmed by the options now apparently available to them. These are problems which must be taken seriously, as the following statement by a Year VI returnee from a small Ontario town makes clear: she was

indecisive, knew of more possibilities and no longer had the "definites" of pre-CWY to follow. I'd turned into myself and was resisting all efforts to pull me out .... Loss of self-confidence immediately afterward up to about 1 year. Now recovering somewhat. Suicide seemed a logical conclusion. ...Needless to say I didn't but I'd never been given to delusions like that pre-CWY.

As mentioned above, a very few respondents indicated major readjustment problems related to employment: most simply stated that they had difficulty finding any work. Others were frustrated by not having access to the kind of work towards which CWY had encouraged their interests.

Some 41 per cent of all respondents also reported a second



major readjustment problem. Their relative numbers closely resemble those for the major categories of the most important problem. The two problems tended to fall into patterns. Those whose first problem was disorientation were likely to mention marginality as their second, while those sensing marginality first tended to then mention repulsion or none at all. Those who first indicated feelings of repulsion were likely to indicate repulsion again or to mention marginality, which clearly is the most common and central re-entry problem (V, overall,  $=.31$ ).

Those who were repulsed by Canadian society are very unlikely to report personal re-entry problems: it appears their attention is directed outward toward society and its wrongs, and does not take the form of anxiety. Conversely, those with disorientation problems do not have the ego strength to feel repulsed by Canadian attitudes and values; at most they are able to articulate marginality in addition to their disorientation.

It is noteworthy that the re-entry coping modes were also related with the major types of readjustment problem. As Table VIII shows, rebellious re-entrants tended to sense repulsion more than alienated, proactive or resocialized respondents did. Alienated re-entrants tended to have more marginality problems than others, while resocialized respondents were most likely to report no readjustment problems. Surprisingly, however, the latter were also slightly more likely to express personal problems of disorientation: this suggests they may consciously try to accept Canadian norms as a way of overcoming feelings of directionlessness.

TABLE VIII: MAJOR READJUSTMENT PROBLEM BY RE-ENTRY COPING MODE

ADJPROBA FIRST ADJUSTMENT PROBLEM - COLLAPSED BY CMODE1 COPING MODE: P04 AND PA4 SPLIT AT MEDIAN

ADJPROBA	CMODE1	COUNT	ROW PCT	COL PCT	US	REBELLIO	PROACTIV	RESOCIAL	ROW TOTAL
		TOT PCT	1.1	2.1	3.1	4.1	5.1	6.1	
NO PROBLEMS - NA	0	23	34	38	65	160			23.4
	1	14.4	21.3	23.8	40.6				
	2	18.4	13.9	27.9	36.7				
	3	3.4	5.0	5.6	9.5				
PERSONAL	1	10	17	13	20	60			8.8
	2	16.7	28.3	21.7	33.3				
	3	8.0	6.9	9.6	11.3				
	4	1.5	2.5	1.9	2.9				
MARGINALITY	1	55	93	48	65	261			38.2
	2	21.1	35.6	18.4	24.9				
	3	44.0	38.0	35.3	36.7				
	4	8.1	13.6	7.0	9.5				
REPULSION	1	36	100	33	24	193			28.3
	2	18.7	51.8	17.1	12.4				
	3	28.8	40.8	24.3	13.6				
	4	5.3	14.6	4.8	3.5				
EMPLOYMENT	1	1	1	4	3	9			1.3
	2	11.1	11.1	44.4	33.3				
	3	0.8	0.4	2.9	1.7				
	4	0.1	0.1	0.6	0.4				
COLUMN TOTAL		125	245	136	177	683			100.0
		18.3	35.9	19.9	25.9				

CRAMER'S V = 0.17399  
 KENDALL'S TAU B = -0.17911 SIGNIFICANCE (2-TAILED) = 0.0  
 ETA = 0.26060 WITH ADJPROBA DEPENDENT. SIGNIFICANCE = 0.24013 WITH CMODE1 DEPENDENT.  
 PEARSON'S R = -0.21685 SIGNIFICANCE = 0.0000  
 NUMBER OF MISSING OBSERVATIONS = 42

When the major categories of readjustment problem were examined by respondents' background characteristics, significant differences were found for linguistic group and, surprisingly, for sex. Women returnees tended more than men to feel repulsed by and critical of Canada ( $V=.14$ ); further, men were more likely than women to have no readjustment problems. Why this should be so is not obvious. It was possible that men might have had more travel experience and, consequently, fewer readjustment problems, but this was not the case: differences in previous travel were insignificant ( $V=.07$ ).

It was also found that Anglophones generally reported more readjustment problems than did Francophones; in particular, they were more inclined to mention feelings of marginality upon their return ( $V=.21$ ). Some reasons for this are discussed in Chapter VI.

Suggested Re-entry Assistance. Question II5 asked participants about ways in which CWY could have eased their return to Canada. Their suggestions fell into four main categories: practical and logistical help (medicals, airfare, etc.); temporary support (counselling or changes in follow-ups); continuing support (newsletters, re-entry projects); and employment assistance. A distinct group said that CWY help was unnecessary or impossible. The distribution of suggestions was as follows:

Unnecessary, impossible	124	26 (per cent)
Practical, logistic	45	9
Short-term help	235	49
Prolonged support	53	12
Employment	27	6
	<hr/>	<hr/>
	484	102 (per cent)

Clearly, most respondents favoured some form of short-term re-entry assistance. Most (32 per cent of all respondents) advocated counselling, while 11 per cent suggested improved follow-ups. It is worth noting that fewer recently returned participants were interested in short term aid: Year VI and VII returnees e=generally were appreciative of existing re-entry support, especially the Hot Debriefing. Year IV and V respondents deplored the abrupt end of their time in the program.

Most of the 12 per cent of all respondents who advocated continuing CWY support wanted the organization to facilitate or foster contact between former participants. They mentioned: a regular CWY newsletter sent to all former participants, easy access to current addresses of participants, and an annual reunion. A few respondents (3 per cent) felt CWY-sponsored re-entry projects would be beneficial, both to ease re-entry and to encourage participants to apply their overseas learning back home. A small group of respondents wanted CWY to assist them in finding employment, although only a few went so far as to suggest that the organization should guarantee them jobs on their return; others wanted the program academically accredited and/or promoted more among prospective employers.

It is noteworthy that women tended to request counselling

more than men did, and were also less likely to indicate that CWY re-entry help was unnecessary or impossible ( $V=.19$ ). The tendency of women to have more readjustment problems has been noted before, and this finding is consistent with it. Anglophones were also more likely than Francophones to suggest more short-term re-entry help (particularly counselling), while Francophones, in contrast, tended to think that re-entry assistance was unnecessary or impossible ( $V=.29$ ). A final difference concerned those who had travelled before joining CWY. They tended as well to feel that programs of assistance were unnecessary or impossible, which must result from their prior re-entry experience.

One form of re-entry assistance that has been available to most participants over the years is the follow-up weekend (as described in Chapter II). To investigate this form of assistance, Year VII data were examined. It was found that a minority (40 per cent) of all that year's participants had attended a follow-up. However, of those who did attend, a majority had mentioned problems readjusting to Canada, and these tended to be those of disorientation or marginality. It seems, therefore, that participants who attend follow-ups are there for a reason - to ease personal anxieties or feelings of marginality. While the data did not show that those who attended now had fewer problems than those who had not attended, it is probable that they may be able to cope with them better than they would have. CWY might consider adjusting the orientation to follow-ups to suit the needs of those with marginality and/or disorientation problems.

Summary. Re-entry is an important problem for CWY, as indicated by the fact that most participants found readjustment to Canada harder than their adjustment to the exchange country. Respondents were categorized into four "re-entry coping modes" depending upon their relative optimism about readapting to Canada and their relative activism in trying to change Canadians' views. The largest proportion re-entered in the "rebellious" mode; that is, pessimistic and active. Readjustment problems tend to persist, perhaps because of the initial stance adopted towards the re-entry, and they are somewhat more severe for women than for men. Most problems were found among those who re-entered as "alienated" or "rebellious" - those who were pessimistic about fitting into a worthwhile and meaningful place in Canadian society. The activism dimension had little power in explaining the level of readjustment problems, and if re-entry assistance is to change emphasis, it should be towards stressing positive aspects of Canadian society and encouraging an optimistic view of re-entry prospects.

The most common readjustment problem is a sense of marginality, of separation from family, friends, or society as a whole. Other re-entrants are repulsed by the wealth, materialism, and apathy they find so evident upon returning from the Third World. A third major group locates problems of isolation and confusion within themselves: they are the disoriented, directionless, and restless. Current re-entry assistance is adequate, except that special attention should be given to women's concerns in the Hot Debriefings and follow-ups.

#### 8. What is Their Relationship with CWY Now?

It is well known by anyone who becomes familiar with the CWY program that close associations are formed between many former participants and that many of them continue to be involved with the organization. This section focuses on these relationships. First, data concerning participants' contact with each other and with exchange-country participants are examined. Then a set of items about ties with the organization is considered. Finally, measures taken by former participants to explain both the program and their experiences are examined.

Participant Contact. One questionnaire item (I5) requested information on participants' contact with other Canadian team-mates and with exchange-country team members, within the past year. Contacts were coded into two categories - working on some project together, and social contact (which includes any or all of social meetings, speaking over the telephone, and writing and receiving letters). The responses indicate clearly that the bonds formed during the CWY year are enduring. Only 3 per cent of participants had had no contact with their Canadian team-mates during the preceding year. This contact was primarily social, but 10 per cent had worked with others on some project.

With exchange-country members, there was less contact. While only 15 per cent stated they had had no contact, another 15 per cent did not answer the question: since some might have overlooked it, it is likely that 75 per cent had contact with exchange-country

members. This is a high proportion, and it suggests that close intercultural ties are developed within many teams. It is also noteworthy that this contact does not decline a great deal over the years: 6 per cent of Year VII's had no contact, as did 37 per cent of Year IV's. Among Canadian team-members, the decline is even less.

A separate question (I6, item 7) asked about the projects undertaken with other former participants. A restrictive definition was applied so that CWY-related projects such as organizing follow-ups or pre-orientations were excluded. Of the 69 participants who responded positively, 28 per cent had been involved in some other government-funded activity, such as inter-provincial exchanges. A further 17 per cent had worked together on some community development project, and 41 per cent had initiated activities related to international development. Another 15 per cent had worked together in businesses or in school. Relatively few participants, therefore, had been involved together in organized activity: this is probably due to the fact that team-members generally are widely dispersed in Canada as well as the small team size. In any case, it is not the purpose of CWY to form long-lasting co-operative groups. While it is noteworthy that when such groups form they tend to promote community or international development, CWY's effects in forming loose social networks and perhaps in creating "opinion leaders" about international issues would appear far more important.

Links with the Organization. Former participants have a variety of contact with CWY, the form of which largely depends on



their evaluation they have of their year in the program. Those who had a positive experience tend to stay in touch (especially with the regional offices) and to encourage others to do so. Since most participants have a high appreciation of the program, most have some contact with it. The greater part of this contact is informal: 76 per cent of respondents met other CWY people socially in the course of the preceding year. But 27 per cent (mainly recent returnees) attended a follow-up meeting, and 19 per cent attended a meeting of a CWY local committee. Follow-ups have already been discussed, but the latter figure suggests a pool of continuing interest among former participants which might be further encouraged, perhaps by providing funds to attract ex-participants from rural or northern regions, who could be in positions to arrange worthwhile projects in their localities.

Of all respondents, 6 per cent had worked as paid staff of the organization. The majority had worked for very short periods in training camps, follow-up sessions, or selection committees, although a few former participants had been engaged as group leaders. More significant are the 25 per cent who had worked as volunteers for CWY, in project development, pre-orientation, and publicity. Given the barriers of distance and time which separate many former participants from these activities, this is a high proportion: it appears that CWY has been able to maintain a degree of loyalty among its participants which is more characteristic of a voluntary organization than an official program. Most supportive of this are the answers to item I6, 4, which asked whether participants had encouraged others to join the

program. Within the previous year, 82 per cent had done so.

Participants, at least for three or four years after their time in CWY, have a definite allegiance to the program. The majority tend to feel a brotherly bond - a "team spirit" - with their fellow group-members, which develops when difficulties during the program force them to rely on each other. This is not only central to the relationships among team-members but also spills over to other former participants. To some, (including some former participants), this bond appears ingrown and cliquish: several respondents wrote about "CWY groupies" and a syndrome of dependence upon the organization that should be discouraged. In some cases, this criticism is probably justified. However, if disoriented participants seek support, they appear to do so among former team-mates who are also their friends, rather than relying upon the organization, and this is probably the surest means of assistance. The data indicate that the number of participants who work together on some post-CWY project is low, but that when they do so it is for purposes similar to the organization's goals. In addition to volunteer activity which also assists CWY, most interaction between participants is social. This gradually declines as separation, both geographic and temporal, wears away the associations formed during an intense experience at an impressionable age. In the interim, contact between former participants, and between them and the organization, helps sustain an interest in international affairs which informs other Canadians and promotes the goals of CWY.

Sharing the CWY Experience. Within the past year, 40 per cent of former participants have talked about the Third World to school and community groups. This has been done four or more times by 12 per cent of all respondents. It was found that this was not related to linguistic group or, more surprisingly, to the size of the community of residence. However, it is noteworthy that children of lower-class parents tended to speak about their CWY experience more than others. Only 28 per cent of respondents from professional homes had spoken to school or community groups, as compared with 44 per cent of blue-collar workers' children. It was also found that coping mode was associated with this action: 67 per cent of participants who re-entered as alienated or resocialized did not speak to school or community groups, as compared with 54 per cent of the rebellious and proactive. Those who were passive, in short - those who did not try to change the views of others - did not talk of their overseas experience. These data suggest that it might be in the interests of CWY to encourage, or to require, former participants to make such presentations: it would be useful to stimulate the resocialized to reflect more on their time in the Third World, and it might be helpful to have the alienated confront Canadian opinion, which could be more receptive than they anticipate.

A separate question asked whether respondents had provided information about CWY to the media. Within the preceding year, 19 per cent had done so; one per cent had done so four or more times. This figure is not as high as that for public speaking, but it may be as significant since the potential audience is greater. With respect to

respondents' characteristics, similar patterns as those noted above were found.

Participants were also asked to explain the ways through which they had shared their experience with others. For most (59 per cent), this was through casual conversation with friends and members of the community. Particularly in small towns, former participants are known, and others interested in the program seek them out. This extends beyond CWY itself, as well, so that many former participants seem to be regarded as reliable sources of information about the countries visited and the Third World in general. Only 16 per cent of respondents said they had done nothing in the preceding year to share their experience. Beyond casual contact, 12 per cent had been involved in formal activities organized by others; this, in most cases, meant doing publicity for CWY. A further 10 per cent initiated organized activities, and these ranged from international events (fairs, information days, and so on), to multi-cultural evenings, to programs in schools and camps, and included also a number of presentations by students, both in seminars and outside the classroom. Another 3 per cent of respondents had shared their experience in other ways, primarily through their jobs; for the most part these were teachers who used international and intercultural materials in class presentations, which were often made to children at the elementary-school level.

It was found that the alienated re-entrants were least likely to have shared their CWY experience in any way: 26 per cent had not, compared with 13 per cent of those whose re-entry had been

more optimistic and/or active. Again, this shows the on-going effects of the re-entry period (for the year in question was, in some cases, over three years after the return to Canada). A majority of respondents from each type of coping mode had talked about CWY, but the alienated were much less likely than others to have engaged in organized activity; those who had done so tended to have re-entered as rebellious or resocialized (13 per cent vs. 27 and 24 per cent, respectively).

As Table IX shows, Francophones were also less likely to have shared their CWY experience in organized ways than were Anglophones. The reasons for this are not immediately apparent. It could be that rural Quebeckers are more likely to return home after the program, and that there are therefore fewer organized outlets available to them. Unfortunately, data on participants' current place of residence are not available. There is, however, no relation between location of parents' residence and the ways participants share their experience:  $V=.07$ . Alternatively, it might be that the Quebec regional office has been less successful than others in engaging the energies of former participants.

The sharing of their experience by former participants is important in at least three ways. First, it provides cheap and effective publicity for the program. Not only do participants help in an organized way, but they also assist recruitment by speaking about the program to organized groups, to friends, and acquaintances who often seek them out for first-hand information about CWY. In essence they establish a pattern described in sociological research as the

TABLE IX: WAYS THE CWY EXPERIENCE WAS SHARED BY LINGUISTIC GROUP

\*\*\*\*\* C R O S S T A B U L A T I O N O F \*\*\*\*\*  
 \*\*\*\*\* WAYS CWY EXPERIENCE SHARED 18 \*\*\*\*\*  
 \*\*\*\*\* BY LINGGRP LANGUAGE SPOKEN MOST \*\*\*\*\*

SHARE	COUNT	LINGGRP		ROW TOTAL
		ENGLISH	FRENCH	
NONE	0	58	32	90
		64.4	35.6	15.9
		15.5	16.7	
		10.2	5.6	
CONVERSATION	1	209	128	337
		62.0	38.0	59.4
		55.7	56.7	
		36.9	22.6	
OTHER-ORGANIZED	2	55	10	65
		84.6	15.4	11.5
		14.7	5.2	
		9.7	1.8	
SELF-ORGANIZED A	3	47	12	59
		79.7	20.3	10.4
		12.5	6.3	
		8.3	2.1	
OTHER	4	6	10	16
		37.5	62.5	2.8
		1.6	5.2	
		1.1	1.8	
COLUMN TOTAL		375	192	567
TOTAL		66.1	33.9	100.0

CRAMER'S V = 0.2052  
 KENDALL'S TAU B = -0.08329 SIGNIFICANCE (2-TAILED) = 0.0360  
 ETA = 0.06249 WITH SHARE DEPENDENT. = 0.2052 WITH LINGGRP DEPENDENT.  
 PEARSON'S R = -0.06249 SIGNIFICANCE = 0.0686

NUMBER OF MISSING OBSERVATIONS = 158

"two-stage flow of information": those with special interest or experience in some field are "opinion leaders" about that subject - they interpret information and events to others, less involved, who have confidence in their judgement. This is the second reason why the wide sharing of the CWY experience is important. It promotes not just CWY itself but broader knowledge and understanding of Canada and, particularly, of the Third World. CWY has had a large impact on the occupational plans of many former participants, and this is an important benefit to weigh against its costs. It is estimated that the expense of interesting an equal number of young people in the health and social services, social sciences, and other occupations directly related to Canadian and international development, through providing scholarships, would total one-half of CWY's annual budget. Another benefit, however, no less important although less tangible, is the creation of an informed public. Ex-participants who do not have occupational plans in the areas of social and international development are no less likely than those who do to have spoken to organized groups, provided information to the media, and shared their experience in other ways (the differences between the two sets in proportions doing so were .7 per cent, .2 per cent, and 5 per cent, respectively, and in the last instance it was those without development-related occupational plans who were more likely to have shared their experience). Further, the latter group were only slightly less likely to become involved in development organizations than were those planning careers in the field (the largest difference being 12 per cent in the case of community organizations; the others

being one and 2 per cent). CWY, through providing an intense and direct experience with underdevelopment and other cultures, is creating local opinion leaders from whom others absorb knowledge and views about the Third World. This is an important argument for maintaining the representativeness of participant selection. It is also important to note that, as discussed in Section 6 above, the views articulated by former participants are not uniform, although they are more informed by the Third World's dependency theory than are those of most Canadians. While former participants may not agree on the causes of underdevelopment in the Third World, they certainly encourage these discussions in Canada.

A final reason why the sharing of the CWY experience is important is that it may aid re-entry. Particularly in the early period of the return to Canada, the need to make a presentation could benefit many participants. First, it would encourage them to find organizations active in the field, within which their new interests could continue to develop. Second, it would stimulate the considerable minority of participants who resocialize quickly to reflect on their overseas experience and to analyze Canadian society more closely. Finally, if sympathetic groups are encountered, those who return pessimistic about Canada and their own place in it could have both pessimism and passivity reduced, and could become more engaged in Canadian and international development.

Summary. The data indicate that former participants remain in contact with both exchange-country and Canadian team-mates, and



particularly with the latter. A considerable number also continue to be interested in and involved with the organization. These patterns do not seem unhealthy; in general, they are the natural outcome of an intense, shared experience. In addition, such associations may help those with re-entry difficulties in a way which no formal program could do. It is also evident that former participants publicize the program. Of greater importance is that they discuss international affairs with friends, acquaintances, members of the community, and organized groups. In this way they may function as opinion leaders on intercultural and international issues, due to their direct, personal experience, their greater interest in media reports, and their organizational involvement.

### 9. How Do They Evaluate CWY Now?

An important factor in any evaluation of CWY is that made by former participants themselves, and this is the subject of this section. Part VI of the questionnaire was devoted to this issue. One question asked for a global evaluation of the CWY experience. Another presented seven key components of the program, including the functioning of the group, the projects and leadership, and requested participants to evaluate each element. An important question (VI4) asked whether the program should be continued, and probed the reasons for the answer. Finally, respondents were asked to suggest improvements in the program, and the opinions expressed are examined here in some detail. While participants were generally very favourable in their evaluations of CWY, many had reservations and made suggestions for reform.

Overall Evaluation. Participants were overwhelmingly supportive of CWY, as the following distribution of responses to question V12 indicates:

Poor experience	6	1 (per cent)
Fair experience	16	2
Good experience	77	11
Very good experience	202	28
Excellent experience	420	58
	<hr/>	<hr/>
	721	100 (per cent)

These figures confirm the widespread approval of the program. Some of the reasons are found in the response to two items asking about the

value of the experience for personal development and for employment (V13, E and other items in this question were not coded as they nearly all items V6, A to D). Participants were not very enthusiastic about CWY's value for their later employment: 19 per cent rated it very poor or poor, 24 per cent thought it fair, and a similar 25 per cent rated it very good. Its value for personal development was much higher, with 93 per cent rating it good or very good. Given the closer correspondence of the latter rating with the global evaluation, it is clear that participants judge the program according to its characteristics and its effects upon themselves, rather than according to the later results of the program. While the personal effects of CWY were generally felt to be positive, the nature of the program was not rated so highly.

Program Components. Respondents were asked to evaluate the following seven program components (VII):

1. The level of group integration
2. The opportunity for participation in group decision-making
3. The value of the Canadian projects to exchange-country development priorities
4. The value of the overseas projects to the participant's understanding of developing countries' concerns
5. The value of all projects to an understanding of community development
6. The leadership of the Canadian group leader
7. The leadership of the Canadian co-ordinator

Each component was rated on a 1 - 5 scale: the seven scores were added to form an index ranging from 7 to 35. The average total score was 24, which corresponds to an overall rating of 4.4; that is, between "good" and "very good."

There were only insignificant differences between these average values when respondents were categorized according to age, population of place of residence, sex, class, and linguistic group. Marginal differences were found between regions, with a high of 25.4 among those from the Atlantic provinces and a low of 22.5 among participants from the Prairies and Northwest Territories, but the overall relationship was weak ( $\eta^2=.03$ ). Once more, these negative findings emphasize the adequacy of CWY's selection procedures: there is no systematic bias which produces a category of participants for whom the experience tends to be a negative one.

When the program-component ratings are examined by the program year, differences are again marginal ( $\eta^2=.05$ ). The values are as follows:

Year IV	22.9
Year V	24.5
Year VI	23.3
Year VII	25.2

To some extent these differences could reflect different post-CWY experiences; still, it is noteworthy that Year VI participants had lower evaluations than the preceding year's respondents, and that the most recent participants are the most enthusiastic about the program.

Since each program component is important in itself, it is

worthwhile considering them individually, to isolate CWY's perceived strengths and weaknesses.

The integration of exchange-country and Canadian participants in the group was generally satisfactory, although there was a substantial spread in responses which must reflect the variety of group arrangements found in different exchanges and in different years. Of all respondents, 15 per cent rated it very good and 6 per cent very poor. In all, 22 per cent were negative and over twice as many - 53 per cent - were positive. Participants from Year VI were most inclined to rate group integration as very poor, while those from Year V tended more than others to rate it as very good ( $V$ , overall,  $r=.13$ ). As well, Francophones were more satisfied than Anglophones with this aspect of CWY: 61 per cent of the former were positive in their evaluation, compared with 49 per cent of the latter. This may be due to the fact that a higher percentage of Francophones are in groups where the exchange-country participants share their language, so integration is facilitated.

Participants seem satisfied with the extent to which they take part in group decision-making. In all, 69 per cent were positive, and only 18 per cent judged this aspect negatively. Again, Francophones were more positive than others (78 per cent vs. 62 per cent;  $V=.17$ ). This may reflect a certain deference to them on the part of Anglophone participants and group-leaders, or, more likely, a difference in leadership styles within predominantly Francophone groups.

The third component is the value of the Canadian projects to

exchange-country development priorities. Here, participants were far more critical, with only 7 per cent rating this aspect as very good. While 27 per cent were positive, 48 per cent were negative. Respondents from Years IV and VI were most critical, while those from Year VII tended to be more approving. Since development education has become central within CWY in recent years, it might be expected that more recent participants would judge this aspect more critically, but this is not the case. It may be that participants become more critical about this aspect of the program as they learn more about development after CWY. This is partly supported by the finding that urban participants, who tend to be more in contact with development organizations, are slightly more severe in their judgements ( $V=.11$ ). In any case, it is clear that participants are dissatisfied with this aspect of the program.

This is also true, to a lesser extent, with regard to the value of the overseas projects for participants' understanding of international development. While 50 per cent were positive, 28 per cent were negative about this. Of all participants, those in Year IV were most critical: only 42 per cent were positive. If participants' opinions are a reliable guide, this aspect of the program has improved, for 60 per cent of Year VII's were positive in their evaluation. Francophones, in contrast to their earlier reported opinions about the group itself, tended to be less positive about this aspect of their experience: only 39 per cent were favourably impressed, compared with 55 per cent of Anglophones ( $V=.20$ ). The reasons for this are not immediately clear, but the finding suggests

that CWY program planners might investigate the nature of projects in countries which generally receive high proportions of Francophone Canadians. They might also wish to uncover the common elements in the projects undertaken in the countries and years which follow, for in each case a high proportion of respondents was negative in evaluating the development-education aspect of the projects:

Bolivia	Year VII
Colombia	VII
El Salvador	VI
Guatemala	V
Haiti	VI
Indonesia	IV
Cote d'Ivoire	IV, V, and VI
Malaysia	IV and VII
Philippines	IV
Senegal	IV, V, VI, and VII
Sri Lanka	IV and V
Tunisia	IV

Participants were slightly more positive with respect to projects' value for their understanding of community development: 49 per cent were positive while 21 per cent took the opposite view. The major difference here was by year, for there has been a steady increase in the positive proportion, from 39 per cent in Year IV, through 47 and 48 per cent, to 61 per cent among Year VII's (V, overall, =.12).

Leadership is extremely important in the CWY program. Overall, participants were satisfied with their leaders: 59 per cent judged their group leader positively, and 70 per cent were more than

satisfied with their co-ordinator. However, this is a program component for which participants have strong opinions: 21 per cent and 13 per cent evaluated their group leader and co-ordinator, respectively, as poor or very poor. There are no definitive patterns in these judgements, either by year of exchange or participants' background characteristics. Thus, it appears that leaders are judged according to their performance. Poor group leaders, especially, can cripple whole teams, and the high proportion of dis-satisfied participants suggests that selection criteria perhaps should be tightened.

In general, however, participants evaluate CWY's components positively, just as they approved of the experience as a whole. Their reservations about projects and leadership will be examined below in more detail.

Program Continuation. Former participants believe that the CWY program should continue. Two-thirds recommended this with no major reservations; 32 per cent had reservations; and only one per cent, 10 respondents, thought the program should be terminated. This favourable opinion was shared by participants almost uniformly. The only notable exceptions were by year, (those from Year VII being somewhat more likely to support the program without reservations, and those from Year VI having most reservations), and by region, (respondents from the Atlantic provinces having fewest reservations). No important differences were found between linguistic groups ( $V=.05$ ).

Respondents were asked the reasons for their recommendation,



and these were coded in detail. Among those who strongly supported the program, 15 per cent answered in general terms: they agreed with the goals of the program and felt it achieved them. A recent returnee from the Philippines was typical:

L'expérience est unique et devrait même être "obligatoire" pour tous les jeunes. Mettez y le paquet, ça vaut la peine.

A further 25 per cent supported the program because of the beneficial personal changes it brought. These were seen either as very extensive, or as "a broadening of horizons." Another 7 per cent stressed CWY's intercultural impact, although these respondents were often difficult to distinguish from the 14 per cent who approved of the program primarily because it made participants aware of the problems of development.

It helps youths break the barriers of race, religion, and nationality. This type of awareness is the first step in helping each other.

Those participants who believed the program should be ended also had reasons. Either they disagreed with its goals and methods, believing them to be "socialistic" or "too group-oriented" (5 of the 10), or they thought the program had little impact on the real problems of the Third World and was hypocritical in promoting the view that anything other than force could solve those problems. There are few extremists among the respondents, but it is interesting that they were equally divided between left and right.

The reservations expressed by participants were by far the

most informative. These fell into six major categories and were distributed as follows:

Personal	52	26 (per cent)
Leadership	11	6
Projects	39	20
Development impact	43	22
CWY goals	46	23
Re-entry	8	4
	<hr/>	<hr/>
	199	101 (per cent)

The primary personal reservation concerned participant selection: many respondents thought the experience was either too intense for certain individuals or would be wasted on particular kinds of people. In advocating tighter selection, most respondents were referring to exchange-country participants, although a few criticized Canadians who looked on the whole program as a cheap way to travel, and consequently caused dissension within groups. Leadership was not a strong enough factor to cause major reservations among respondents: many, however, wrote about it when suggesting improvements. More important were the projects which were criticized for two major reasons: they were badly chosen and had little impact on the exchange country or on the development education of participants (9 per cent); or they were disorganized (11 per cent). Criticisms about development impact refer to the whole program rather than to projects as such. Of all reservations, 9 per cent concerned a lack of formal development education in the program - Canadian participants were not being sufficiently instructed in the history of the exchange country and in

the economics of underdevelopment to make sense of what they saw overseas. Francophones more than Anglophones tended to have this criticism, as did those in ~~the~~ IV of the program. A further 13 per cent criticized the program's effects upon the exchange country: not only was the group's work felt to be of little benefit to the local people, but the exchange-country participants did not learn useful skills while in Canada. Many of those with reservations about CWY's goals repeated these concerns. In all, 13 per cent wrote that CWY's goals should be clarified, primarily for the Canadian participants who might feel that they are joining an organization which attempts to make concrete improvements in the Third World rather than to educate them by exposing them to the reality of other cultures and underdevelopment. Several also felt, however, that the program goals could be made clearer to the exchange countries and their participants, some of whom have obviously been surprised by the Canadian projects and participants. Another 11 per cent felt that the organization's goals should be modified, so that it would have more impact on the problems of underdevelopment. Francophones, and those from Years V and VI, were disproportionately inclined to have these reservations. Finally, 4 per cent of respondents had reservations concerning CWY's aid to returning participants: the majority of these concerned short-term re-entry help, mainly counselling and debriefing changes.

In sum, respondents' serious reservations concern participant selection, project organization, development education, and the goals of the program, with particular reference to development

impact. These reservations are serious ones, but it must be remembered that they were expressed by only 27 per cent of all respondents, while 63 per cent recommended without reservation that the program be continued. It is noteworthy that most participants responded to the invitation to suggest improvements: 52 per cent did this, and while 38 per cent did not reply, only 10 per cent indicated explicitly that the program was perfectly adequate. The suggested improvements follow closely with the reservations discussed here, and the larger number making them suggests that these are the aspects of the program that are of major concern to the participants.

Suggested Improvements. Participants often suggested more than one modification to the CWY program and a maximum of two were coded. The major categories, and the distribution of responses, were as follows:

	<u>First Suggestion</u>		<u>Second Suggestion</u>	
Personal	77	20 (per cent)	38	16 (per cent)
Leadership	45	12	33	14
Projects	55	15	36	15
Organization	21	6	23	10
Development	53	14	42	18
Goals	32	9	19	8
Re-entry aid: temporary	65	17	25	11
Links through CWY	17	5	13	5
Long-term support	9	2	5	2
Employment	6	2	4	2
	<hr/>		<hr/>	
	380	102 (per cent)	238	101 (per cent)

Although these major coding categories are slightly different from those used to classify participants' reservations about the program, the close correspondence of the two sets of answers is evident. Problems about participant selection received somewhat less attention, as did the projects and the major questions of the program's goals and development impact. Leadership and re-entry assistance (including long-term support by CWY and more complete services to former participants) were the two subjects about which respondents made more comments.

Within the first major category, the primary concern was the selection of Canadian participants. Many respondents lamented the effect on their group of one or two immature members; others felt that when participants' motives for joining the program were different, the group was weakened:

These participants may be as different as possible in their background, geographical location, language, but they should share one common feature, i.e., their attitude towards CWY. Without this directional guidance, simply too much time and energy are wasted in cohering the group's function. Differences in ideology, customs, habits, language, and others are learning incentives: difference in personality, maturity and other individual features are simply sources of frustration and unnecessary conflict. (Year VII.)

Several of those who wrote of "preparing participants better" had this kind of problem in mind; most, however, wanted more practical preparation and a clearer explanation of future projects. The third major improvement in this section was improving the selection of exchange-country participants. Most respondents here criticized the age and/or class background of those fortunate enough to be selected

to come to Canada.

With respect to leadership, the most frequent request was for better group leaders. Participants do not appear dis-satisfied with their decision-making power within the group; rather they want instead, better leadership - people capable of exercising supervision, resolving problems, organizing tasks, and functioning in a complex intercultural situation.

The program I participated in was, in the end, an individual, not a group experience. CWY ideally could be a group experience, this depends on the group leaders. Group leaders should be better trained, prepared to devote more time to group activities.  
(Year VI.)

This concern over leadership is extremely important, for the group is central to the program. It is likely that a great many of the complaints about poor project organization and even about incompatible participants would not arise were leaders better able to animate their groups toward some common purpose. Leadership is not only important within the normal range of program activities; it is also essential that group leaders and co-ordinators be "above suspicion" in their handling of money, and attitudes towards drugs and sex.

Our experience in -- consisted of crisis to crisis, most of which were started by someone in a drunken palm wine state taking offense. Our co-ordinator was useless - he spent his time in a 2 bedroom hotel in downtown -- all equipped with a girlfriend which he managed to bring along on CWY funding . ... I am very cynical of all forms of overseas aid, especially CWY and CIDA, because of what little insight I gained throughout my year. CWY ideals are great - but it has to go beyond theory. It also has to go beyond participants - most of the theory applies to them - and should apply to co-ordinators and above. Work is an essential part of the program, but it was too ironic for me to be aware of the "work load" of my co-ordinator. I would say that this cynicism has been the greatest impact of CWY on my life.  
(Year IV.)

This extreme example from an early year is atypical. It does, however, demonstrate the enduring effects of poor leadership which can ruin the CWY experience for an entire team and which cannot be tolerated within the organization. While the preceding experience was extraordinary, it was not an isolated one.

Participants suggested many improvements to projects. Most concerned the Canadian ones, which respondents felt were not sufficiently educative (for both Canadian and exchange-country participants) or lacked any real impact on local problems. The major complaint about projects in the exchange country was disorganization. It is also noteworthy that 20 respondents mentioned that the project length should not be decreased but should be increased; to some extent, they see the lack of impact as arising from projects too short to allow any real understanding of community problems.

In my experience, I thought that not enough was expected from the participants in return for what was received from the program, the communities, and the host country.

(Year VI.)

A concern for CWY goals was mentioned more frequently than other aspects of the organization (such as inflexibility or incoherent administration), and the main suggestion was that goals be clarified. This appears to have arisen from two sources: on one hand there are participants who thought they were joining a group to do concrete beneficial work in the Third World, and who found they could not, due to the nature of the projects or lack of skills in the group; on the other hand there are those participants who discovered that

development education was an important part of the program, and feel this should have been made explicit from the beginning. An almost equal number (16) felt that CWY's goals should be modified to better suit Third World priorities; in particular, that exchange-country participants should receive more useful work, and that overseas projects should not be chosen to "enlighten" young Canadians.

Obviously, former participants are concerned about the development impact of the program. If project design is limited by protocols, and the goals are not easily changed, many participants then believe that at least the formal development-education component of the program should be strengthened. In all, 58 participants (15 per cent of respondents) expressed this view, and it is important to stress that only a slender majority did so from a dependency theory perspective.

My impression is that there are a great many people connected with CWY who go around reading people like Fanon and grasping for the all too familiar words of exploitation, neocolonialism, etc. Development is extraordinarily complex and all too often I have the impression that CWY people have already figured out the answers to the questions they pose.

(Year IV.)

On the contrary, most participants who wanted to expand development education simply wanted to know more about their exchange country, including its language, and they want more formal opportunities to reflect upon their experience with the exchange-country participants.

The following comments are typical:

Projects should be assigned to participants in a subject that interests them. Ask for a demonstration discussion on



issues, and also use this method for exchange persons to relate their country in their own way. (Too often we heard only statements that came from gov't propaganda or the group leaders own opinion. Never did participants openly discuss their own feeling of life as it is seen through their eyes. (Year IV.)

As mentioned earlier formal learning is an integral part of experience - in situations we were placed in, it was unfortunate that a lot of things were not noted directly - things today I learn about but never really had a chance to study while in the programme, for example, parallels to Malaysian policy and Canadian policy - British colonialism  
 - Biculturalism policy  
 - Focus on natural resources.

The opportunity is gone - but I still use what I learned.

With respect to re-entry, participants were most concerned about short-term CWY help. Only 5 mentioned the need for better medicals, but the effects of inadequate diagnosis can be disastrous (as will be seen in the following section). Most respondents suggested personal or group counselling and follow-up sessions: CWY's efforts in these areas have been somewhat effective, for the proportions of respondents making these suggestions have declined from Year V through Year VII. Of the 22 respondents concerned that the organization should organize former participants on a continuing basis, 5 were negative: they were against any "ex-CWY cult" which would tend to emphasize the past. Given the low numbers who wished to use the organization to maintain their association with other participants, this fear, at least as far as CWY is officially involved, is not justified. A few participants recommended that CWY provide structured, long-term support in the form of re-entry projects or voluntary or obligatory work placements. Several others thought

the organization should provide employment assistance of various forms. These were, for the most part, recent returnees who are probably without work: while their numbers are apparently small, there may be other participants who commented on other components of the program, but for whom unemployment or financial insecurity was a problem complicating re-entry.

Summary. Former participants have a high evaluation of their CWY experience. They are generally approving of the major program components, although they are critical of projects' value for both the exchange countries and for their own understanding of international development. Overwhelmingly, they are in favour of the program continuing, although 32 per cent expressed certain reservations. These, as with the suggestions they made for improving the program, concerned participant selection and preparation, project impact and organization, leadership (especially at the group level), CWY's goals, and temporary re-entry support.

While participant selection is generally adequate, it seems that more could be done to prepare participants. The goals of the program should be made clear during participant orientation. The exchange country could be studied in greater detail. In addition, particularly if intercultural goals are to receive more stress, language training should be improved.

Many participants had reservations about projects and made suggestions to improve them. Project selection seemed to be a major problem, but there are well-known constraints operating on this. Organization could best be improved at leader level, and

project length should be maintained.

Leadership is a problem mentioned directly by a substantial number of respondents, and one which is implicit in complaints about unsuitable participants and badly organized projects. If participant selection is adequate, there is room for improvement in the choice of group leaders. In particular, they should have experience with groups, they should have been overseas, they should have an adequate knowledge of the language of the exchange country, and they should have a deep sense of responsibility. These are very demanding requirements, but they should be met either through selection or training. One obvious source of talent is former participants. While a policy of choosing them would raise the possibility of creating dependence upon the organization, their specialized skills may be needed, and there do not seem to be sustainable objections to recruiting them if they have spent at least a year in school or working since completing the program.

Re-entry has been discussed before, and it will be further analyzed. Participants are most concerned with the immediate re-entry period, and this is a critical time. First, medical problems should be treated by all concerned as urgent. Beyond that, Hot Debriefing and follow-ups should be maintained, and it may be necessary to make provision for optional personal counselling. The contacts of regional offices with local international and community organizations should be maintained so that former participants can be easily referred to them, and because it may be advisable to require returnees either to make some formal presentation or to work with such groups.

### 10. What was CWY's Greatest Impact?

Respondents were asked to write freely about CWY's impact on their lives. Most (61 per cent) did respond, and their comments were lively and enlightening. Many paralleled the responses to the earlier question asking for their reasons for recommending (or not recommending) that CWY be continued; other answers reflect deep consideration of what the CWY experience meant to the participant. Here, after briefly considering the major categories and patterns of responses, the object is to let former participants speak for themselves.

Types of Impact. Respondents' answers were coded into categories which reflect the major CWY goal categories: personal, intercultural and developmental change. The distribution of respondents was as follows:

Personal	286	39 (per cent)
Intercultural	61	9
Developmental	95	13
(No response)	(283)	(39)
	<hr/>	<hr/>
	725	100 (per cent)

As would be expected by now, the year of the exchange is related to the impact of the program. Only 12 per cent of Year IV participants stressed developmental change, as compared with 25 per cent of those from later years. Participants' age at the start of the program was not associated with its impact ( $V=.07$ ). The region was, however: personal change was stressed most by participants from

British Columbia and the Atlantic provinces; those from the Prairies and Quebec tended more than others to emphasize intercultural aspects; and those from Quebec were slightly more inclined than others also to mention developmental change. A final pattern concerns the class of participants. Those from professional and managerial families tended to write about personal change more than others did (77 per cent vs. 61 per cent); conversely, children of white- and blue-collar workers, primary producers and labourers were more inclined to stress intercultural and especially developmental change.

It should be noted, however, that many respondents wrote about several aspects of an experience which had affected them in many ways. One form of change, described by 18 per cent of those responding, is seen as strong, lasting, and complete: participants say that CWY "shook me up entirely" or "gave me a whole new outlook" or made a "new me". As one put it, "I sort of look at everything as either pre-CWY or post-CWY." Other respondents perceive a less comprehensive (and perhaps healthier) personal change. CWY was essentially a broadening experience, one which did not re-build the ego so much as expand it: these participants tend to say that CWY "gave me new ideas" or "broadened my horizons." Such statements reflect primarily personal change, for the emphasis is still on the self, but they also implicitly refer to the subject-matter to which CWY has exposed them. Of all respondents, 44 per cent fell into this category. A third group, much less numerous, indicated that while the CWY year had been an enriching experience, its impact had faded: it was "no longer so important" or "was not the be-all and end-all."

These people made up one per cent of respondents. Finally, a fourth group mentioned personal effects of a deleterious nature: either they had become physically ill or they were emotionally "disoriented," restless, or "lacking in direction." These people made up 2 per cent of respondents.

It is noteworthy that a majority of respondents found the experience broadening and of lasting impact, and that significant proportions stressed its intercultural and developmental effects: from the Canadian point of view, these are the goals of the program. But since the focus of this study is to analyze CWY's impact, it is now appropriate to let the participants describe it.

#### Participants' Views

A woman from small-town British Columbia; Year VI.

##### THE IMPACT?!!

When I look back on CWY I feel it was the most important experience in my life so far. There were a lot of traumatic times in the length of the program, but you often learn the most from the bad times. I can't think of any other opportunity to take an average Canadian suburban twit and shock him or her into realizing the truths about life. ...

Now I find that nothing shocks me anymore. I don't think it ever will again. Most importantly I realize now that though I can't "save the world," I can take what I've been through and with further education - contribute my little piece. ...

I'm interested in going into nursing and eventually joining an organization such as Red Cross or S.O. I hope I make it, I'm going to try harder than anything to obtain my dream. I've got the choice now. It sounds dramatic, I know,

A student in French and History; helped set up a multi-cultural YMCA day camp; works part-time in a group home; Year V.

But the way I see it, is that CWY provoked the search in my life for meaning.

A library assistant from Ontario; Year IV.

The program was an asset to me in a personal sense than in an "International" one. The interchange of ideas & lifestyles between people from Canada & those of Indonesia aided me in understanding myself better as an individual & when in the context of a group. I enjoyed working in a group & gained a tremendous amount of knowledge in the area of group understanding & dynamics.

A store-clerk in a small Quebec town; Year VI.

JCM m'a désorienté et non ré-orienté. Depuis mon retour, je vis dans une situation confuse. Mes nombreux emplois et déplacements le prouvent. Je ne cherche plus à combattre ou travailler pour telle cause. ... Ce qui m'intéresse maintenant, c'est connaître les peuples originels aux quatre coins du globe. Si je travaille comme tous les autres, c'est pour payer un voyage qui me mènera au Moyen-Orient. Le désert et les nomades bédouins m'inspirent, pas mon voisin. Jeunesse Canada Monde m'aura ouvert les yeux sur les relations amicales qui peuvent et doivent exister entre les nations riches et pauvres. Avant, tout était politique.

An Ontario student: Year VII.

The single really negative part of my CWY experience but one which was almost large enough to negate all the positive ones was the medical problems I suffered throughout the last month in the exchange country and upon my return to Canada.

I'd picked up two different microbes. One was diagnosed by Montreal after about a week back and promptly treated by my family doctor. But I didn't get better. I got progressively sicker. I underwent test after test and X-ray after X-ray at local facilities.

The original tests in Montreal (the lab facilities at Hôtel-Dieu are superior to those anywhere else in Canada) had picked up evidence of another (in terms of antibodies), but this was not reported to me until the local regional office called them.

I was finally treated for the second. But a lot of internal damage had been done in the interim. It's taken months of return to a relatively normal life.

... I may sound paranoic about tropical diseases, but having lost the better part of a year to them I think I have a right to be. I don't want this to happen to anyone else!

A Nova Scotian homemaker and community worker; Year VI.

The experience has had a considerable impact on my life. By the example of admirable peoples and by gaining an understanding of culture, what the potential for groups are, my understanding of the possibilities of life and of people grouping together have greatly enlarged my horizons.

A student from Alberta; Year V.

Nobody tells ethnic jokes when I'm around.

A former psychology major, now studying anthropology; Year VI.

The positive results are infinite, and I consider myself fortunate to have participated in such a dynamic program. What I have come to realize is the importance of every individual on this earth; and as a human being and a part of the whole system I want to make my life as worthwhile and beneficial as possible and this overall feeling, I think has resulted from an experience with CWY.

A physics student, Parti Quebecois supporter; Year IV.

Avant de participer à J.C.M. j'ai fait un an de psychologie au college ---. Mes études se déroulaient tant bien que mal, je n'y croyais pas trop et je n'avais pas de but précis. J.C.M. m'a permis de sortir de ce milieu et de faire un vol d'oiseau au-dessus de ce que j'avais vécu et m'a donné la rigidité d'esprit qu'il faut pour entreprendre des études qui en valent la peine et la souplesse d'esprit qu'il faut pour vivre en harmonie avec son milieu. ...

Je crois même que J.C.M. devrait faire partie du système d'éducation. Ni professeur ni livre ne peut faire sentir la joie que l'on a à vivre avec des amis comme j'en eu



- il n'y a pas un seul dictionnaire qui explique la  
 definition de certains mots tel amis, fraternité, peuple,  
 culture, amour comme Jeunesse Canada Monde peut le faire.

A bank teller, active in the Church; Year VII.

The hope of CWY lies in its value as an instigator in our  
 people of open, humanistic attitudes and a concern for the  
 impact our negligent lifestyle has had and will continue to  
 have on other nations that are refusing to be ignored any  
 longer. If that was the objective, CWY has succeeded for  
 Year VII (with the -- team at least). To all those who  
 worked so very hard for our team; particularly our  
 coordinator and group leaders, their lost sleep and hours  
 spent organizing were not in vain.

A music student from Ontario; Year VI.

P.S. I came out of CWY two languages richer; with the  
 feeling I left a N. Brunswick farmer a little less negative  
 about kids under 20; with 10 more close friends than I had  
 before the program; with a broader understanding of the  
 position of the Quebec Separatists and the Acadian people;  
 and above all, a warm appreciation of my country CANADA, and  
 all the opportunities it has to offer to anyone in it.

Sound contrived?

I mean every word of it.

An Ontario woman, involved with the People's Food Commisison, CUSO,

Amnesty International and the NDP; Year VII.

CWY, although I consider it an invaluable experience, has  
 made my life much more difficult. I am still adjusting to  
 the new responsibilities, knowledge and goals that I have as  
 part of me. Putting the program into perspective and giving  
 it a proper place in my life, are very difficult things to  
 do. It gave me an amazingly strong desire to learn French -  
 I live with 3 Francophones now and go to a bilingual  
 university. I feel that I owe a part of my lifetime to  
 something besides my own life. A time spent overseas or  
 doing volunteer work. It's like atoning for the sins of  
 ancestors but it's real to me.

A political science student; Year VII.

After witnessing the type of suffering Haitians endure, their desperate situation, I realized that by not acting towards the benefit of third worlders I'd be washing my hands of them, in effect turning my back on them. Now I'm confronted with deciding in what way should I act towards improving their ends. Should I devote my life towards this end, do I have that responsibility? What about the sort of life I might want to build for myself here in Canada?

A history student; works 20 hours per week on the student newspaper; Year VI.

Pour l'instant, il est plus important pour moi de m'engager au niveau de mon milieu (le campus) où mon action peut être plus importante et avoir plus de poids. Pour l'avenir, je ne sais pas. J'ai appris une chose, en tout cas, c'est que je considère l'intervention des pays développés dans les pays en voie de développement absolument néfaste. Il nous faudra redéfinir notre façon d'aider ces pays en nous détachant de notre sentiment de supériorité.

A son of a Newfoundland shop-keeper; Year IV.

The major impacts CWY has had on my life is with regards to career orientation and world-political awareness. A Canadian Forces candidate prior to CWY, I realized what I would be getting into & decided I wanted no part of it. I also realized the opportunity I had in terms of a University education in relation to what was available to most of the world's population, and decided to avail of it: directing my career towards people service i.e. teaching.

A cashier in a grocery store, rural Quebec; Year V.

Jeunesse Canada Monde m'a permis de vivre une expérience que je considère comme une plus importantes de ma vie et aussi des plus enrichissantes. Le fait d'être allée dans un pays du Tiers-Monde m'a permis de mieux comprendre certaines choses et m'a beaucoup sensibilisée sur les problèmes qu'il y a dans le monde. Maintenant je me sens beaucoup plus touchée sur tout ce qui se passe tant sur la chaîne nationale qu'internationale. Je ne suis dans aucune organisation

présentement mais j'aide mon prochain de mon mieux. Pour ma part, vu que je suis toute seule (parce que tous les autres ex-participants de JCM demeurent dans des villes), j'aime mieux aider une personne et être certaine qu'elle lui apporte quelque chose que d'essayer d'organiser quelque chose dans ma communauté sans trop savoir quels sont les besoins réels pour l'améliorer.

A young Calgarian; had never travelled outside Canada and the U.S.;

Year IV.

The program has motivated me to learn languages, I'm bilingual in English & Spanish. French is next. From CWY I've become more patient; I find I'm very adaptable to new and changing situations. CWY has, and still is strongly directing my lifestyle, learning & career goals. This past yr. I spent in Colombia studying parttime & volunteer work. My courses were Colombian social problems, latin-american peasants, labour movements etc.. I worked parttime in Padre Javier d'Nichole's program for street children: a program I was involved in with CWY. I also worked parttime teaching English in a night school for labourers trying to get their elementary education.

A person from a farming home, now in drafting; Year V.

There is no easy solution, no solve it all kit. On a day to day basis I fight to remain conscious, not to slip away into one of the niches so comfortable, so secure, so oblivious.

A student of political science and economics; also studied French;

Year VI.

The primary impact that Canada World Youth had on me was to create in me an awareness of less-affluent people in the world and a consciousness of the affluence I have always known. The words "poverty", "famine", and "Third World" used to do little more than stir up vague images in my mind of black and white photographs of little children wearing only tattered T-shirts and looking up with big brown eyes; and set my ears ringing with slogans, phrases, and names of faraway, unknown places ... What CWY did was to bring all this into focus and make it a reality - I held those children in my arms and I helped distribute goods that UNICEF brought.

Also, I started to ask questions - not where, or what, is Bangladesh, but why? and where do I fit in?

Summary. These brief excerpts scarcely do justice to the many participants who wrote at length about CWY and its meaning for them. While they are fairly representative, anyone concerned with the program could profitably pass several hours in further reading about the diverse experiences and views of former participants.

In commenting upon the questionnaire and this study as a whole, some respondents expressed distrust of "cold and calculating" research approaches which left no room for the views of those being studied, and (given their general tendency towards immediate action and high participation) many others would agree. To properly evaluate the program, however, and to suggest improvements, it is necessary to take all participants' experiences into account; that is, to include factors of which individual participants cannot be aware.

Explaining the effects of CWY is the focus of Chapter VI of this study, an objective which depends upon standardized questions and measures. While neither the richness nor, unfortunately, the meaning of CWY for participants can easily show through these flat figures, interpreting them adequately would have been impossible without the memories and opinions which respondents volunteered so generously.

## FOOTNOTES TO CHAPTER V

1. Reliable comparative data regarding language use in the home were difficult to obtain since the Canadian Census does not directly solicit this information. However, census data for 1976 do indicate that the mother tongue of 13 per cent of the Canadian population was other than French or English.
2. Katimavik, begun in 1977, is a national youth service program sponsored by the Canadian federal government.
3. On the 1 to 5 scale, for question III7, the mean score for the endogenous items was 3.29, which is slightly more than "same now as before CWY." The mean score for the dependency theory items was 4.25, which is just over "somewhat more important than before CWY." These scores suggest that CWY encourages an approximately 20 per cent greater shift among participants toward the dependency theory than it does toward the endogenous viewpoint.
4. The effect of coping mode on the level of re-entry problems was examined further by eliminating from the analysis those respondents who were only marginally part of the four coping mode categories. Not only was the explanatory power of these categories much greater ( $\eta^2 = .30$ ), but again, the key dimension was pessimism-optimism.

## CHAPTER VI

### MEASUREMENT AND DISCUSSION OF CWY GOAL-ATTAINMENT

The preceding chapter presented the findings of the study and highlighted the most important of them. This chapter explores some of the factors which help determine whether or not CWY achieves its goals; that is, whether individuals' attitudes and actions change in the direction which is intended. It does so by reviewing CWY's goals more closely, setting up measures of goal-attainment and examining the relationship between these goals and the factors influencing their attainment.

#### Measurement of CWY Goal-Attainment

There are two types of measures of CWY goal-attainment. Some are behavioural; that is, they involve concrete actions such as joining international organizations or learning another language. Others are attitudinal - they involve respondents' reports about how much (or in what direction) CWY changed their feelings or attitudes. Behavioural measures have the advantage of factuality: a person either did or did not study another language. On the other hand, they ignore real factors which may impede actions. Someone in school and without a wealthy father is unlikely to travel to a developing country, no matter how strong his interest and desire. Behavioural measures also involve the selection of actions by the researcher - who

is to say whether reading about underdevelopment is a worse measure of "development involvement" than is travelling to Jamaica (especially for a vacation)? Attitudinal measures avoid these problems by relying on the overall change which the respondent reports. As a result of these considerations, a mixture of behavioural and attitudinal measures of CWY goal-attainment has been employed here. Where possible, an attempt has been made to differentiate each goal-attainment measure by comparing it with a measure of the opposite sort.

The general method employed was to select and sum various questionnaire items to produce a measure of the attainment of each CWY goal. In general, these are relative measures: each respondent has a score for each measure, and the object is, through analyzing their background characteristics, CWY experience, and re-entry pattern, to explain the differences in goal-attainment among them. This will then suggest program changes which may increase the overall achievement of CWY goals. It can also help show where the organization may have to choose between goals.

#### CWY Goals

CWY has goals in three principle areas. They are Personal, Intercultural, and Developmental. The organization promotes personal development by placing the individual in a group and encouraging him to take responsibility and to participate in group decisions. It also exposes him to difficult tasks and awkward situations in the hope that he will become more self-reliant, and improve his critical capacity.

In addition to the development of personal autonomy, it is hoped that CWY participants will also practice leadership.

In the intercultural area, CWY attempts to bring participants into close contact with those of other cultures. This occurs first within the group, as Francophone and Anglophone encounter each other, and as each comes to know the exchange country participants. It also occurs through contact with the billeting families and other residents of their project communities. It is hoped that CWY participants will form a lasting appreciation of different cultures, and of cultural differences in themselves, and that they will understand them not as barriers between men but as elements contributing to the rich heterogeneity of the human race. Of special importance here is an appreciation of Canada's official cultural duality. CWY also hopes to develop more than an appreciation of cultural differences; it is intended that participants will acquire skills allowing them to transcend cultural boundaries. These are not necessarily practical skills of knowledge and language, but more basic attributes of tolerance, respect, and sympathy.

Finally, CWY is concerned with development. As described in Chapter II, the program's emphasis has shifted in recent years from personal development toward development education, and group leaders now are expected to assist participants to understand the processes of development. As well, it is intended that the projects will broaden development understanding, and that the exchange country participants will expose the Canadians to different views about the causes and consequences of underdevelopment. It is also a CWY goal that when



participants return to Canada they will become involved in international development activities or in the development of their own communities or both.

Personal Goals

Autonomy. A measure of the change in personal autonomy was constructed from responses to question III, items A, B, and C. These asked the respondents to state whether their self-confidence, independence, and knowledge of themselves were "much higher," "somewhat higher," "same as before," "somewhat lower," or "much lower" because of their CWY experience. In addition, answers to question VI3, item E, were added in: this asked for a rating of CWY according to its value toward "my personal development." (See Appendix F for details of the construction of this index.) The distribution of responses was as follows:

somewhat lower	3	.3 (per cent)
same as before	37	5.2
somewhat higher	283	40.1
much higher	384	54.4
	<hr/>	
	700	100.1 (per cent)

Evidently, a very large majority of former participants felt they had developed greatly as individuals over the course of the CWY year.

It is interesting to note that stronger increases in autonomy occurred among the younger participants (r, with age at the

start of the program,  $r = -.14$ ). Increases also were associated ( $r = .20$ ) with a more intense experience (as indicated by the degree of questioning of various life issues), and also with greater absolute shifts in development ideology ( $r = .21$ ). (Autonomy, however, is uncorrelated with any shift in direction of development ideology.) It seems, therefore, that autonomy is increased by a fairly intense experience, one which involves re-evaluation of the self and of ideas about the nature of development.

Leadership. There are several items on the questionnaire which could be used to construct a scale of leadership development. These include some from question III3, such as item B - whether CWY increased one's ability to "see things from a broader perspective." Several of these items were combined, and did scale reliably. However, these same items make up part of the intercultural skills scale, and, since leadership qualities are subsumed under the Autonomy measure as well as that of intercultural skills, no independent measure of this sub-goal was constructed. It was felt that for most purposes, Autonomy would serve as an adequate characterization of CWY Personal goals.

### Intercultural Goals

Intercultural Skills. A single scale of change in intercultural skills was included in the questionnaire (question III3a). This was composed of ten statements of specific abilities. For each one, respondents indicated whether through the CWY experience the skill had "increased very much," "increased somewhat," remained

the "same as before CWY," "decreased somewhat" or "decreased very much." The abilities were derived from previous research into the skills required for successful intercultural interaction and adaptation (Ruben and Kealey, 1977: see Appendix F). The distribution of responses (when averaged) was as follows:

lower	3	.4 (per cent)
same	53	7.8
higher	451	66.5
much higher	171	25.2
	<hr/>	
	678	99.9 (per cent)

It is obvious that the great majority of former participants attributed important change in their intercultural skills to CWY.

Since the components of the index are personal characteristics it was necessary to rely on self-reported rather than behavioural data. The scale scores were found to correlate with actions which imply a high level of intercultural skills (language studies, travel, involvement in international organizations). But these relationships are not very strong; nor is the one with the index of skill use (derived from answers to the second part of question III3) as high as might be expected ( $r=.36$ ). The explanation seems to lie in the re-entry process. Higher intercultural skills are strongly related with the intensity of the CWY experience ( $r=.34$ ), and also with the absolute shift in development ideology ( $r=.21$ ). Thus, contrary to what might be expected, those whose intercultural skills have increased most tend to find re-entry a difficult process

( $r=.17$ ). Some whose skills are much higher re-enter, easily, as do some who have not developed skills because they never really became involved in the exchange country. However, others whose skills have increased very much tend to find obstacles in Canada to the use of their skills (mentioning, in particular, situational obstacles, the lack of jobs using their skills, and the belief that their skills are inapplicable within Canadian society).

Intercultural Appreciation. It is intended by CWY to develop among participants an appreciation of cultural diversity. Here, however, as in the case of Leadership and Autonomy, it was found difficult to find a dividing line between a greater appreciation of cultural differences and an increase in the ability to function effectively with people from different cultures (intercultural skills). Hence, no independent measure of intercultural appreciation is presented here.

Canadian Cultures - Appreciation and Skills. A particularly important cultural goal of CWY is to increase the understanding and appreciation of Canadian cultural diversity. Thus, a special index was built to measure the achievement of this goal (see Appendix F).

The goal-attainment measure was constructed from three items (question III1, H and J, and question III3, J). These asked whether CWY had changed the participant's "interest in learning French" (or English on the French questionnaire) and his "understanding of the different cultures in Canada," and whether his ability to speak

French/English had increased or decreased through his CWY year.

The distribution of responses was as follows:

somewhat lower	6	.9 (per cent)
same	87	12.4
somewhat higher	389	55.3
much higher	222	31.5
	<hr/>	
	704	100.1 (per cent)

It is obvious that participants felt their appreciation of Canadian cultures had increased through their CWY experience. The average goal-attainment in this area, however, was somewhat less than in Autonomy and Intercultural skills; on the 1 to 5 scales, the mean values were:

Autonomy	4.36
Intercultural Skills	4.20
Canadian Cultures	4.16

This goal-attainment measure held up well against various behavioural tests. It is noteworthy that those who scored "much higher" tended to return and study another language in greater proportions (77 per cent) than those who scored "higher" (57 per cent) or "the same" (44 per cent). In addition, they tended to study French or English rather than other European colonial languages or non-European ones. Most important, they gave much credit to CWY for their actions: 66 per cent of those with "much higher" scores indicated that CWY influenced their decision to study a language "very

much" (as opposed to 34 per cent of those with "higher" scores and 20 per cent of those whose appreciation of Canadian cultures was unchanged).

In sum, it seems that CWY has been very effective in promoting Canadian cultural appreciation and language skills, not only during but also after the program.

### Developmental Goals

Understanding (Under) Development. CWY hopes to give participants a broader understanding of the causes of underdevelopment and the strategies of development. To measure this goal, the scale of "change in development ideology" (see Appendix F) was used, which was designed to measure the extent to which participants felt their CWY experience had shifted their views about the causes of underdevelopment (question II-17, items A to J). Positive answers to three of the items indicate a shift towards a dependency theory of underdevelopment; positive answers to the remainder indicate a shift toward an ideology in which underdevelopment results from factors within to the country (lack of resources, traditional beliefs, etc.) Negative answers (the factor became "somewhat" or "much less" important over the CWY year) are also possible, thus the items together form a scale ( $\alpha=.65$ ) which indicates the shift in development ideology: higher values mean a shift towards the dependency theory. It is also possible to take the absolute change in view (as measured by change from the neutral point, "same as before," in any direction), as a measure of total CWY effect on attitudes

towards underdevelopment.

The relations between shifts in views of underdevelopment are interesting. First, it should be noted that the change which respondents attributed to CWY was considerable: the average score on the scale of absolute change was 11.4, which means that respondents generally moved more than one unit (i.e., slightly past "somewhat more" or "somewhat less") on each item. Only one per cent of respondents indicated their views did not change at all. As the discussion in Chapter V made clear, there was most shift on the dependency items: many respondents came to think that control of international trade by the developed countries, past colonial domination, and political and economic dependence were much more important causes of underdevelopment than they had previously believed. The average shift on the directional scale was 1.7, indicating a slight overall shift to dependency theory. It should be noted that this shift has increased in recent years, probably as a result of formal development education in the program ( $r$ , with year,  $=.11$ ).

When the two measures of change in development ideology are correlated, the relationship is positive ( $r=.10$ ). This means that those who shifted towards dependency theory tended to shift more extremely.<sup>2</sup> The correlation, however, is not strong. What appears to have happened is that a few respondents came to reject dependency theory. A much larger number accepted it, and rejected the endogenous causes in which they had formerly believed. Most participants, however, while shifting towards a new awareness and acceptance of the

dependency perspective, still felt the other causes important. Either they considered them still important in themselves, or they began to understand them differently and to fit them into a more comprehensive theory of underdevelopment.

The measure of change in Development understanding used here is based solely on self-reported changes in attitudes. This was also true of Autonomy and Intercultural skills, and was partly true of Canadian cultural appreciation and skills. For a balanced measure of overall goal-attainment, it is important to include some behavioural measure. Since CWY's primary developmental goal is to encourage involvement in international and Canadian development, and since it is undeniable that understanding of development will increase through such involvement, the joining of various organizations was retained as the key measure of CWY's success in the field of development. Development understanding, as indicated through change in development ideology, was retained as a contributing factor rather than as an independent CWY goal whose attainment could be reliably measured.

Development Involvement. A very important objective of CWY is to produce a group of former participants who are informed about Third World problems and remain involved in both international and community development when they return to Canada. The questionnaire was designed to gather a great deal of information about former participants' organizational involvement. Of course, there are other forms of involvement - studies, reading, individual action - but working toward developmental change through co-operation with others



was considered the central activity.

Respondents indicated their involvement in international, community development, and political organizations, as described in the preceding section. They also provided detailed information on their activities in these groups; that is, whether (1) they received publications or information, (2) became members, (3) attended meetings, (4) did volunteer work, (5) contributed money, and (6) worked as paid staff. Of interest here is not only the number of organizations with which the participants were involved, but also the intensity of their participation. A measure was derived, therefore, for each type of organization, and the type of participation was weighted: (2) and (3) above outweighed (1); (4) and (5) were considered yet more intense forms of involvement; (6) was weighted most heavily (see Appendix F). Adding these weighted scores for each organization mentioned produced an index of involvement in each category of international, community development, and political organizations.

It is noteworthy that those who had the higher scores on these indices tended to attribute much influence to CWY. Three questionnaire items (V6C, A and B) asked whether respondents were currently more or less involved in international, community, and political organizations, respectively, than they had been before CWY.<sup>3</sup> The mean values on the involvement indices for each category were as follows:

	international	community	political
now involved more than before CWY	3.9	6.8	3.9
same	.9	1.8	1.0
less	1.4	1.6	.8

The smooth declines in involvement scores indicate that former participants had a good understanding of the change in their involvement.

The involvement indices measure all participation in significant organizations since the end of the CWY year. It might be expected, then, that participants from earlier years would tend to have higher scores than those who left the program recently simply because they have had more time to become involved. This is not the case, however. Those who had involvement scores above "0" were as follows:

	international	community	political
Year IV	35 (per cent)	42 (per cent)	26 (per cent)
Year V	32	45	31
Year VI	38	39	27
Year VII	24	27	22

It is clear that those who have left the program recently have slightly lower scores but there is little lessening of effect. In addition, when only those organizations in which respondents are now active are considered (question V4), there is no difference in the numbers for participants from various years: of respondents from the

respective years, 82, 83, 85, and 84 per cent were involved in at least one organization of some kind. Finally, there was little difference in the type or organization in which respondents were most active (question V5): the distributions by year for the types of most interest is as follows:

	international	community	political
Year IV	7.7 (per cent)	14.9 (per cent)	3.9 (per cent)
Year V	7.4	17.3	5.7
Year VI	6.6	16.5	5.0
Year VII	5.8	16.9	5.8

(The major differences which did appear between years were that earlier participants now tended to be most active in business and professional organizations, while more recent ones belonged to youth and student groups.)

These figures show that organizational involvement does not change significantly over the years. This means two things: first, in subsequent analysis it is not necessary to control for year of participation in CWY; and second, CWY's effects on organizational involvement appear to be long-lasting - the experience can initiate a cycle of interest and involvement which reinforces itself over time.

The three separate indices of organizational involvement were combined into a comprehensive index by simply adding them (see Appendix F). This index of total involvement was not strongly related with many variables. It is noteworthy, though, that it correlated positively with a shift towards the dependency theory of development

( $r=.18$ ). It was not associated with the absolute shift in view of underdevelopment produced by CWY ( $r=.02$ ). This means that those who have absorbed dependency theory are more likely than others to be highly involved in organizations upon their return.

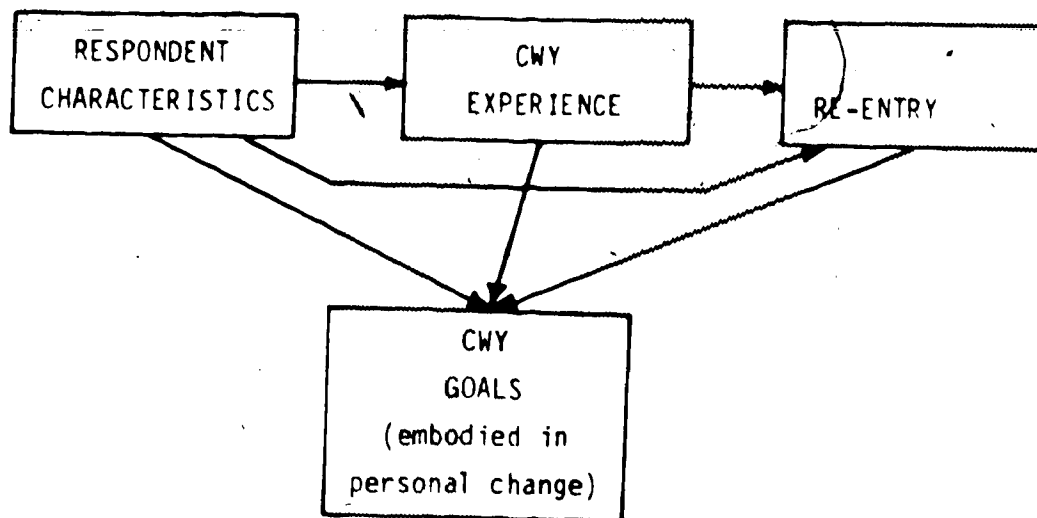
#### Total Goal-Attainment

Finally, a summary measure of CWY goal-attainment was developed. This was done by standardizing the scores of the measures of Autonomy, Intercultural skills, Canadian cultural appreciation and skills, and Development involvement and then summing them (see Appendix F). It should be emphasized that this score does not measure anything intrinsically. The measure is a relative one which is constructed for analytic purposes. It simply allows the comparison of respondents in order to examine the factors that differentiate levels of CWY goal-attainment, and which presumably, explains it.

#### Discussion of CWY Goal-Attainment

This section explores how CWY achieves its goals. The method is to examine the factors associated with higher goal-attainment; that is, to try to explain variance in the measures of the different CWY goals. It should be stated now that this attempt produced mixed results.

Basically, information is available on three sets of explanatory factors: the background characteristics of respondents, the CWY experience itself, and the re-entry process. CWY goal-attainment may be conceptualized as follows:



The three sets of factors form a temporal order, but each may affect CWY goal-attainment directly as well as through the subsequent experiences.

The background characteristics of interest were:

- Age at the start of the program
- Sex
- Linguistic group
- Population of home town
- Region of home town
- Father's class
- Travel previous to joining CWY
- Whether other languages were spoken in the home

The experiential variables were:

- Intensity of the CWY experience
- Shift towards the dependency theory of underdevelopment
- Absolute shift in view about causes of underdevelopment
- Degree of group integration

(Group integration was measured by responses to question VII, item D, which asked the respondent to evaluate "The level of Canadian participant/exchange-country participant integration in your group.")

The re-entry variables were the degree of optimism felt by the respondent at the time of re-entry (as measured by the pessimism-optimism scale) and the respondent's evaluation of the difficulty of his readjustment (question III). It was originally intended to use the re-entry coping mode as a separate factor. However, as was explained in Chapter V of the analysis, it was found that most of the explanatory power of the coping mode was actually due to the pessimism-optimism dimension: the passivity-activity dimension was relatively unimportant. Hence pessimism-optimism alone can be used as an adequate indicator of the respondent's stance towards re-entry.

The focus here is to explain the measures of CWY goal-attainment; as discussed above these are: Autonomy, Intercultural skills, Canadian cultural understanding and skills, Development involvement, and, finally, the summary measure of Overall goal-attainment.

The correlations between all the variables were examined. It is noteworthy that most of the background variables were only weakly related with those indicating CWY experience, re-entry, or goal-attainment. The only two worth retaining for detailed analysis were linguistic group and, surprisingly, sex. (Some others were, however, included in multiple-regression equations.) All factors representing CWY experience were important, as were the re-entry

variables. Multiple-regression equations were then run. The dependent variables here were the measures of CWY goal-attainment; the independent variables were selected from the three sets of explanatory variables, according to whether they correlated (at least .10) with the goal measure in question.

The explanatory factors used here did explain some of the variance in goal-attainment. However, the proportion was not large, as is shown by the  $R^2$  values for each of the regression equations:

Autonomy	7	variables	in	the	equation	$R^2 = .10$
Canadian Cultures	.9	"	"	"	"	$R^2 = .09$
Intercultural Skill	8	"	"	"	"	$R^2 = .24$
Development Involvement	6	"	"	"	"	$R^2 = .16$
Total Goal-Attainment	15	"	"	"	"	$R^2 = .15$

The low  $R^2$  values are partly explained by the fact that the questionnaire was basically designed to produce descriptive rather than analytic information.

A causal model was not constructed for two reasons: the time necessary to do a proper model was not available; and second, it was decided that the regression results did not justify the effort.

Although confidence can be placed in the influence of the various factors discussed here, there are obviously other influences which have not been measured but which operate to help determine whether participants fulfill CWY goals or not.

Instead of presenting a formal model and drawing what might be deceptive conclusions, it was thought best to present the major explanatory variables and the associations between them (as indicated

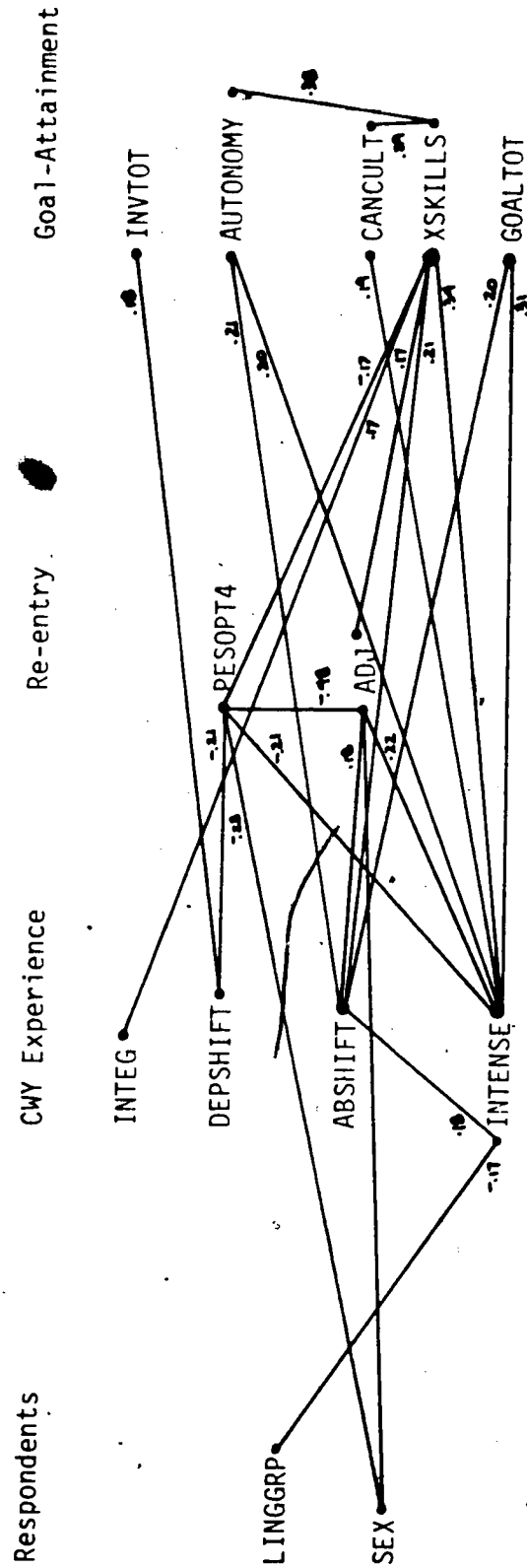
by correlation coefficients), and to make several tentative inferences about the program. Figure IV presents the association between the variables acting on goal attainment. It shows only those correlations which are greater than  $\pm .17$ , so as not to over-complicate the diagram. Using Figure IV as a guide, several interesting patterns can be followed.

With respect to linguistic group, it is noteworthy that the English tend to find the CWY experience more intense than do Francophones. On the other hand, the Anglophones tend to have an easier readjustment ( $r=.13$ ), which is contrary to the overall pattern, in which a more intense CWY experience leads to a more difficult readjustment (as shown by the positive correlation,  $r=.22$ ). The explanation lies in the fact that there are two groups within each ethnic group. Among Francophones, a small number are very much moved by their CWY year, empathize strongly with Third World countries (perhaps finding parallels with Quebec), and have a very difficult re-entry. A second group readjusts with some difficulty simply because they have not travelled much before, and they have trouble re-adapting into their milieu. Among Anglophones, a large minority have an intense year, re-evaluating themselves and their position in the world, and they, as well have a difficult re-entry; one often characterized by repulsion from Canadian society rather than the marginality which the majority of the Francophones tend to feel. Another substantial group of Anglophones is relatively untouched by the CWY experience and has an easy readjustment period: they are resocialized quickly. It appears to be the first group of Anglophones



FIGURE IV

RELATIONSHIPS BETWEEN RESPONDENTS' CHARACTERISTICS, THE CWY EXPERIENCE, RE-ENTRY AND GOAL-ATTAINMENT



(Note: numbers are Pearson product-moment correlation coefficients.)

- ABSHIFT: absolute shift in view of causes of underdevelopment
- ADJ: readjustment problems on re-entry
- AUTONOMY: increase in autonomy
- CANCELT: increase in Canadian cultural appreciation and skills
- DEPSHIFT: shift toward dependency theory of underdevelopment
- GOALTOT: summary measure of overall goal-attainment
- INTEG: integration of CWY group
- INTENSE: intensity of CWY experience
- INVOTOT: involvement in international, community development and political organizations
- LINGGRP: linguistic group
- PESOPT4: pessimism-optimism on re-entry
- SEX: sex of participant
- XSKILLS: increase in intercultural skills

which accounts for the overall relationship ( $r=-.17$ ) between linguistic group and intensity of experience, and the second Anglophone group which produces the weak overall relation ( $r=.13$ ) between ethnicity and adjustment problems. For both Anglophone and Francophone, however, the more intense the experience, the more difficult it is to readjust to Canada.

An attempt to explain the divisions within each ethnic group by the background variables was inconclusive. For Anglophones, the only characteristic of consequence was sex: female returnees tended to have more readjustment problems than males ( $V=.19$ ). Among Francophones, a number of variables were important. Again, women were more likely to have readjustment difficulty than men ( $V=.15$ ). As mentioned above, Francophones without much travel experience prior to CWY had more re-entry problems ( $\eta^2$ , over all categories  $=.22$ ). Some difference was found for respondents' class: generally, the children of blue collar workers tended to have more readjustment difficulty than did those with white collar fathers ( $\eta^2$ , over all categories,  $=.16$ ). Finally, region of residence was of some importance: Francophones who grew up outside Quebec were more likely to have re-entry problems than were the Quebecois ( $V$ , over all categories  $=.13$ ).

These cleavages are similar to some described by Johnstone (1969) in a study done for the Royal Commission on Bilingualism and Biculturalism, in which he examined the attitudes toward Canadian society held by Canadian youth 13 to 20 years of age. For instance, Johnstone found that within both language groups, women showed a

higher commitment to bilingual goals than did males (p. 58). This suggests why a strengthened commitment toward these goals among both English and French women returnees might produce more readjustment difficulties for them (as they encounter less sympathetic friends) than for men.

Johnstone also found pronounced regional differences in attitudes toward bilingualism; in particular, that Francophones outside Quebec felt most strongly about the issue. This finding points to why region of residence figured in readjustment problems among French re-entrants. For example, a Francophone participant from a small northern Ontario village, whose first major contact with Anglophones was through CWY, might return much more radical about guarding against cultural assimilation. On the other hand, he may return thankful to have improved his English (particularly if he is of the middle class) and with a much more sympathetic view (relative to former friends) of English Canada. Both possibilities also help account for the problems encountered by Francophones who had only limited experience outside their milieu prior to CWY (particularly if it is assumed that the majority of these are the children of working class parents). In general, these results suggest that re-entry problems for Francophones are more likely to emerge from pressures derived from the traditional structures of French society in Canada than they will for Anglophones.

It was not expected that significant differences would show up between the sexes, but they did. Women tend to be much less optimistic than men about re-adapting to Canadian society ( $r = -.23$ ).

They also reported having more readjustment problems ( $r=.17$ ), which is consistent with the very strong correlation between pessimism-optimism and the difficulty of readjustment ( $r=-.48$ ). Women also tended to have more absolute change in their view of underdevelopment than men, and to have a more intense CWY experience. As might be expected, therefore, goal-attainment is slightly higher among women - for each separate goal as well as for the summary measure ( $r=.10$ ). It is not immediately clear why this should be so. The relationship between sex and intensity of experience was not strong ( $r=.10$ ), so the answer does not seem to be in the nature of the CWY year. Rather, it appears that fewer women than men "glide," unaffected, through their overseas experience, and, more important, they tend to realize upon their return that life has irrevocably changed for them. They cannot return to relatively protected family positions again; they have difficulty with former boy-friends; they find small communities frustrating; and they are more aware of the overall position of women in Canadian society, all of which make for readjustment problems.

With regard to the experiential variables, it was found that the level of Canadian/exchange country participant integration was, as expected, influenced by the learning of intercultural skills ( $r=.17$ ). This factor was also positively associated with the absolute shift in view of underdevelopment ( $r=.11$ ), and with increasing personal autonomy ( $r=.13$ ).

In Figure IV, "DEPSHIFT" represents the shift in view of underdevelopment towards the dependency theory. It is related to two other variables. First, those who have tended to accept dependency

theory are less optimistic upon their return ( $r=-.21$ ). They tend to feel separate from Canadian society, and also are repulsed by aspects of it, particularly the high standard of living and the ignorance of Canadians of Third World problems. Readjustment tends to be more difficult for them, but not as much as might be expected ( $r=.09$ ): they are perhaps prepared to find Canadian society somewhat repugnant, distasteful, and thus set themselves apart from it. A shift towards the dependency theory is also associated with involvement in development organizations, which is an important CWY goal ( $r=.18$ ). It is noteworthy that this is the only variable with any important influence on this goal. It is clear that increased sympathy with the Third World, and the acceptance of a theory which is now prevalent there to explain its problems, tends to promote involvement in Canada, both to assist less-developed countries and to improve Canadian society. It is significant that the absolute shift in view of underdevelopment is not related to involvement upon the return to Canada ( $r=-.02$ ). If CWY hopes to create active citizens then it will do so by emphasizing the interdependence of countries in the world economy.

The absolute shift in view of underdevelopment ("ABSHIFT") is related to a more difficult readjustment ( $r=.18$ ). There are perhaps three reasons for this. First, a few participants who initially were supportive of dependency theory came to realize, as a result of their CWY year, that other factors (such as, poor leadership, population increase, poor natural resources) were also important, and thus they moved toward the endogenous theory. Such a

move presumably would make it difficult for them to re-integrate with friends. Second, as was explained previously, the great majority of participants came to accept aspects of dependency theory, even though most of them continued to recognize the importance of endogenous factors. As a result, an absolute shift in view tends to correlate with some re-entry difficulty. Finally, a significant minority (especially among Anglophones) moved very strongly towards the dependency theory and away from the endogenous theory resulting in an overall increase to the relationship between absolute shift and readjustment problems.

More important, perhaps, is the relationship between absolute shift in view and the increase in personal autonomy. This reflects a growth in the personal abilities which are required to examine critically any suggested causes of underdevelopment. It also implies that the CWY goal of increasing personal autonomy may best be achieved indirectly, by focusing on intercultural or developmental activities. A further indication of this is the correlation between absolute shift in views and the development of intercultural skills ( $r=.21$ ). Beliefs about underdevelopment tended to change most among those participants who developed the necessary skills (tolerance, empathy, respect, etc.) to approach people of different cultures and not to feel threatened. This change also is associated with increased autonomy as the the strong correlation between autonomy and intercultural skills ( $r=.38$ ) indicates. Obviously, there are a number of associated elements here. But the important question is, what factors (or combination of factors) are most critical to CWY

goal-attainment?

In general, it appears that CWY has been most successful in attaining its goals when it has created a more intense experience. On this point, the data are clear. The intensity of the experience correlates with increased autonomy ( $r=.20$ ), with heightened intercultural skills ( $r=.34$ ) and with an increased understanding of Canadian cultures ( $r=.19$ ). It is noteworthy that intensity is the only variable to significantly affect the attainment of this last goal. It also operates by producing a shift in view of underdevelopment, which in turn is related to CWY goal-attainment. As well, the intensity of the experience is strongly related with the overall attainment of CWY goals ( $r=.31$ ). CWY was designed to challenge the attitudes and values of young Canadians by exposing them to very different people, places, and work. Overall, this basic strategy has been successful; and the more intense these experiences have been, the more participants have changed in the directions CWY intended.

Change, however, can be a painful process. While new experiences in Canada and overseas are often difficult for participants, the security and sense of adventure supplied by the program tends to carry them through. However, one part of the experience which can be very painful is the return to Canada. The feelings of marginality, guilt and shame, and the personal problems which often result have been described above. The relationships shown in Figure IV isolate a central dilemma for CWY. A more intense experience increases CWY goal-attainment; but, at the same time, it

increases the difficulties of readjustment to Canada. Intensity is related with the stance taken to re-entry ( $r=-.21$ ): those who have questioned most are likely to be pessimistic about readjusting back in to Canada. They are also more likely to have readjustment problems ( $r=.22$ ). The key question for Canada World Youth is whether its goals can be attained without the pain of re-entry. That is, are readjustment problems part of the experience needed in order to produce the changes desired? Or, can CWY goals be realized even though re-entry is eased?

Figure IV indicates that whether participants are pessimistic or optimistic about re-entry is very strongly related with their problems of readjustment ( $r=.48$ ). Both are also associated with the experiential variables (except for group integration), and these relationships are fairly strong. Yet, there do not appear to be significant relationships between these re-entry variables and the measures of goal-attainment (with the exception of intercultural skills).

It is sometimes felt that a difficult re-adjustment completes the CWY experience; that participants have not completed their beneficial changes until they have suffered re-entry problems. The data do indicate that, in the past, an easier readjustment to Canada has suggested that the CWY experience did not deeply affect the participant: those who changed most to embody CWY goals also tended to have difficult re-entries. But the data also indicates clearly that this is not a necessary relationship. There are no very significant associations between re-entry problems and the goal-



attainment measures. The implications of these findings specifically for the CWY program are presented in the next, and final, chapter.

## FOOTNOTES TO CHAPTER VI

1. Twenty-six per cent of Anglophones and 43 per cent of Francophones stated their interest in the other language was the "same."
2. This is confirmed out by examining the two sets of statements in isolation. Higher responses on the three dependency statements correlated highly with absolute change ( $r=.52$ ), while the relationship between high responses on the seven "endogenous" statements and overall change was much weaker ( $r=.10$ ).
3. The five response categories were collapsed into three.

## CHAPTER VII

### CONCLUSIONS AND IMPLICATIONS

This thesis had two primary foci. First, it attempted to measure and describe the long-term effects of a rather unique experiment in development education: Canada World Youth. Second, it explored the interaction of a number of factors that might impinge on CWY goal-attainment in order to isolate ways of increasing the program's success. It was hoped that while the results will be of particular use to CWY, they would also be valuable to those generally engaged in education for social change.

This chapter has two purposes. First, it summarizes the conclusions reached during the course of the analysis, and does so in three areas: increasing goal-attainment, the re-entry process, and further research. Second, it discusses some of the implications of the study, both for CWY and for the training of change agents generally.

#### Conclusions

##### Increasing Goal-Attainment

In attempting to isolate those factors most associated with goal-attainment, it was shown that participant background characteristics generally are important: it is probable that CWY selection criteria and procedures are rigorous enough that

participants are chosen from within each major socio-demographic category according to personal characteristics.

The nature of the CWY experience, however, was found to strongly influence goal-attainment. In particular, the level of intensity of the program correlated highly with intercultural skills, which in turn was strongly related to autonomy and Canadian cultural appreciation and skills. It appears then, that program changes heightening the intensity of the experience in ways that encourage intercultural interaction will also contribute to CWY's personal and Canadian intercultural goals.

Furthermore, shift in view of underdevelopment also was found associated with intercultural skill increase and program intensity. While this suggests that any development education is beneficial, it should be noted that increased involvement upon return to Canada was found most affected by the adoption of the dependency theory of underdevelopment. Thus, program changes that encourage intercultural interaction as well as permitting the exploration of development issues using dependency theory are likely to increase former participant involvement in development activities in Canada. It is important to add that the encouragement of group integration is likely to promote this entire process, since it was found to have a significant direct relationship to increasing intercultural skills.

#### Aiding Re-entry

It was found that re-entry problems were not associated with CWY goal-attainment, either directly or indirectly. CWY can,

therefore, continue to develop measures to aid re-entry without fear that they will in some way dilute the impact of the program. The most important change possible, according to the data, would be to alter the expectations of re-entrants towards greater optimism. Rather than stress the inevitable shock of re-discovering Canada, debriefing should be more positive. It could focus on more hopeful changes which occurred in Canada over the period of the participants' absence (changes in energy consumption, new foreign aid programs, etc.). It should also stress very strongly that there are individuals and organizations in every part of the country whose concerns parallel those of the former participant. It is advisable for CWY to counter both the feelings of isolation and repugnance which make returning so difficult for many participants. In this respect, particular attention should be devoted to women's problems, perhaps in a special part of the debriefing process. It is not suggested, however, that CWY modify the scope of its re-entry assistance to include some re-entry projects of job-placement: there is no indication that this would aid the readjustment of more than a few participants, and it might make that of others more difficult.

#### Further Research

It has been shown that CWY goal-attainment is not increased by re-entry problems. Participants do not tend to develop greater autonomy or intercultural skills during their period of readjustment to Canada. It is still possible, in fact, that re-entry problems impede the attainment of CWY goals. The questionnaire was not

constructed to inquire closely into what happened to participants when they returned; rather, it concentrated on how they felt about returning. However, there is some evidence that there are distinct patterns of re-entry; that is, series of linked events which depend on participants' home characteristics and the nature of their experience and which may influence CWY goal-attainment, particularly the goal of continuing involvement in development. These very concrete processes are probably worth studying in more detail if CWY is to maximize its efficiency.

It was found, for instance, that involvement depends to some extent on whether the participant returned to school after CWY: 36 per cent of those who did had not been involved in international, community development, or political organizations, as opposed to 47 per cent of those who did not. This was particularly notable in the cases of international and political organizations. Involvement also varied with the current occupational status of the former participant: students were most involved (65 per cent), while part-time employees (52 per cent), the unemployed (51 per cent) and homemakers (50 per cent) tended to be less involved. Involvement is also associated with other activities in which CWY is interested: active returnees were more likely than the non-involved to have learned another language (66 vs. 54 per cent), and also to have told others about CWY and their experiences in the program. Involvement also seems to be dependent upon the participants' socio-economic position, which comes into play again as soon as they return to Canada. The children of professionals were more likely to be involved in organizations (68 per cent) and to

travel again (52 per cent) than were respondents whose fathers were primary producers, blue-collar workers, and labourers (60 and 36 per cent).

Such results suggest that re-entry patterns may be self-reinforcing. Some participants may return with a concern for the problem of development and a repugnance for Canadian society. Those from well-to-do families may have the resources to sort out personal difficulties; to return to school, join international organizations, further their intercultural skills, learn languages and travel, and, in general, enter a cycle of increasing involvement and interest. Others may return to smaller towns, to more inflexible friends; they may need to earn money right away; further education may be out of the question; they may feel isolated from organizations which would maintain their interest in development, and frustrated that their skills are not used: in short, they enter a self-reinforcing cycle of diminishing involvement.

These detailed processes of re-entry bear examination. The initial mode of coping with re-entry was found to have on-going effects on goal-attainment, and this can only be explained through the existence of such patterns of readjustment. If these patterns were probed in depth to seem likely that much stronger relationships would emerge.

## Implications

### Implications for the CWY Program

To facilitate the use of the findings by CWY, the implications presented here are in the form of specific recommendations for the program.

In discussing the perceived effects of the CWY experience in Chapter V, it was evident that many participants felt they had grown as individuals through their CWY year. CWY influence was considered important in later decisions to return to school, choose courses of study, choose careers, study languages, and return to developing countries. A great many former participants have engaged in these activities, and it is obvious both that they feel CWY influenced them and, since their proportions are so far above the norm in Canada, that CWY actually did influence them. Their attitudes toward the causes of underdevelopment also shifted, for the most part. As well, their relatively high levels of involvement in international, community and political organizations must be partially due to the CWY experience: they believe this to be true, in any case. Finally, the individual measures of CWY goal-attainment, as developed and discussed in Chapter VI, give further evidence that CWY has had much success in achieving its specific objectives. Hence, based in the overall positive CWY goal-attainment results, it is recommended that:

1. The CWY program be continued.



It should be emphasized that this recommendation must be judged in light of some of the weaknesses inherent in the research design; for example, the lack of comparative control data. This, combined with CWY's rigorous selection criteria and procedures and the tendency of CWY participants to be self-selecting (see discussion in Chapter III), means that the recommendation is most relevant only in the limited context of the program.

It must be noted, as well, that this recommendation is made without the consideration of a thorough assessment of the value of CWY for the program's exchange countries - a substantial proportion of respondents indicated reservations about CWY's benefit to the exchange countries.

In order to improve overall current CWY goal-attainment among Canadian participants, the findings suggest the following recommendations:

2. CWY maintain and continue to clarify and improve its current program focus of development education.

In particular, CWY should emphasize formal development education that examines underdevelopment from both endogenous and dependency theory perspectives, in full discussion with exchange country participants.

3. CWY emphasize program changes that generally will heighten intercultural interaction.

These might include: upgrading exchange country-specific pre-program participant preparation (including language training), the introduction of formal theory on intercultural communication, and the design of project experiences that demand intercultural dialogue.

4. CWY intensify its experience.

This should be done primarily through the work project. It should be designed as much as possible to be outside the experience of the average participant, to continually confront him with the unknown, and to challenge his attitudes and values.

However, particularly if CWY does intensify its experience, and given the apparent importance of good leadership to program success, it is recommended that:

5. CWY give absolute priority to maintaining and continuing to refine its current rigorous selection criteria and procedures for participants, and to improving these for field staff.

Based in the results of the investigation of participant re-entry it is recommended that:

6. CWY maintain and continue to expand its current re-entry program.

Short term re-entry assistance, in particular, should be oriented toward women returnees and to those with marginality and/or disorientation problems. As well, re-entry programs should encourage an optimistic attitude among participants toward the possibility of progressive social change.

7. CWY formally adopt measures to encourage and prepare participants to share their CWY experience upon their return to Canada.

These might include: a formal contract between the CWY organization and the participants for volunteer service or presentations of their CWY experience in their home communities, the use of an instrument (such as a questionnaire) to assist participants in gathering comparative information about Canada and their exchange countries, and perhaps advice on how and which media and organizations to approach with information about their experience.

Finally, as a result of the apparent importance of the re-entry period to CWY goal-attainment, it is recommended that:

8. CWY replicate a similar study on a yearly basis, in order to gather comparative data on the impact of program changes.

This perhaps could be most conveniently done during participant follow-up gatherings.

9. CWY undertake a detailed study of the re-entry process in order to isolate discrete patterns of participant readjustment.

#### Implications for Training the Development Practitioner

Generally, the findings of the study confirm much of what already has been suggested as effective training for development practitioners. In particular, CWY's overall success testifies to the potency of combining "felt experience" (or, in the Biddles' terms, "on-the-job-learning": 1965, p. 254) with reflection in well-animated, intimate groups. However, both CWY's format and the study results point to modifications or additions to this combination that might improve its efficacy.

As outlined in Chapter II, CWY is designed to foster learning in four major areas: group, culture, community and development. By insisting that participants work toward common goals with people who do not share a common language or cultural base, CWY encourages the basic personal ingredients of the effective development practitioner: self-awareness and highly developed interpersonal skills. Theoretically, an understanding of some of the issues and skills involved in local development follows, when participants live and work in their host communities. Finally, participants are able to examine some of the larger forces influencing development (international trade relations, foreign aid policy, differing political systems, etc.) as they experience and compare development projects in Canada with those in the exchange countries. This

sequence of experience and learning, moving from exploring issues and developing skills at an interpersonal level through the local level and finally to the international is one very logical (and possibly optimal) development training progression: other training programs might wish to investigate its utility further.

But while these training foci and their sequence might be optimal in theory, the study results indicate that in practise, it may be difficult to govern their optimal balance. Several findings contribute to this assessment. Those participants who were alienated during re-entry (18 per cent), who had disorientation problems (12 per cent), and who were inconsistent in ranking participatory development tactics (57 per cent) testify to confusion that is very possibly derived from CWY's ambitious overlapping of its various experiences. Who can say what learning finally will result when an individual is expected to integrate successfully into a multi-cultural group; to learn about local development issues by working (for example) in a co-operative store; and finally, to gain an understanding of the problems of international development by living with a peasant family (perhaps) in the Philippines, all at the same time? CWY participants perhaps have justification for bewilderment.

Thus, while intense experience may produce a superior learning opportunity, it can be a difficult educational medium to control, and, as indicated by the study findings, it may result in harmful long-term consequences for the trainee. In this regard, leadership must be of prime importance, since it is the trainer/ animator (or, in CWY's case, the group leader) who is largely

responsible for manipulating the learning environment to the maximal benefit of the trainee. It would seem that, in general, the more intense the training experience, the more sensitive and skilled must be its leadership - both to enhance success and to minimize risk.

This research also pointed to other elements critical to program success - in particular, that the level of learning ultimately realized by the trainee, and perhaps more importantly, the extent and direction in which this learning is applied, may be strongly influenced by the attitude of the development practitioner upon completion of training. The results suggest that any new awareness or skills developed through his training experience will be applied more effectively if the development worker "re-encounters" his community with optimism that positive change can occur.

In an effort to encourage this conviction, it is recommended that the training group be relatively isolated from usual support services (such as access to "outside" entertainment or meal preparation and cleaning services) and that its members be engaged, as a routine part of their training period, in physical work of basic communal benefit. Overall, the CWY experience suggests that collective physical work resulting in a tangible symbol of self-reliance and mutual benefit can help create and maintain the inner "motor" of the effective development worker; that is, his profound faith that co-operative effort can improve the quality of human existence.

Finally, the study findings indicate that young women in Western society currently may be more predisposed to involvement in

progressive social change efforts than men. If this is the case, then it is suggested that they be encouraged to seek further training in development in order that their improved skills will give them access to positions of increased power and responsibility.

But perhaps the greatest contribution of CWY to any form of development education is the fact that it exists. The CWY experiment and others like it stand in tribute to those nations who, despite their current economic or political problems, are willing to support the possibility of co-operative social change. For since 1945, the choice for mankind has been painfully clear: either he continues to search for patterns of co-operation that will ensure a just share of the earth's resources for all, or he faces mounting chaos, suffering and eventual oblivion. For the developed world not to be engaged in the former choice is to reject what is probably both the greatest responsibility and opportunity of the final decades of the twentieth century.

BIBLIOGRAPHY

GENERAL



- ADAMS, J. D. and ROSOFF, N. 1973. "The Potential for Personal Growth Arising from Intercultural Experiences." Unpublished manuscript. The Briefing Centre, Canadian International Development Agency, Ottawa.
- ADLER, N. J. 1976. "The Cross-cultural Choice Action Research Project." Unpublished paper. Graduate School of Management, University of California, Los Angeles.
- \_\_\_\_\_. 1977. "Growthful Re-entry Theory: A Pilot Test on Returned Peace Corps Volunteers." Unpublished paper. Graduate School of Management, University of California, Los Angeles.
- \_\_\_\_\_. 1977. "Global Re-entry and Debriefing Program." Unpublished report. The Briefing Centre, Canadian International Development Agency, Ottawa.
- \_\_\_\_\_. 1978. "Debriefing and Re-entry Program: Staff Training Session." Unpublished document. The Briefing Centre, Canadian International Development Agency, Ottawa.
- \_\_\_\_\_. 1980. "Re-entry: A Study of the Dynamic Coping Processes used by Repatriated Employees for Personal and Organizational Transition." Unpublished Doctoral dissertation. University of California, Los Angeles.
- \_\_\_\_\_. and THEORET, R. 1978. "Self Debriefing and Re-entry Guide for CIDA Experts." Draft manuscript. The Briefing Centre, Canadian International Development Agency, Ottawa.
- ADLER, P. S. 1972. "Culture Shock and the Cross-cultural Experience." Readings in Intercultural Communication. Edited by D. S. Hoopes. Vol. II: 6-21.
- \_\_\_\_\_. 1974. "Beyond Cultural Identity: Reflections on Cultural and Multicultural Man." Topics in Culture Learning. Edited by R. W. Brislin. Vol. 2: 23-41.
- AKINSANYA, S. K. and ROBERTS, J. I. (eds.) 1976. Schooling in the Cultural Context. New York: David McKay.
- \_\_\_\_\_. 1976. Educational Patterns and Cultural Configurations. New York: David McKay.
- APPELBAUM, R. P. 1970. Theories of Social Change. Chicago: Markham.
- ATTKISSON, C. C. et al. (eds.) 1978. Evaluation of Human Service Programs. New York: Academic Press.
- BABBIE, E. R. 1973. Survey Research Methods. Belmont, California: Wadsworth.

- BALL, G. 1969. "Value Change as a Result of Overseas Experience: A Study of Difference in Value Orientation Among CUSO Volunteers Before and After Overseas Experience." Unpublished Master's thesis. McGill University, Montreal.
- BATTEN, T. R. 1965. The Human Factor in Community Work. London: Oxford University Press.
- \_\_\_\_\_. 1967. Training for Community Development: A Critical Study of Method. London: Oxford University Press.
- \_\_\_\_\_ and BATTEN, M. 1967. The Non-directive Approach in Group and Community Work. London: Oxford University Press.
- BIDDLE, W. W. and BIDDLE, L. J. 1965. The Community Development Process. New York: Holt, Reinhart and Winston.
- \_\_\_\_\_. 1968. Encouraging Community Development. New York: Holt, Rinehart and Winston.
- BLALOCK, H. M. (Jr.) 1964. Causal Inferences in Non-experimental Research. Durham, North Carolina: University of North Carolina Press.
- \_\_\_\_\_. 1971. Causal Models in the Social Sciences. New York: Aldine Atherton.
- \_\_\_\_\_. 1972. Social Statistics. New York: McGraw Hill.
- BLONDIN, M. 1971. "Animation Sociale." Citizen Participation: Canada. Toronto: New Press.
- BOCHNER, S. 1973. The Mediating Man. Honolulu, Hawaii: East-West Center.
- BONNER, H. 1967. "The Proactive Personality." Challenges of Humanistic Psychology. Edited by J. F. T. Bugental. New York: McGraw-Hill. pp. 61-66.
- BREIN, M. and DAVID, K. H. 1971 "Intercultural Communication and the Adjustment of the Sojourner." Sociological Bulletin. Vol. 76, 3: 215-230.
- BRISLIN, R. W. 1974. "The Establishment of Re-entry / Transition Seminars for Overseas Sojourners." Paper presented at the Re-entry / Transition Workshop in Racine, Wisconsin, October 15-17. Sponsored by The Academic Affairs Conference of Midwestern Universities.
- \_\_\_\_\_, (ed.) 1976. "Toward Cross-cultural Research: A Variety of Perspectives." Topics in Culture Learning. Vol. 4: 78 p.

- \_\_\_\_\_ and PEDERSEN, P. 1976. Cross-cultural Orientation Programs. New York: Gardner Press.
- \_\_\_\_\_ and VAN BUREN, H. 1974. "Can They Go Home Again?" International Educational and Cultural Exchange. Vol. IX, 4: 19-24.
- BROKENSHA, D. and HODGE, P. 1969. Community Development: An Interpretation. San Francisco: Chandler.
- BUERGENTHAL, T. and TORNEY, J. V. 1976. International Human Rights and International Education. Washington: UNESCO.
- BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS. 1974. A Human Contribution to the Structure of Peace: International Washington: Department of State.
- BUSH, K. 1965. "Coming Home." Africa Today. Vol. 12 (May): 8-11.
- CAMPBELL, D. T. and STANLEY, J. C. 1966. Experimental and Quasi-Experimental Designs For Research. Chicago: Rand McNally.
- CANADIAN COUNCIL FOR INTERNATIONAL CO-OPERATION. 1971. Youth On Development. Ottawa: Canadian Council for International Co-operation.
- CANADIAN COUNCIL FOR INTERNATIONAL CO-OPERATION. 1978. Directory of Canadian Non-Governmental Organizations Engaged in International Development. Ottawa: Canadian Council for International Co-operation.
- CAREY, R. G. 1970. The Peace Corps. New York: Praeger.
- CARNOY, M. 1974. Education as Cultural Imperialism. New York: Longman.
- \_\_\_\_\_ and LEVIN, H. M. 1976. The Limits of Educational Reform. New York: Longman.
- CAREY, L. J. 1970. Community Development as a Process. Columbia: University of Missouri.
- CLARKE, C. H. 1972. "The Re-entry Experience: Foreign Students Return Home." Paper presented at the Summer Conference on Intercultural Communication at the International Christian University, Tokyo, Japan.
- COMMITTEE ON WORLD EDUCATION. 1966. A Symposium on World Education. Glassboro State College: Committee on World Education.

- COMSTOCK, G., et al. 1966. The Volunteers. The Peace Corps Educational Television (ETV) Project in Colombia: Two Years of Research Washington: Department of State.
- COSWAY, F. 1976. Report on October 1-3, 1976 CIDA Group Debriefing Program. Ottawa: Canadian International Development Agency.
- CUSO DEVELOPMENT EDUCATION. 1974. Readings in Education. Ottawa: Canadian University Service Overseas.
- DESMOND, R. L. and WHITE, P. O. 1972. "The National Student Exchange." College Board Review. Vol. 86: 19-20, 33-34.
- DEUTSCH, S. E. 1970. International Education and Exchange. Cleveland: Press of Case Western Reserve University.
- DEVELOPMENT EDUCATION CENTRE and DEVELOPMENT AND PEACE. 1976. Development Education View Points. Toronto: Development Education Centre.
- DILLMAN, D. A. 1978. Mail and Telephone Surveys: The Total Design Method. New York: John Wiley and Sons.
- DUNHAM, A. 1970. The New Community Organization. New York: Thomas Y. Crowell.
- DUNKELBERG, W. C. and SONQUIST, J. A. 1977. Survey and Opinion Research: Procedures for Processing and Analysis. New Jersey: Prentice Hall.
- EATON, J. W. 1963. "Community Development Ideologies." International Review of Community Development. Vol. 11: 37-50.
- EGGERTSEN, C. A. 1969. An Evaluation of Study for the University of Michigan Teacher Candidates at the University of Sheffield, England. Washington: Bureau of Research.
- ELLIOTT, C. 1975. Patterns of Poverty in the Third World. New York: Praeger.
- ERIKSEN, E. H. 1963. The Challenge of Youth. New York: Doubleday.
- \_\_\_\_\_. 1968. Identity: Youth and Crisis, New York: W. W. Norton.
- EVALUATION DIVISION: CANADIAN INTERNATIONAL DEVELOPMENT AGENCY. 1979. Evaluation: Handbook on Methodology. Ottawa: Canadian International Development Agency.

- EYFORD, G. and ROBERTS, H. 1976. "Documentation and Analysis of Development Programs in Canada." Unpublished report. Division of Community Development, University of Alberta, Edmonton.
- FIEDLER, F. E., MITCHELL, T. and TRIANDIS, H. C. "The Cultural Assimilator: An Approach to Cross-Cultural Training." Journal of Applied Psychology. Vol. 55, 2: 95-102.
- FLACKS, R. 1972. Youth and Social Change. Chicago: Markham.
- FOSTER-CARTER, A. 1974. "Neo-Marxist Approaches to Development and Underdevelopment." Sociology and Development. Edited by Emanuel de Kadt and Gavin Williams.
- FRANK, A. G. 1969. Latin America: Underdevelopment or Revolution. New York: Monthly Review Press.
- FRASER, S. E. and BRICKMAN, W. W. 1968. A History of International and Comparative Education. Glenview, Illinois: Scott, Foresman.
- FREEBERG, H. No Date. "International Understanding Via Student Teaching Approach." Unpublished paper. Education Department, Moorhead State College, Moorhead, Minnesota.
- FREIRE, P. 1974. Education for Critical Consciousness. New York: The Seabury Press.
- \_\_\_\_\_. 1972. Pedagogy of the Oppressed. New York: Herder and Herder.
- FULBRIGHT-HAYS SCHOLARSHIP PROGRAM. 1975. "1965-66 Fulbright-Hays Grantees: 10 Years Later." International Educational and Cultural Exchange. Vol. 11, 1: 37-41.
- FURTADO, C. 1967. Development and Underdevelopment. Berkley: University of California Press.
- GADDY, J. R. 1977. "Curriculum Enrichment Through School-to-School Student Exchanges." Paper presented at the Annual Meeting of the National Association of Secondary School Principals. New Orleans, January 14-19.
- GALBRAITH, J. K. 1968. The Underdeveloped Country. Toronto: CBC Publications.
- GAMA, E. M. P. and PEDERSEN, P. 1976. "Readjustment Problems of Brazilian Returnees from Graduate Studies in the United States." Paper presented at the Annual Convention of the American Psychological Association. Washington, September 3-7.
- GERIN-LAJOIE, P. 1975. 25 Years After. Ottawa: Canadian International Development Agency.

- GLASER, B. 1969. "The Constant Comparative Method of Qualitative Analysis." Issues in Participant Observation. Edited by G. L. McCall and J. L. Simmons. Don Mills, Ontario: Addison-Wesley. pp. 216-227.
- \_\_\_\_\_ and STRAUSS, A. 1967. The Discovery of Grounded Theory. Chicago: Aldine.
- GLOCK, C. 1967. Survey Research in the Social Sciences. New York: Russell Sage Foundation.
- GOUDY, W. J. 1978. "Interim Response to a Mail Questionnaire: Impacts on Variable Relationships." The Sociological Quarterly. Vol. 19 (Spring): 253-265.
- GOULET, D. 1977. The Cruel Choice. New York: Atheneum.
- GRIFFIN, W. H. 1975. "International Educational Co-operation and the World's Future." Topics in Culture Learning. Edited by Richard W. Brislin. Vol. 3: 137-150.
- GUILFORD, J. P. and FRUCHTER, B. 1978. Fundamental Statistics in Psychology and Education. New York: McGraw-Hill.
- GULLAHORN, J. T. and GULLAHORN, J. E. 1963. "An Extension of the U-Curve Hypothesis." Journal of Social Issues. Vol. 19, 3: 33-47.
- HALL, E. T. 1976. Beyond Culture. New York: Doubleday.
- HAGUE, W., et al. 1977. "Towards a Theory of Rural Development." Development Dialogue. Uppsala, Sweden: Swedish International Development Authority. Vol. 2: 144 p.
- HARRIS, J. 1975. "Identification of Cross-cultural Talent: The Empirical Approach of the Peace Corps." Topics in Culture Learning. Edited by Richard W. Brislin. Vol. 3: 66-78.
- HARRISON, R. and HOPKINS, R. L. 1967. "The Design of Cross-Cultural Training: An Alternative to the University Model." The Journal of Applied Behavioural Sciences. Vol. 3, 4: 431-461.
- HAWES, F. and KEALEY, D. J. 1980. Canadians in Development: An Empirical Study of Adaptation and Effectiveness On Overseas Assignment. Ottawa: Canadian International Development Agency.
- HEATH, G. L. 1969. "The Lodestar International Student Experiment." School and Society. Vol. 97 (October): 372-374.
- HENDERSON, G. (ed.) Education for Peace: Focus on Mankind. Washington: Association for Supervision and Curriculum Development.

- HENDERSON, J. L. 1968. Education for World Education. Oxford: Pergamon Press.
- HENSMAN, C. P. 1971. Rich Against Poor. London: Penguin Press.
- HINKLE, D. E., et al. 1979. Applied Statistics for the Behavioral Sciences. Chicago: Rand McNally.
- HOCHSCHILD, S. F. 1978. "Technical Assistance and International Development: A Need for Fundamental Change." Focus. 3: 1-7.
- HOEBEL, E. A. and FROST, E. L. 1976. Cultural and Social Anthropology. New York: McGraw-Hill.
- HOEH, J. A. and SPUCK, D. W. 1975. "Effects of a Three Phase Acculturation Process of Language Skill Development and Social and Personal Attitudes of High School French Students." Foreign Language Annals. Vol. 8, 3: 220-226.
- HOFMAN, J. E. and ZAK, I. 1969. "Interpersonal Contact and Attitude Change in a Cross-cultural Situation." The Journal of Social Psychology. Vol. 78: 165-171.
- HOOPES, D. S. and ALTHEN, G. L. 1971. "Culture and Communication in Intercultural Relations." Readings in Intercultural Communication. Edited by David S. Hoopes. Vol. 1: 21-47.
- \_\_\_\_\_, PEDERSEN, P. B. and RENWICK, G. W. 1977. Overview of Intercultural Education, Training and Research (Volume I). Washington: Society for Intercultural Education, Training and Research.
- HOROWITZ, E. L. 1972. Three Worlds of Development. New York: Oxford University Press.
- HOSELITZ, B. F. 1960. Sociological Aspects of Economic Growth. Glencoe, Illinois: University of Chicago Press.
- HOWARD, C. G. 1974. "The Returning Overseas Executive: Culture Shock in Reverse." Human Resource Management. Vol. XIII, 2: 22-26.
- HYMAN, H. H., WRIGHT, C. R. and HOPKINS, T. K. 1962. Applications of Methods of Evaluation. Berkley: University of California Press.
- INKELES, A. 1969. "Making Men Modern: On the Causes and Consequences of Individual Change in Six Developing Countries." American Journal of Sociology. (September): 208-225.
- JOHNSON, M., et al. 1972. "A Proposal for the Training of Members of the Yukon Indian Brotherhood." Unpublished paper. Division of Community Development, University of Alberta, Edmonton.

- JOHNSTONE, J. C. 1969. Young People's Images of Canadian Society. Ottawa: Information Canada.
- KAY, G. 1977. Development and Underdevelopment: A Marxist Analysis. New York: The MacMillan Press.
- KEALEY, D. J. 1978. A Survey of Co-operants and Spouses on Direct CIDA Contract. Ottawa: Canadian International Development Agency.
- \_\_\_\_\_. 1979. "Adaptation to a New Environment." Unpublished paper. The Briefing Centre, Canadian International Development Agency, Ottawa.
- \_\_\_\_\_. 1979. Selection Criteria and Methodology for Overseas Technical Assistance Personnel. Ottawa: Canadian International Development Agency.
- KENWORTHY, L. The International Dimension of Education. Washington: Association for Supervision and Curriculum.
- KERLINGER, F. N. 1973. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston.
- KIDD, J. R. 1974. Whilst Time is Burning. Ottawa: International Development Research Centre.
- KLEIN, M. H. No Date. "Overview: Adaptation to New Cultural Environments." Unpublished paper. Available through EDRS.
- LANGNESS, L. L. 1974. The Study of Culture. San Francisco: Chandler and Sharp.
- LERNER, D. 1958. The Passing of Traditional Society. Glencoe, Illinois: Free Press.
- LONGWORTH, S. 1971. "The Returned Volunteer: A Perspective." Transition. Vol. 1: 11-17.
- LOTZ, J. 1977. Understanding Canada. Toronto: New Canada Publications.
- LYNTON, L. P. 1960. The Tide of Learning: The Aloka Experience. London: Routledge.
- MARGOLIS, F. H. 1970. Training By Objectives: A Participant-Oriented Approach. New York: McBer.
- MARION, P. B. 1974. "Evaluation of Study Abroad." Paper presented at the National Convention of the National Association for Foreign Student Affairs. Albuquerque, New Mexico, May.



- MARSHALL, D. G. 1979. "Co-operant Ethnocentricity: a Conceptualization and Measurement." Unpublished paper. Department of Educational Administration, University of Alberta, Edmonton.
- MARSHALL, R. A. 1973. Can Man Transcend His Culture? An Overview. Washington: American Association of State Colleges and Universities.
- MASLOW, A. H. 1968. Toward a Psychology of Being. New York: Van Nostrand Reinhold.
- \_\_\_\_\_. 1973. The Farther Reaches of Human Nature. New York: The Viking Press.
- McCLELLAND, D. 1964. The Roots of Consciousness. Toronto: Van Nostrand.
- McCONKEY, D. 1974. "Education for a Global Life-Style." Co-operation Canada. (September/October): 24-25.
- McGINNIS, P. 1976. "Major Personal Changes in Forty Returned CUSO Volunteers." Unpublished Doctoral dissertation. Ontario Institute for Studies in Education, Toronto.
- MILLER, D. C. 1971. Handbook of Research Design: Social Measurement. New York: David McKay.
- MURRAY, J. A. 1973. "International Personnel Repatriation: Cultural Shock in Reverse." MSU Business Topics. Vol. 21, 3: 59-66.
- NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS. 1975. Selected Speeches. Annual Conference of the National Association for Foreign Student Affairs. Washington: National Association for Foreign Student Affairs.
- NEWMARK, E. and ASANTE, M. 1976. Intercultural Communication. Washington: National Institute of Education.
- NIE, N. H., et al. 1975. Statistical Package for the Social Sciences. (second edition). New York: McGraw-Hill.
- OBERG, K. 1954. "Culture Shock and the Problem of Adjustment to New Cultural Environments." Unpublished paper. Originally presented in Rio De Janeiro, Brazil.
- O'MUIRCHEARTAIGH, C. A. and PAYNE, C. 1977. Exploring Data Structures: The Analysis of Survey Data. London: John Wiley and Sons.
- \_\_\_\_\_. 1977. Model Fitting: The Analysis of Survey Data. London: John Wiley and Sons.

- ONGLAUB, A. 1974. Manual and Guidelines for Peace Corps Training in Thailand. Bangkok: Peace Corps.
- OPHULS, W. 1977. Ecology and the Politics of Scarcity. San Francisco: W. H. Freeman.
- OPUBOR, A. E. "Intercultural Adaptation: Resocialization Versus Reacculturation." Unpublished manuscript. Department of Communications and the Department of Racial and Ethnic Studies, Michigan State University.
- ORENSTEIN, A. and PHILLIPS, W. R. F. 1978. Understanding Social Research. Boston: Allyn and Bacon.
- OWEN, T. 1978. "A Canadian Experiment in Development Education." Development Dialogue. Uppsala, Sweden: Swedish International Development Authority. Vol. 1: 121-3.
- PALMER, C. N. 1977. "Cultural Relativism: As Strategy for Teaching the 'Culturally-Different.'" Paper presented at the Annual Meeting of the National Council of Teachers of English. New York City, November 24-26.
- PEARSON, P. 1964. "The Peace Corps Volunteer Returns: Problems of Adjustment." Saturday Review. (October 17): 54-56, 74-75.
- PEACE CORPS. 1966. After the Peace Corps-The Returnee Career Picture. Washington: Department of State.
- PERKINS, W. A. (ed.) 1967. Overseas Programs for Secondary School Students. Report on Regional Conferences. New York: Council on International Educational Exchange.
- PFEIFFER, W. J. and JONES, J. E. 1972. A Handbook of Structured Experiences for Human Relations Training. Iowa City, Iowa: University Associates Press. Vols. I, II, and III.
- PROSSER, M. H. 1977. The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus. Washington: United States Information Agency.
- PURKAPLE, R. H. 1972. "American Students Abroad." International Vol. 7, 3: 67-81.
- REISCHAUER, E. O. 1974. Toward the 21st Century: Education for a Changing World. New York: Vintage.
- REMY, R. C., et al. 1975. International Learning: International Education in a Global Age. Washington: National Council for the Social Studies.
- RHINESMITH, S. H. and HOOPES, D. 1972. "The Learning Process in an Intercultural Setting." Readings in Intercultural Communication. Edited by David S. Hoopes. Vol. II: 22-26.

- ROBERTS, H. 1979. Community Development: Learning and Action. Toronto: University of Toronto.
- ROGERS, C. 1961. On Becoming A Person. Boston: Houghton Mifflin.
- \_\_\_\_\_. 1969. Freedom to Learn. Columbus: Charles E. Merrill.
- ROSSI, P. H. 1972. Evaluating Social Programs: Theory, Practise and Politics. New York: Seminar Press.
- RUBEN, B. and KEALEY, D. J. 1977. Behavioural Assessment of Communication Competency and the Prediction of Cross-Cultural Adaptation. Ottawa: Canadian International Development Agency.
- SALISBURY, L. H. 1967. "Cross-Cultural Communication and Dramatic Ritual." Communication - Concepts and Perspectives. Edited by Lee Thayer, Washington: MacMillan. Chap. 4.
- SALLERY, R. D. H., MacDONALD, M. L., and DUCHESNE, P. G. (eds.) 1973. Readings in Development. Ottawa: Canadian University Service Overseas. Vols. I, II, III.
- SANDERS, W. P. 1970. Bridges to Understanding. New York: McGrawHill.
- SAVIGNON, S. J. 1975. "Teaching for Communication." Missouri Foreign Language Journal. (November).
- SCANLON, D. G. and SHIELDS, J. J. 1968. Problems and Prospects in Press.
- SHAW, M. E. and WRIGHT, J. M. 1967. Scales for the Measurement of Attitudes. New York: McGraw-Hill.
- SJOBERG, G. and NETT, R. 1968. A Methodology For Social Research. New York: Harper and Row.
- SMITH, H. P. 1955. "Do Intercultural Experiences Effect Attitudes?" Journal of Abnormal and Social Psychology. Vol. 51: 469-477.
- SMITH, L. 1975. "The Hazards of Coming Home: For an Executive Returning Home From an Overseas Post Can Be the Toughest Assignment of All." Duns Review. (October): 71-73.
- SPRADLEY, J. P. and PHILLIPS, M. "Culture and Stress: A Quantitative Analysis." American Anthropologist. Vol. 74, 3: 518-529.
- STARR, J. B. 1977. "Cross-cultural Empirical Research: Investigative Strategies." Topics in Culture Learning. Edited by Richard W. Brislin and Michael Hamnett. Vol. 5: 125-173.
- STAVRIANOS, L. S. 1976. The Promise of the Coming Dark Age. San Francisco: W. H. Freeman.

- STEWART, E. C. 1972. American Cultural Patterns: A Cross-Cultural Perspective. Pittsburgh: Regional Council of International Education.
- STOLLEY, R. B. 1965. "Re-entry crisis: Return of Peace Corps Volunteers to the U.S." Life. (March): 98-100.
- SUCHMAN, E. 1967. Evaluative Research. New York: Russell Sage Foundation.
- TAYLOR, C. E., et al. 1978. "U.S. Medical Students in Nepal." Journal of Medical Education Vol. 53, 7: 583-9.
- TAYLOR, H. 1967. Conference on World Education. Washington: The American Association of Colleges for Teacher Education.
- UNITED NATIONS. 1971. Popular Participation in Development: Emerging Trends in Community Development. New York: United Nations.
- UNITED NATIONS. 1973. The International Development Strategy: First Overall Review and Appraisal of Issues and Policies. New York: United Nations.
- WARREN, R. L. 1971. Love, Truth and Social Change. Chicago: Rand McNally.
- WEISBERG, H. F. and BOWEN, B. D. 1977. An Introduction to Survey Research and Data Analysis. San Francisco: W. H. Freeman.
- WEISS, C. H. 1973. "Between the Cup and the Lip." Evaluation. Vol. 1: 49-55.
- \_\_\_\_\_. 1973. "Evaluation Research in the Political Context." Paper presented at the annual meeting of the American Psychological Association, Montreal, August 30.
- WERKMAN, S. L. 1975. "Over Here and Back There: American Adolescents Overseas." Foreign Service Journal. (March): 13-17.
- WHITE, S. 1968. "Adaptation Problems of CUSO Volunteers on Return to Canada." Unpublished Master's thesis. School of Social Work, McGill University, Montreal.
- WIGHT, A. R. and HAMMONS, M. A. 1970. Guidelines for Peace Corps Cross-cultural Training. Washington: Department of State. Part I, II, III, IV.
- WISCONSIN STATE UNIVERSITY - EAU CLAIRE. No Date. "Intercultural Education Program, Socio-metric Study." Unpublished paper. Available through EDRS.

WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION.  
1976. Education for a Global Community. Report of the Annual  
Assembly of Delegates. Morges, Switzerland: World Confederation  
of Organizations of the Teaching Profession.

ZALTMAN, G., KOTLER, P. and KAUFMAN, I. (eds.) 1972. Creating  
Social Change. New York: Holt, Rinehart and Winston.

ZEYLSTRA, W. G. 1975. Aid or Development. Leyden: A. W. Sijthoff.

BIBLIOGRAPHY  
CANADA WORLD YOUTH

- A.R.A. CONSULTANTS. 1973. "Canada World Youth: A Management Review." Unpublished report. CWY General Secretariat, Montreal.
- ALAN ROBERT ROSS CONSULTANTS. 1975. "Report of the Canadian Section of Year IV." Unpublished report. CWY General Secretariat, Montreal.
- ANDY COHEN AND ASSOCIATES. 1973. "Canada World Youth in Mexico, or, the Treasures of the Sierra Madre. A Report Based on Three Weeks of Observations with the Mexican Team of Canada World Youth." Unpublished report. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1973. "Evaluation of Year I." Unpublished report. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1973. "One Innocent in Western Canada. An Interim Report on the Canada - Yugoslavia Canada World Youth Activities in Western Canada." Unpublished report. CWY General Secretariat, Montreal.
- BARNDT, C. 1973. "A Cross-cultural Test of the Paulo Freire Model in the Evaluation of an Intercultural Educational Program: Canada World Youth." Unpublished paper. Department of Sociology, Michigan State University.
- CANADIAN CWY PARTICIPANTS. 1973. "Le Livre." Unpublished document. Collected letters from Canadian CWY participants: 1972-73. CWY General Secretariat, Montreal.
- CENTER FOR RESEARCH AND EVALUATION. 1974. "Canada World Youth - Potential Evaluation Session for Group Leader and Co-ordinator Candidates - Year III: Observer's Manual." Unpublished document. CWY General Secretariat, Montreal.
- CHAMPAGNE, M. 1971. "Brief on the Development of Jeunesse Canada/Monde - Canada/World Youth." Unpublished report. CWY General Secretariat, Montreal.
- CWY BUDGET COMMITTEE. 1979. Collected reports: 1979. Unpublished documents. CWY General Secretariat, Montreal.
- CWY EVALUATION WORK GROUP. 1973. "Summary of a Study on the Changes Resulting from the CWY Program 1972-1973." Unpublished report. CWY General Secretariat, Montreal.
- CWY ONTARIO REGIONAL OFFICE STAFF. 1978. "Study on Follow-up." Working paper. CWY General Secretariat, Montreal.
- CWY PLANNING SECRETARIAT. 1972. "General Model of the Evaluation Program: Canada World Youth." Unpublished document. CWY General Secretariat, Montreal.

- \_\_\_\_\_. 1972. "General Model and Modalities of Application of the Evaluation Program." Unpublished document. CWY General Secretariat, Montreal.
- CWY PRAIRIE REGIONAL OFFICE STAFF. 1974. "A Perspective from the Prairies: Suggestions for JCM/CWY for Year IV." Unpublished document. CWY Prairie Regional Office, Edmonton.
- CWY PROGRAM DEPARTMENT. 1974. "Canada World Youth Follow-up Process." Unpublished document. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1975. "Follow-up Sessions, Year III - Suggested Plan." Unpublished document. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1975. "Le Follow-up et Les Bureaux Regionaux." Unpublished Document. CWY General Secretariat, Montreal.
- \_\_\_\_\_. Undated. "The Needs of the Canadian Participants for Support at the End of the Program." Unpublished report. CWY General Secretariat, Montreal.
- CWY PROGRAM COMMITTEE. 1975-79. Collected minutes of meetings. Unpublished documents. CWY General Secretariat, Montreal.
- CWY RESEARCH AND DEVELOPMENT DIVISION. 1971-77. Collected Canada World Youth evaluation questionnaires. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1974. "Canada World Youth Evaluation Program 1974-75." Unpublished document. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1974. "Canada World Youth Evaluation Program: Results." Unpublished report. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1974. "Follow-up Model Proposed for Year III." Working paper. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1974. "Notes Sur La Selection." Unpublished document. CWY General Secretariat, Montreal.
- CWY SELECTION DIVISION. 1971-77. Collected candidate's application forms. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1972. "Evaluation of Candidates for Final C selection - Procedures Manual." Unpublished document. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1974. "Conception and Planning Manual: Selection." Draft copy. CWY General Secretariat, Montreal.



- \_\_\_\_\_. 1974. "General Procedures Manual for Selection." Draft copy. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1975. "Manual for the Evaluation of Co-ordinators and Group Leaders." Unpublished document. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1975. "Manual for the Evaluation of Participants." Unpublished document. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1976. "Manual for the Evaluation of Participants, 1976-77." Unpublished document. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1979. "Procedure Manual - Atmosphere Day Evaluation for Participants, Year VII." Unpublished document. CWY General Secretariat, Montreal.
- DAVIES, L. 1976. Untitled discussion and evaluation of Canada World Youth. Unpublished paper. Division of Community Development, University of Alberta, Edmonton.
- DIONNE, P. (Chairperson) 1975. "Report of the General Evaluation Session May 27-30." Unpublished report. CWY General Secretariat, Montreal.
- ELLIOT, I. 1974. "Evaluation of Selection Year III." Unpublished report. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1974. "Canada World Youth: Strengths and Weaknesses of 1972-73 and 1973-1974 Accomplishments." Unpublished report. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1975. Memorandum to Blaise Lefebvre regarding evaluation model - Year IV, March 20. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1975. "Summary Report on Group Leader and Co-ordinator Training." Unpublished report. CWY General Secretariat, Montreal.
- GARNEAU, J. 1974. "Study of Changes Noted in the Participants in Year I of the Canada World Youth Program." Unpublished report. CWY General Secretariat, Montreal.
- HEBERT, J. 1976. The World is Round. Translation by Sheila Fischman. Toronto: McClelland and Stewart.
- JARROLD, L. 1976. "A List of Observations, Suggestions and Formal Recommendations from the Second Interim Report of the Evaluation Team (OISE)." Memorandum to Ian Elliott, July 13. CWY General Secretariat, Montreal.

- \_\_\_\_\_. 1976. "The Labyrinth - August 19 to 31: Report on the Training Camp." Unpublished report. CWY General Secretariat, Montreal.
- MINER, M. 1974. "Canada World Youth Follow-up Kit." Unpublished document. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1974. "Canada World Youth Follow-up Process." Unpublished report. CWY General Secretariat, Montreal.
- ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. 1976. "Preliminary Report - Evaluation Project: Canada World Youth/Jeunesse Canada Monde." Unpublished report. CWY General Secretariat, Montreal.
- \_\_\_\_\_. 1976. "Final Report of the Evaluation Team of Canada World Youth."
- PRAIRIE PRAXIS. 1975. "Some Proposals Regarding Canada World Youth." Paper prepared for the Prairie Regional Meeting. Regina, Saskatchewan, August 13-15.
- RASMUSSEN, L. 1976. "Model: Prairie Region Follow-up Sessions." Unpublished document. CWY Prairie Regional Office, Edmonton.
- ROSS, A. R. 1975. "Report on the Evaluation of the Participant Training Camps: Canada World Youth - Year IV." Unpublished report. CWY General Secretariat, Montreal.
- ROY, J. E. 1977. "CWY Sri Lanka, Year V: Co-ordinator's Final Report." Unpublished report. CWY General Secretariat, Montreal.
- SONE, I. and ASSOCIATES. 1975. "Survey of Former Participants of Canada World Youth." Unpublished report. CWY General Secretariat, Montreal.
- YOUTH AND STUDENT TRAVEL ASSOCIATION OF THE PHILIPPINES. 1975. "Evaluation of Program Year 1974-75 by the Republic of the Philippines - Canada World Youth Exchange Participants." Unpublished report. Youth and Student Travel Association of the Philippines, Manila.

.APPENDICES

APPENDIX A  
CWY INFORMATION DOCUMENTS

## PARTICIPATION OF COUNTRIES IN CWY BY YEAR

Country	Year							
	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80
Bangladesh								X
Bolivia							X	X
Cameroon	X	X						
Colombia			X	X	X	X	X	X
Costa Rica		X	X	X				X
El Salvador				X	X	X	X	X
Fiji		X	X					
Gambia		X	X	X	X			
Guatemala				X	X	X	X	X
Guyana							X	X
Haiti				X	X	X	X	X
Honduras		X	X					
India								X
Indonesia			X	X	X	X	X	X
Ivory Coast		X		X	X	X		
Malaysia	X	X	X	X	X	X	X	X
Mali							X	X
Mexico	X	X	X					
Philippines				X	X	X	X	
Senegal		X	X	X	X	X	X	X
Sri Lanka				X			X	X
Tanzania							X	
Tunisia	X	X	X	X				
Yugoslavia	X							

Source: CWY General Secretariat, Montreal.

## TRAITS OF THE IDEAL (CWY) CANDIDATE

DEFINITIONS

For much of the evaluation day, the psychologist and the animator will only have to mark the participants on four (4) broad dimensions:

1. Work (W)
2. Acceptance by the group (AG)
3. Influence on the group (IG)
4. Interest in the Third World (ITW)

1. WORK (W)

This dimension refers to the participant's "work" within the group. The participant who receives a positive rating (+) on the dimension openly shows motivation toward work. He/she does something; he/she does not remain passive, or simply observe.

This type of participant, therefore, gets involved in some concrete work, or in some of the day's activities (manually or verbally). Such a participant exhibits motivation to throw him-/herself enthusiastically into the activity, to act, to do something as opposed to the other type of participant who tends to be rather shy, apprehensive, observing, or detached.

The quality of the work done by the participant should also be considered of forging ahead, action, and should demonstrate intelligence and creativity.

## 2. ACCEPTANCE BY THE GROUP (AG)

This dimension refers to the acceptance of the participant by the group; watch for the impact the participant has on the group, of his/her style, his/her verbal expression.

This participant who obtains a positive rating (+) on this dimension should be very well accepted by the group; he/she is not rejected, and the other participants of the group have no trouble establishing contacts with him/her. The group does not tend to isolate this candidate; his opinions are appreciated and listened to.

The individual is not necessarily a leader; a leader is not always well accepted by a group.

## 3. INFLUENCE ON THE GROUP (IG)

This dimension refers to the quality of influence that a participant may have on the group.

The participant who receives a positive rating (+) on this dimension shows strong influence on the group: he/she helps the group, participates in the group's activities, and respects the group's standards.

As opposed to someone who has a negative influence on the group, he/she respects the group opinion, without neglecting to express his/her own personal opinion. He/she helps the group meet its objectives (as opposed to "his/her personal aims") through positive participation in the work, and the quality of his/her inter-relationships with the other participants.

This is, therefore, a flexible person, capable of helpful relationship with the other participants, capable of reconciling his/her interests with those of the group, capable even, of giving way to group opinion, yet continuing to participate actively in the proposed activity. This participant is, therefore, not one to block or hold back the others; he/she is also not necessarily a leader.

#### 4. THIRD WORLD (TW)

This dimension refers to the participant's interest in the Third World.

The participant who receives a positive assessment (+) for this dimension shows an interest in human problems; he/she shows respect for and knowledge of the cultures of others. He/she also agrees with Canada World Youth's objectives.

This is, therefore, a flexible participant who appears open to values that are foreign to him/her, as opposed to a rigid person who demonstrates prejudice.

---

Source: CWY: CWY Selection Division, Manual for the Evaluation of Participants 1976-77 (Montreal: CWY General Secretariat, 1976), pp. 12-14.



PROPOSED EVALUATIVE DIMENSIONS OF CWY PARTICIPANTS 1974-75

In accordance with the overall objective of the program, that is to say, self-actualization (optimum functioning) and "openness to learning":

at the personal level:

- desire for growth
- creativity
- responsibility
- self-criticism
- autonomy
- self-awareness
- actualization
- self-regulation
- personal identity

at the interpersonal level:

- unconditional acceptance
- openness
- tolerance of ambiguity
- empathic listening
- expression
- presence
- adaptability
- sensitivity
- group work

at the intercultural level:

- "planetarization"
- cultural identity
- ethno-expansion
- quality
- perception of differences

at the social level:

- increased consciousness
- involvement-engagement
- cultural identity
- "powerfulness"
- grasp of contradictions
- agent of change
- harmonious

---

Source: CWY: CWY Research and Development Division, Evaluation Programme 1974-75 (Montreal: CWY General Secretariat, 1974, p. 7)

APPENDIX B

UNITED NATION'S DEFINITION OF COMMUNITY DEVELOPMENT

## UNITED NATION'S DEFINITION OF COMMUNITY DEVELOPMENT

1. The term "community development" has come into international usage to connote the processes by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of the communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to national progress.
2. This complex of processes is then made up of two essential elements: the participation by the people themselves in efforts to improve their level of living with as much reliance as possible on their own initiative; and the provision of technical and other services in ways which encourage initiative, self-help and mutual help to make these more effective...
3. These programs are usually concerned with local communities, because of the fact that the people living in a locality have many and varied interests in common. Some of these interests are expressed through functional groups organized to further a more limited range of interests not primarily determined by locality...
6. If participation of the people is to make a significant contribution to social and economic development throughout a country or territory, it should be undertaken within the

framework of a national plan covering a large number of the smaller communities...

13. In relation to people, community development is essentially both a social and organizational process.
14. It is educational because it is concerned with changing such attitudes and practices as are obstacles to social and economic improvements, engendering particular attitudes which are conducive to these improvements and, more generally, promoting a greater receptivity to change. This implies developing the capacity of the people to form judgements on the effects of activities to determine the goals to be arrived at, to adopt technical changes and to adjust themselves to changes brought about by outside forces...
15. It is organizational not only because people acting together are better able to pursue the interest which they have in common, but also because it requires the reorientation of existing institutions or the creation of new types of institutions to make selfhelp fully effective and to provide the necessary channels for governmental services...
17. If the full benefits of better education and improved organization are to be realized, two conditions are necessary. First, the felt needs of the people should be taken into consideration... The first duty of those responsible for community development programs is to identify the felt needs of

the people. They should also assist the people in making better judgements for themselves on what their needs are and how to satisfy them. Finally, they should be able to identify needs not yet perceived and make the people conscious of them and aware of the importance of satisfying them. It should be recognized, however, that it may be practicable to satisfy some local needs or that they may be inconsistent with government policy for the economic and social development of the nation...

18. The very concept of community development elaborated above demands the use of the knowledge and skills of all the relevant national services in an integrated rather than an isolated or fragmentary way. To serve the ultimate objective of a fuller and better life for individuals within the family and the community, the technical services must be conceived in a manner which recognized the indivisibility of the welfare of the individual.

The U.N. description goes on to stress that:

...schemes are to be considered community development only when they are implemented within a certain framework, crucial elements of which are the concepts of felt needs, local involvement and participation, working with groups and communities rather than individuals and using an integrated approach to development.

---

Source: United Nations, Popular Participation in Development: Emerging Trends in Community Development (New York: United Nations, 1971), pp. 6-7.

APPENDIX C.

ASSUMPTIONS OF THE MODEL TRAINING PROGRAM

## TRAINING ASSUMPTIONS

Among the assumptions which underlie training philosophy and the training role those mentioned below appear to be of special importance.

1. There is an assumption that every individual has worth as a person. An individual is entitled to maintain his self-respect and dignity. His feelings are important and should be respected. Criticizing an individual's behavior is differentiated from rejecting him as a person.
2. There is an assumption that human beings have a capacity to learn and to grow. Generally, people do what they have learned to do and they usually follow the habits which have guided them in the past. Thus, they tend to be consistent in their actions. However, they also change their attitudes and beliefs and develop new ways of doing things as a result of new emotional-intellectual experiences.
3. There is an assumption that the most effective type of learning - that which is most likely to influence attitudes and behavior - comes about through having emotionally involving experiences and reflecting upon them. Individuals learn as they are stimulated and challenged to learn. They develop ways of behaving as they get responses (feedback) from other persons to their behavior.

In the learning process, there is stress though the individual may not recognize it as such.

4. There is an assumption that a permissive atmosphere - a group climate conducive to free discussion and experimentation with different ways of behaving - is a necessary condition for learning. Only when an individual feels safe enough to behave as he normally does is it possible to detect the behaviors which are unproductive, i.e., those which are not effective with other persons. In a nonjudgmental atmosphere a trainee is more likely to be receptive to feedback from others and willing to try different ways of expressing himself.
5. There is an assumption that the training role carries responsibility for helping the trainees learn from their experience. This involves facilitating the development of conditions within the group which will be conducive to learning and guiding the learning experience. It implies that the trainer as a person influences events within the group and that his behavior is also a legitimate subject for examination. In fact, the trainer's willingness to encourage scrutiny of his own role behavior is a crucial factor in furthering the growth of a climate which permits examination of the role behavior of members.
6. There is an assumption that the most productive way to work is to share in the diagnosis of problems and to collaboratively plan



and evaluate activities. This method leads to greater emotional involvement on the part of participants. It results in greater member commitment to decisions.

There is an assumption that the study of "group processes," i.e., how work is done and the characteristics of the interaction among persons as they work, helps to improve group efficiency and productivity. The crucial factors which interfere with cooperative effort more often lie in the manner in which people work together than in the mastery of technical skills. Problems of involvement in cooperative effort, of relationships between individuals, and of relations between individuals and the group all are of universal nature. The best place to study such problems is in the immediate present. Hence, examination of what is going on in the group in the here-and-now, provides the richest material for learning. Every member can participate meaningfully because he has witnessed and experienced the data being discussed.

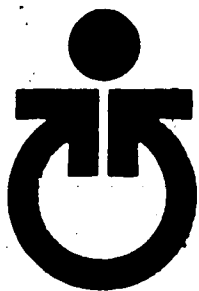
---

Source: F. H. Margolis, Training by Objectives: A Participant Oriented Approach (New York: McBer and Company, 1970),

p. 2.

APPENDIX D

PILOT DATA COLLECTION DOCUMENTS



Prairie Regional Office  
Bureau régional des Prairies

10523, 77 Avenue  
Edmonton, Alberta T6E 5J8  
(403) 432-0482  
Telex: 037-2188

Cite du Havre  
2500, avenue Pierre Dupuy  
Montreal, Québec  
Canada H3C 3R4

(514) 861-9731

Cable JECAYOU Montreal

Telex 052-7189

Michael Oliver  
Président/Chairman

Raynell Andreychuk  
Vice-présidente/Vice-president

Rheal Berubé  
Vice-président/Vice-president

William Dodge  
Vice-président/Vice-president

Jean Fortier  
Trésorier/Treasurer

Paul Becker

G. Allan Burton

Robert Cliche

Wilbur Collin

Louis Desmarais

Donald Glendenning

George Lee

Donald McDougall

William O'Brien

Marie Resanovic

Keith Spicer

Sylvia Van Brabant

Jacques Hébert  
Président/President

Pierre Dionne

Directeur général  
Executive Director

July 17, 1979

Dear

As I mentioned over the telephone last week, you are one of approximately 50 former CWY participants that I have asked to help me in pre-testing the enclosed CWY Participant Follow-up Study Questionnaire. Pre-testing is quite important, since it is at this stage that any final changes are made to the questionnaire design before it is sent to everyone else involved in the study. In our case, this will probably include some former CWY exchange country participants as well as all other former Canadian participants.

I would like to give you a few guidelines that should help you in making judgements as you work through the questionnaire. Any comments, positive or negative, will be gratefully received!

1. Does the questionnaire generally create a positive impression? Does it motivate you to answer it? Do you find it interesting?
2. Do you understand all the questions?
3. Are all the words understood?
4. Does each close-ended question have an answer that applies to you?
5. Does any aspect of the questionnaire suggest bias on the part of the researcher?
6. Are there any questions that you feel should be asked of former CWY participants that have not been included?

... page two



-2-

Although this will not be asked of future participants involved in the study, I would appreciate it if you would put your name, telephone number and the approximate length of time it took to complete the questionnaire in the upper right-hand corner of the questionnaire comment sheet. I will then be able to get in touch with you for further clarification of any comments you make.

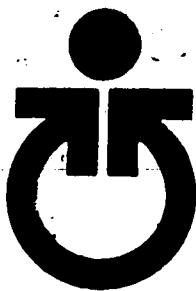
The timing of this pre-test is very important since the final draft of the questionnaire is scheduled to be sent in early September. So I would appreciate it very much if you would complete and return it as soon as possible.

Thanks again for your time and help. I hope summer is agreeing with you.

Sincerely,

Bill Young  
Principal Researcher  
CWY Participant Follow-up Study

CWY experience:  
Co-ordinator, Prairies R.O., Year III  
Co-ordinator, Philippines, Year IV  
Co-ordinator, Indonesia, Year V



Jeunesse Canada Mondiale  
Canada World Youth

August 10th, 1979

Prairie Regional Office  
Bureau régional des Prairies

10523, 77 Avenue  
Edmonton, Alberta T6E 5J8  
(403) 432-0462  
Telex: 037-2188

Secretary

Cite du Havre  
2500, avenue Pierre Dupuy  
Montreal, Quebec  
Canada H3C 3R4

(514) 861-9731

Cable JECAYOU Montreal

Telex 052-7189

Michael Oliver  
President/Chairman

Raynell Andreychuk  
Vice-présidente/Vice-president

Rheal Bérubé  
Vice-president/Vice-president

William Dodge  
Vice-president/Vice-president

Jean Fortier  
Trésorier/Treasurer

Paul Becker

G. Allan Burton

Robert Cléche

Wilbur Collin

Louis Desmarais

Donald Glendenning

George Lee

Donald McDougall

William O'Brien

Marie Resanovic

Keith Spicer

Sylvia Van Brabant

Jacques Hébert  
President/President

Pierre Dionne  
Executive Director

Dear

Sometime during the past two weeks, you should have received a copy of a CWY Participant Follow-up Study questionnaire. You are one of approximately 50 former CWY participants from the Prairies Region that I have asked to help in pretesting the questionnaire.

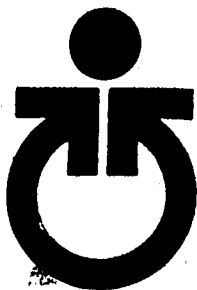
If you did not receive a questionnaire or have misplaced it, please telephone me collect at (403) 432-0462 and I will send you another copy. If on the other hand, you have received it, but have not yet sent it back, may I remind you of it? The success of the study depends on the early return of as many questionnaires as possible.

If your questionnaire is already in the mail, thank-you again for your time and help.

Sincerely,

Bill Young

Principal Researcher  
CWY Participant Follow-up Study



CANADA  
WORLD  
YOUTH

FORMER  
PARTICIPANT  
FOLLOW-UP  
STUDY

COMING HOME:

WHAT WAS  
IT LIKE  
FOR

YOU?

Have you been able to use the knowledge and skills you gained while in CWY? Are cross-cultural youth exchanges an effective way of learning about international development? Should youth exchanges with the Third World be continued? These and other concerns are the focus of this important international study of former CWY participants, currently being sponsored by the Canada World Youth program and the Canadian International Development Agency.

Please answer all of the questions. If you wish to comment on any questions or qualify your answers, please use the margins or a separate sheet of paper.

Your answers will be kept strictly confidential. To ensure confidentiality, please return your questionnaire using the envelope provided to:

CANADA WORLD YOUTH  
FORMER PARTICIPANT FOLLOW-UP STUDY  
10523 - 77 AVENUE  
EDMONTON  
ALBERTA  
T6E 1L3

First of all, we would like some basic information about your CWY experience as well as what you have been doing since you left CWY.

Q-1 In what CWY exchange country were you a participant?

EXCHANGE COUNTRY \_\_\_\_\_

Q-2 What year were you a participant in CWY? (Circle the number of your answer)

- 1 YEAR FOUR (1975-76)
- 2 YEAR FIVE (1976-77)
- 3 YEAR SIX (1977-78)

Q-3 What age were you when you began your CWY year? (Circle number)

- 1 17 YEARS
- 2 18 YEARS
- 3 19 YEARS
- 4 20 YEARS

Q-4 Before going overseas with CWY, how much travelling in Developing Countries had you done? (Circle one number)

- 1 MORE THAN ONE MONTH
- 2 LESS THAN ONE MONTH
- 3 NONE - HAD TRAVELLED IN OTHER DEVELOPED COUNTRIES ONLY
- 4 NONE - HAD TRAVELLED IN CANADA ONLY

Q-5 During the past year, have you had contacts with your CWY team-mates in any of the following ways: (Circle number of each type of contact had in each column)

CANADIAN  
TEAM-MATES

EXCHANGE COUNTRY  
TEAM-MATES

- 1
- 2
- 3
- 4
- 5
- 6

- 1
- 2
- 3
- 4
- 5
- 6

MET WITH THEM SOCIALLY  
SPOKE OVER TELEPHONE  
WROTE TO THEM  
RECEIVED MAIL FROM THEM  
WORKED ON SOME PROJECT TOGETHER  
HAD NO CONTACT

Q-6 During the past year, have you done any of the following activities: (Circle number of each activity done or currently doing)

- 1 ATTENDED A CWY FOLLOW-UP MEETING
- 2 ATTENDED A CWY LOCAL COMMITTEE MEETING
- 3 ENCOURAGED OTHERS TO APPLY TO CWY
- 4 WORKED AS A VOLUNTEER FOR CWY
- 5 WORKED AS PAID STAFF FOR CWY
- 6 MET SOCIALLY WITH ANY CWY PARTICIPANTS
- 7 WORKED ON SOME PROJECT WITH ANY PAST CWY PARTICIPANTS (If yes, please describe) \_\_\_\_\_

Q-7 During the past year, approximately how many times have you done any of the following activities:  
(If none, write '0')

Number of Times

- \_\_\_\_\_ TALKED TO SCHOOL GROUPS ABOUT YOUR CWY EXPERIENCE  
 \_\_\_\_\_ TALKED TO COMMUNITY GROUPS ABOUT YOUR CWY EXPERIENCE  
 \_\_\_\_\_ PROVIDED INFORMATION TO T.V., RADIO OR NEWSPAPERS  
 ABOUT YOUR CWY EXPERIENCE

Q-8 Have there been any other ways that you have tried to share your CWY experience with members of your community? Please describe anything that you have done as specifically as possible. \_\_\_\_\_

Q-9 Did you go (or return) to school since you left CWY? (Circle number)

- 1 NO (If no, go on to Q-10)  
 2 YES (If yes, answer Q-9a to Q-9c)

Q-9a (If yes) Please indicate what formal education you received (or are receiving) since your CWY experience.

NAME OF INSTITUTION	DEGREE SOUGHT	DEGREE RECEIVED	AREA OF SPECIALIZATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Q-9b How much did your CWY experience influence your decision to go (or return) to school? (Circle number)

- 1 NONE  
 2 VERY LITTLE  
 3 SOME  
 4 CONSIDERABLE  
 5 VERY MUCH

Q-9c How much did your CWY experience influence your choice of studies? (Circle number)

- 1 NONE  
 2 VERY LITTLE  
 3 SOME  
 4 CONSIDERABLE  
 5 VERY MUCH

Q-10 In your opinion, what kind of education is most effective? (Circle one number)

- 1 LEARNING IN THE FORMAL SCHOOL SYSTEM  
 2 LEARNING BY ACTUAL EXPERIENCE AS IN THE CWY PROGRAM  
 3 OTHER (Specify) \_\_\_\_\_

Q-11 Before joining CWY, did you have any occupational plans?

- 1 YES (Specify occupational plans) \_\_\_\_\_  
 2 UNDECIDED \_\_\_\_\_



Q-12 What are your major occupational plans now?

- 1 OCCUPATIONAL PLANS NOW: \_\_\_\_\_
- 2 UNDECIDED

Q-13 If your plans have changed or been modified in any way, how much did your CWY experience influence this change? (Circle number)

- 1 NONE
- 2 VERY LITTLE
- 3 SOME
- 4 CONSIDERABLE
- 5 VERY MUCH

Q-14 Since leaving CWY, have you studied a foreign language? (Circle number)

- 1 NO (If no, go on to Q-15)
- 2 YES (If yes, answer Q-14a to Q-14b)

Q-14a (If yes) What language(s) did you study? (Circle number of each language studied)

- 1 FRENCH
- 2 ENGLISH
- 3 SPANISH
- 4 OTHER (Specify) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Q-14b How much did your CWY experience influence your decision to study a foreign language(s)?

- 1 NONE
- 2 VERY LITTLE
- 3 SOME
- 4 CONSIDERABLE
- 5 VERY MUCH

Q-15 Since leaving CWY, have you done any more international travelling? (Circle number)

- 1 NO (If no, go on to section II on the next page)
- 2 YES (If yes, answer Q-15a to Q-15b)

Q-15a (If yes) Did you visit a Developing Country?

- 1 NO
- 2 YES (Specify countries visited) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Q-15b (If yes) How much did your CWY experience influence your decision to travel again to a Developing Country? (Circle number)

- 1 NONE
- 2 VERY LITTLE
- 3 SOME
- 4 CONSIDERABLE
- 5 VERY MUCH

An important purpose of this study is to learn more about the readjustment of former Canadian CWY participants to Canadian society after the program. Please answer the following questions as fully as possible.

Q-1 Overall, after your CWY experience, how difficult was it for you to readjust to Canada? (Circle number)

- 1 VERY EASY
- 2 FAIRLY EASY
- 3 FAIRLY DIFFICULT
- 4 VERY DIFFICULT

Q-2 Was it easier or harder to readjust to Canada than it was to adjust to your CWY exchange country?

- 1 MUCH EASIER TO READJUST TO CANADA
- 2 SOMEWHAT EASIER TO READJUST TO CANADA
- 3 SAME
- 4 SOMEWHAT HARDER TO READJUST TO CANADA
- 5 MUCH HARDER TO READJUST TO CANADA

Q-3 Do you feel you are having problems readjusting to Canada now? (Circle number)

- 1 MANY PROBLEMS
- 2 SOME PROBLEMS
- 3 NO PROBLEMS

Q-4 Please describe your major readjustment problems. (If any) \_\_\_\_\_

Q-5 How could CWY have been more helpful to you when you returned to Canada? \_\_\_\_\_

Q-6 Thinking back to what it was like for you to return to Canada after your CWY experience, please indicate how much you agree or disagree with the following statements.

(Circle one number for each item)

During my <u>first month</u> back in Canada:	AGREE STRONGLY	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	DISAGREE STRONGLY
A. I was proud to be a Canadian .....	1	2	3	4	5
B. I was ashamed to see the way Canadians spent their money .....	1	2	3	4	5
C. I felt good about the Canadian organization(s) that I belonged to .....	1	2	3	4	5
D. I didn't respect the way Canadians used their time .....	1	2	3	4	5
E. I thought I could convince other people to see things my way .....	1	2	3	4	5
F. I felt that my ideas would not be accepted by many people .....	1	2	3	4	5
G. I felt that I was too different to ever fit back into Canada .....	1	2	3	4	5
H. I felt I was not as productive as I could have been .....	1	2	3	4	5

Q-7 When there were differences in opinion between yourself and others during your first three months back in Canada, did you try to do any of the following things? We are interested in what you tried to do, not whether or not you succeeded.

(Circle one number for each item)

I tried to:	AGREE STRONGLY	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	DISAGREE STRONGLY
A. Get others to do things the way they did in the exchange country .....	1	2	3	4	5
B. Change what I talked about to be like other Canadians .....	1	2	3	4	5
C. Re-accept Canadian ways of doing things .....	1	2	3	4	5
D. Suggest better ways for some people to spend their time .....	1	2	3	4	5
E. Change the way things were done by other Canadians .....	1	2	3	4	5
F. Change my own attitudes to avoid disharmony with others .....	1	2	3	4	5
G. Join in what others were doing .....	1	2	3	4	5
H. Get others to accept my point of view .....	1	2	3	4	5

III

In this section, we would like you to describe some of the changes that you may have recognized in yourself when you returned to Canada from your CWY experience.

Q-1 Please rate, according to the scale provided, the effect of your CWY experience on each of the following items.

- (Use this scale)
- 1 means much higher now than before CWY
  - 2 means somewhat higher now than before CWY
  - 3 means same now as before CWY
  - 4 means somewhat lower now than before CWY
  - 5 means much lower now than before CWY

Item	MUCH HIGHER	SOMEWHAT HIGHER	SAME AS BEFORE	SOMEWHAT LOWER	MUCH LOWER
A. My self confidence .....	1	2	3	4	5
B. My independence .....	1	2	3	4	5
C. My knowledge of myself .....	1	2	3	4	5
D. My interest in international development and / or politics .....	1	2	3	4	5
E. My desire to work or be with people of other cultures .....	1	2	3	4	5
F. My interest in Canadian or local politics and / or development .....	1	2	3	4	5
G. My desire for material goods .....	1	2	3	4	5
H. My interest in learning French .....	1	2	3	4	5
I. My interest in learning foreign languages .....	1	2	3	4	5
J. My understanding of the different cultures in Canada .....	1	2	3	4	5

Q-2 Which changes to the items in Q-1 have been most important to you? (Put letter of item in the appropriate box)

MOST  
IMPORTANT

SECOND  
MOST  
IMPORTANT

THIRD  
MOST  
IMPORTANT

Q-3 Listed below is a series of statements that relate to some of your skills. Please answer the following two questions for each skill statement by selecting a number from response scale A for column (A) and from B for column (B).

Q-3a: Did your skill level increase or decrease while in CWY?

- A
- 1 means increased very much
  - 2 means increased somewhat
  - 3 means same as before CWY
  - 4 means decreased somewhat
  - 5 means decreased very much

Q-3b: How much are you now using the skill?

- B
- 1 means never
  - 2 means rarely
  - 3 means occasionally
  - 4 means frequently
  - 5 means always

(Circle one number in each column for each item)

My ability to:	(A)					(B)				
	While in CWY					Skills now using				
	INCREASED	DECREASED	NEVER	ALWAYS	NEVER	ALWAYS				
A. Work and / or be with people of other ethnic or cultural backgrounds .....	1	2	3	4	5	1	2	3	4	5
B. See things from a broader perspective .....	1	2	3	4	5	1	2	3	4	5
C. Feel comfortable and be able to work in unclear or uncertain situations .....	1	2	3	4	5	1	2	3	4	5
D. Keep working at a project even when many things go wrong until a way is found to reach the goal .....	1	2	3	4	5	1	2	3	4	5
E. See problems and situations in different ways from other people .....	1	2	3	4	5	1	2	3	4	5
F. Be friendly while working to finish a project .....	1	2	3	4	5	1	2	3	4	5
G. See situations from the other person's point of view .....	1	2	3	4	5	1	2	3	4	5
H. Show other people that you respect them .....	1	2	3	4	5	1	2	3	4	5
I. Be patient .....	1	2	3	4	5	1	2	3	4	5
J. Speak French .....	1	2	3	4	5	1	2	3	4	5

Q-4 What obstacles exist (if any) to you fully using the skills and experience you gained while in CWY?

---



---

Q-2 As a result of your CWY experience, did you find yourself questioning the following basic life issues more or less than you did before joining CWY?

- (Use this scale)
- 1 means questioning much more now than before CWY
  - 2 means questioning somewhat more now than before CWY
  - 3 means questioning same now as before CWY
  - 4 means questioning somewhat less now than before CWY
  - 5 means questioning much less now than before CWY

(Circle one number for each item)

I was questioning:	MUCH MORE	SOMEWHAT MORE	SAME AS BEFORE	SOMEWHAT LESS	MUCH LESS
A. The meaning of my life .....	1	2	3	4	5
B. The direction my career might take .....	1	2	3	4	5
C. My relationship with my friends .....	1	2	3	4	5
D. My responsibility to my fellow man / woman .....	1	2	3	4	5
E. My feelings about living in an affluent country .....	1	2	3	4	5
F. My religious and / or spiritual beliefs .....	1	2	3	4	5

Q-3 If you were questioning any of the above life issues, which have been most important to you? (Put letter of item in appropriate box)

MOST IMPORTANT

SECOND MOST IMPORTANT

Q-4 The following statements are considered as possible causes of underdevelopment in Third World countries. As a result of your CWY experience, did you change your opinion about the importance of each?

- 1 means much more important now than before CWY
- 2 means somewhat more important now than before CWY
- 3 means same as before CWY
- 4 means somewhat less important now than before CWY
- 5 means much less important now than before CWY

(Circle one number of each item)

	MUCH MORE IMPORTANT	SOMEWHAT MORE	SAME AS BEFORE	SOMEWHAT LESS	MUCH LESS IMPORTANT
A. Poor leadership and economic planning .....	1	2	3	4	5
B. The control of international trade by the developed countries .....	1	2	3	4	5
C. Poor geographic location, lack of natural resources .....	1	2	3	4	5
D. Too rapid an increase in population .....	1	2	3	4	5
E. Not enough foreign aid and technical assistance .....	1	2	3	4	5
F. Not enough use of Western organizational methods .....	1	2	3	4	5
G. Internal political instability .....	1	2	3	4	5
H. Political and economic dependence on foreign countries .....	1	2	3	4	5
I. Past colonial domination .....	1	2	3	4	5
J. Too close an attachment to traditional beliefs .....	1	2	3	4	5

Q-5 In your opinion, which of the items in Q-4 contributes the most to underdevelopment in Third World countries? (Put letter of item in appropriate box)

CONTRIBUTES MOST

CONTRIBUTES SECOND MOST

CONTRIBUTES THIRD MOST

IV

In this section, we would like to ask your opinion about a number of issues. Please give the answer that best describes how you feel about the issue.

Q-1 Would you consider yourself optimistic or pessimistic about the chances that the living conditions of people in Developing Countries will improve? Please give your opinion both for Developing Countries in general and for your CWY exchange country. (Circle one number of one choice in each column)

DEVELOPING COUNTRIES IN GENERAL	CWY EXCHANGE COUNTRY	
1	1	VERY OPTIMISTIC
2	2	FAIRLY OPTIMISTIC
3	3	UNDECIDED
4	4	FAIRLY PESSIMISTIC
5	5	VERY PESSIMISTIC

Q-2 In dealing with social problems, some people feel that most of our effort should go into long-range scientific study. Others feel that the emphasis should be on action that results in immediate improvements. While both approaches are valuable, which would you favour if you had to make a choice? (Circle number)

- 1 LONG TERM SCIENTIFIC STUDY
- 2 ACTION FOR IMMEDIATE IMPROVEMENTS

Q-3 If you were to work to improve society, which of the following would you prefer to direct most of your energy toward? (Circle one number)

- 1 PROBLEMS CONCERNING THE INDIVIDUAL PERSON
- 2 LOCAL COMMUNITY PROBLEMS
- 3 NATIONAL PROBLEMS
- 4 INTERNATIONAL PROBLEMS

Q-4 In general, how much do you feel that you as an individual can do about the following concerns? (Circle one number for each item)

	A GREAT DEAL	A MODERATE AMOUNT	HARDLY ANYTHING
A. Improvement of race relations .....	1	2	3
B. Improvement of the environment .....	1	2	3
C. Reduction of famine in the Developing Countries .....	1	2	3
D. Prevention of war .....	1	2	3

Q-5. What about groups, people or organizations? How much do you feel they can do about the following concerns? (Circle one number for each item)

	A GREAT DEAL	A MODERATE AMOUNT	HARDLY ANYTHING
A. Improvement of race relations .....	1	2	3
B. Improvement of the environment .....	1	2	3
C. Reduction of famine in Developing Countries .....	1	2	3
D. Prevention of war .....	1	2	3

Q-6. The following statements represent methods by which people in communities may solve their problems and improve their living conditions. Please give your opinion on the importance of each method by placing the letter of each statement in the appropriate box below.

- A. Encourage the involvement of local people in their own community improvement program.
- B. Provide information on what should be done to improve the community to all community residents.
- C. Request experts and professionals to plan a community improvement program for the community.
- D. Encourage the development of a sense of cultural identity and a community consciousness.
- E. Encourage local people to organize themselves to demand solutions to their problems.

(Put letter of statement in appropriate box)

MOST IMPORTANT

SECOND MOST IMPORTANT

THIRD MOST IMPORTANT

FOURTH MOST IMPORTANT

LEAST IMPORTANT

Q-7. Among the following sources, which one is your major source of information on international development? (Circle one number)

- 1 NEWSPAPER
- 2 RADIO
- 3 TELEVISION
- 4 MAGAZINES AND JOURNALS
- 5 DISCUSSION WITH FRIENDS
- 6 BOOKS
- 7 OTHER (Specify) \_\_\_\_\_

The following series of questions asks you to describe some of your current activities and interests.

Q-1 Since leaving CWY, did you become involved with any international organizations or projects, other than CWY? (Circle number)

- 1 NO (If no, go on to Q-2)
- 2 YES (If yes, answer Q-1a to Q-1b)

Q-1a (If yes) Please specify what organization(s) or project(s) with which you became involved:

A \_\_\_\_\_  
 B \_\_\_\_\_  
 C \_\_\_\_\_

Q-1b Did you do any of the following: (Circle number of each activity done in column A, B or C)

A	B	C	
1	1	1	BECOME A MEMBER
2	2	2	WORK AS A VOLUNTEER
3	3	3	WORK AS PAID STAFF
4	4	4	CONTRIBUTE MONEY
5	5	5	ATTEND MEETINGS
6	6	6	RECEIVE OFFICIAL PUBLICATIONS OR INFORMATION

Q-2 Since leaving CWY, did you become involved with any community improvement organizations or projects?

- 1 NO (If no, go on to Q-3)
- 2 YES (If yes, answer Q-2a to Q-2b)

Q-2a (If yes) Please specify what organization(s) or project(s) with which you became involved:

A \_\_\_\_\_  
 B \_\_\_\_\_  
 C \_\_\_\_\_

Q-2b Did you do any of the following: (Circle number of each activity done in column A, B or C)

A	B	C	
1	1	1	BECOME A MEMBER
2	2	2	WORK AS A VOLUNTEER
3	3	3	WORK AS PAID STAFF
4	4	4	CONTRIBUTE MONEY
5	5	5	ATTEND MEETINGS
6	6	6	RECEIVE OFFICIAL PUBLICATIONS OR INFORMATION

Q-3 Since leaving CWY, did you become involved with any political organizations or activities?

- 1 NO (If no, go on to Q-4)
- 2 YES (If yes, answer Q-3a to Q-3b)

Q-3a (If yes) Please specify what organization(s) or activities with which you became involved:

A \_\_\_\_\_  
 B \_\_\_\_\_  
 C \_\_\_\_\_

Q-3b Did you do any of the following: (Circle number of each activity done in column A, B or C)

A	B	C	
1	1	1	BECOME A MEMBER
2	2	2	WORK AS A VOLUNTEER
3	3	3	WORK AS PAID STAFF
4	4	4	CONTRIBUTE MONEY
5	5	5	ATTEND MEETINGS
6	6	6	RECEIVE OFFICIAL PUBLICATIONS OR INFORMATION



Q-4 As well as knowing your involvement in specific organizations, we are interested in knowing how many different kinds of organizations or clubs you are involved with. Please look over the following list and indicate how many of each type of group you belong to now. (If none, write '0')

I now belong to:

- A. \_\_\_\_\_ BUSINESS GROUPS
- B. \_\_\_\_\_ CHURCH CONNECTED GROUPS
- C. \_\_\_\_\_ LABOUR UNION
- D. \_\_\_\_\_ COMMUNITY CLUBS OR CENTERS
- E. \_\_\_\_\_ PROFESSIONAL GROUPS OR SOCIETIES
- F. \_\_\_\_\_ COMMUNITY IMPROVEMENT ORGANIZATIONS
- G. \_\_\_\_\_ YOUTH COUNCILS OR STUDENT ORGANIZATIONS
- H. \_\_\_\_\_ INTERNATIONAL ORGANIZATIONS
- I. \_\_\_\_\_ INFORMAL CLUBS OR GROUPS
- J. \_\_\_\_\_ POLITICAL ORGANIZATIONS OR CLUBS
- K. \_\_\_\_\_ RECREATIONAL ORGANIZATIONS
- L. \_\_\_\_\_ OTHER (Specify) \_\_\_\_\_

Q-5 Which groups are you most active in? (Put letter of organization in appropriate box)

MOST ACTIVE

SECOND MOST ACTIVE

THIRD MOST ACTIVE

Q-6 Do you feel you are now more or less involved in the following activities than you were before you participated in CMY? (Circle one number for each item)

	MUCH MORE	SOMEWHAT MORE	SAME AS BEFORE	SOMEWHAT LESS	MUCH LESS
A. Community improvement activities .....	1	2	3	4	5
B. Political activities .....	1	2	3	4	5
C. International development activities .....	1	2	3	4	5
D. Involvement with people from different cultures ...	1	2	3	4	5

Q-7 Please consider the following list and indicate the two ways in which you usually spend most of your leisure time. (Circle two numbers)

- 1 SPORTS, OUTDOOR ACTIVITIES, GARDENING
- 2 VISITING WITH FRIENDS
- 3 READING
- 4 ARTWORK, HANDICRAFTS, PLAYING A MUSICAL INSTRUMENT
- 5 LISTENING TO RADIO, WATCHING T.V., PLAYING RECORDS
- 6 DANCING, GOING TO NIGHT-CLUBS
- 7 GOING TO MOVIES, THEATRE, CONCERTS
- 8 CHURCH AND CLUB WORK
- 9 COMMUNITY AND POLITICAL ACTIVITIES
- 10 OTHER (Specify) \_\_\_\_\_

Q-8 If you had a lot more leisure time, at which one of the activities in Q-7 would you like to spend this extra time? (Put number of activity in box)

ACTIVITY

Q-9 Of the following activities, which are the two from which you expect the greatest satisfaction in your life-time? (Circle two numbers)

- 1 YOUR CAREER
- 2 FAMILY OR PERSONAL RELATIONSHIPS
- 3 LEISURE OR RECREATIONAL ACTIVITIES
- 4 PARTICIPATION IN COMMUNITY IMPROVEMENT ACTIVITIES
- 5 PARTICIPATION IN NATIONAL OR INTERNATIONAL DEVELOPMENT ACTIVITIES
- 6 RELIGIOUS ACTIVITIES
- 7 OTHER (Specify)

VI

Very briefly, in this section, we would like to know how you feel about your CWY experience now...

Q-1 Please evaluate the following aspects of your CWY experience by rating them according to the scale provided.

(Circle one number for each item)

	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
A. The level of Canadian participant / exchange country participant integration in your group.....	1	2	3	4	
B. The amount you were able to participate in decision-making in your group .....	1	2	3	4	5
C. The value of your Canadian projects to the development priorities of your exchange country ...	1	2	3	4	5
D. The value of your exchange country projects to your understanding of the concerns of Developing Countries .....	1	2	3	4	5
E. The value of all your projects to your understanding of community development .....	1	2	3	4	5
F. The leadership skills of your Canadian group leader .....	1	2	3	4	5
G. The leadership skills of your Canadian co-ordinator	1	2	3	4	5

Q-2 What is your present attitude toward your CWY experience? (Circle one number)

- 1 A POOR EXPERIENCE
- 2 A FAIR EXPERIENCE
- 3 A GOOD EXPERIENCE
- 4 A VERY GOOD EXPERIENCE
- 5 AN EXCELLENT EXPERIENCE

Q-3 For the following items, please rate the value of your CWY experience, according to the scale provided.

(Circle one number for each item)

The value of my CWY-experience toward:	POOR	FAIR	GOOD	VERY GOOD	EXCELLENCE
A. My current involvement in community improvement activities .....	1	2	3	4	5
B. My current involvement in political activities ....	1	2	3	4	5
C. My current involvement in international activities	1	2	3	4	5
D. My current involvement with people of different cultures .....	1	2	3	4	5
E. My current employment or occupation .....	1	2	3	4	5
F. My personal development .....	1	2	3	4	5

Q-4 Would you recommend CWY to others? (Circle one number)

NO  
YES, WITH RESERVATIONS  
YES, DEFINITELY

Please explain the reasons for your answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VII

Finally, we would like to ask some questions about yourself that will help us interpret the results.

Q-1 What is your sex? (Circle number)

1 MALE  
2 FEMALE

Q-2 Your present marital status. (Circle number)

1 NEVER MARRIED (If you were never married, go on to Q-3)  
2 MARRIED (If you are (or were) married, please answer Q-2a)  
3 DIVORCED  
4 SEPERATED  
5 WIDOWED

Q-2a If you are (or were) married, did you marry: (Circle number)

1 SOMEONE OF A DIFFERENT RACIAL ORIGIN THAN YOU  
2 SOMEONE WHOSE FIRST LANGUAGE IS DIFFERENT THAN YOURS  
3 A CANADIAN CWY PARTICIPANT OR STAFF PERSON  
4 SOMEONE FROM YOUR CWY EXCHANGE COUNTRY  
5 OTHER

Q-3 What province or territory of Canada do you live in?

PROVINCE OR  
TERRITORY \_\_\_\_\_

Q-5 What is the population of the community you live in now? (Circle number)

- 1 UNDER 2500
- 2 2500 TO 10,000
- 3 OVER 10,000

Q-6 What is the highest level of formal education you have completed? (Circle one number)

- 1 NO FORMAL EDUCATION
- 2 SOME GRADE SCHOOL
- 3 COMPLETED GRADE SCHOOL
- 4 SOME HIGH SCHOOL
- 5 COMPLETED HIGH SCHOOL
- 6 SOME TECHNICAL AND / OR VOCATIONAL TRAINING
- 7 COMPLETED TECHNICAL AND / OR VOCATIONAL TRAINING
- 8 SOME UNIVERSITY OR COLLEGE
- 9 COMPLETED UNIVERSITY OR COLLEGE
- 10 SOME GRADUATE SCHOOL
- 11 COMPLETED GRADUATE DEGREE

Are you presently: (Circle number)

- 1 EMPLOYED FULL-TIME
- 2 EMPLOYED PART-TIME
- 3 UNEMPLOYED
- 4 FULL-TIME HOMEMAKER
- 5 STUDENT - NOT OTHERWISE EMPLOYED
- 6 STUDENT - EMPLOYED PART-TIME
- 7 OTHER (Specify)

Q-8 If you are employed in a salaried or wage position, what is your current occupation?

JOB TITLE: \_\_\_\_\_

KIND OF WORK YOU DO: \_\_\_\_\_

EMPLOYER: \_\_\_\_\_

TOWN OR CITY: \_\_\_\_\_

HOW LONG IN THIS JOB: \_\_\_\_\_

Q-9 What is your father's most recent occupation? (If deceased or retired, indicate last occupation)

OCCUPATION: \_\_\_\_\_

Q-10 What is your mother's most recent occupation? (If deceased or retired, indicate last occupation)

OCCUPATION: \_\_\_\_\_

Q-11 Which of the following categories best describes the combined income of your parents during 1978? (Circle one number)

- 1 LESS THAN \$5000
- 2 \$5000 TO \$9,999
- 3 \$10,000 TO \$14,999
- 4 \$15,000 TO \$19,999
- 5 \$20,000 TO \$24,999
- 6 \$25,000 OR MORE

Q-12 Do either of your parents speak another language at home? (Circle number)

- 1 NO
- 2 YES (Specify language(s) \_\_\_\_\_)

Is there anything else you would like to tell us about the impact of your CWY experience on your life? If so please use this space for that purpose. (Use additional sheets if necessary)

Also any comments on how you feel the CWY program might be improved will be appreciated, either here or in a separate letter. Some of the areas you might wish to comment on are: participant debriefing and follow-up, educational content and program length, staff and participant selection etc.

Area with horizontal lines for writing.

Your contribution to this study is very greatly appreciated. If you would like a summary of the results, please print your name and address on the back of the return envelope.

THANK-YOU

CANADA WORLD YOUTH

NAME:

265

QUESTIONNAIRE PRE-TEST

TELEPHONE: \_\_\_\_\_

COMMENT SHEET

TIME TO COMPLETE: \_\_\_\_\_

Multiple horizontal lines for writing.

(Please use additional sheets if necessary)

APPENDIX E

STUDY DATA COLLECTION DOCUMENTS



Jeunesse Canada Monde  
Canada World Youth

January 8, 1980

Prairie Regional Office  
Bureau régional des Prairies

10523, 77 Avenue  
Edmonton, Alberta T6E 5J8  
(403) 432-0462  
Telex: 037-2188

Secrétariat général  
General Secretariat

Cité du Havre  
2500, avenue Pierre Dupuy  
Montreal, Quebec  
Canada H3C 3R4

(514) 861-9731

Cable JECAYOU Montreal

Telex 052-7189

Conseil d'administration  
Board of Directors

Michael Oliver  
President/Chairman

Raynell Andreychuk  
Vice-presidente/Vice-president

Rheal Berube  
Vice-president/Vice-president

William Dodge  
Vice-president/Vice-president

Jean Fortier  
Trésorier/Treasurer

Paul Becker

G Allan Burton

Robert Cléche

Wilbur Collin

Louis Desmarais

Donald Glendenning

George Lee

Donald McDougall

William O'Brien

Marie Resanovic

Keith Spicer

Sylvia Van Brabant

Jacques Hébert  
Président/President

Pierre Dionne  
Directeur général  
Executive Director

Dear

As one of nearly 8,000 former Canada World Youth participants from around the world, you probably are aware that the CWY program is approaching its tenth year of operation. While many improvements have been made to CWY over the years, no evaluation has ever been done on what long-term effect the program's experience may have had on former participants. An evaluation of this kind is most important, since it is only then that the value of such an international education program can be determined. In recognition of this, Canada World Youth and the Canadian International Development Agency are sponsoring a major international study of former CWY participants.

You have been chosen as one of a small group of former Canadian CWY participants. I would like to invite your participation in the study by asking you to complete and return the enclosed CWY Participant Follow-up Study questionnaire. In order that the results truly represent the opinions and experience of former participants, it is important that each questionnaire be completed and returned as soon as possible. Your answers will be kept strictly confidential. The questionnaire has an identification number on it for mailing purposes only.

If you would like a summary of the results, please print your name and address on the back of the return envelope. Please do not put this information on the questionnaire itself.

I would be happy to answer any questions you may have. Please write or call. The telephone number is (403) 432-0464.

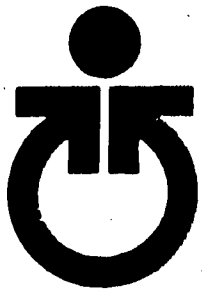
Thank-you for your time and help. My best wishes to you for 1980.

Sincerely,

Bill Young  
Principal Researcher  
CWY Participant Follow-up Study

CWY experience:  
Co-ordinator, Prairies Région, Year III  
Co-ordinator, Philippines, Year IV  
Co-ordinator, Indonesia, Year V





Jeunesse Canada Monde  
Canada World Youth

le 8 janvier 1980

Prairie Regional Office  
Bureau régional des Prairies

10523, 77 Avenue  
Edmonton, Alberta T6E 5J8  
(403) 432-0462  
Telex: 037-2188

Secretariat general  
General Secretariat

Cite du Havre  
2500, avenue Pierre Dupuy  
Montreal, Quebec  
Canada H3C 3R4

(514) 861-9731

Cable JECAYOU Montreal

Telex 052-7189

Conseil d'administration  
Board of Directors

Michael Oliver  
President/Chairman

Raynell Andreychuk  
Vice-présidente/Vice-president

Rheal Bérubé  
Vice-président/Vice-president

William Dodge  
Vice-président/Vice-president

Jean Fortier  
Trésorier/Treasurer

Paul Becker

G. Allan Burton

Robert Cléche

Wilbur Collin

Louis Desmàrais

Donald Glendenning

George Lee

Donald McDougall

William O'Brien

Marie Resanovic

Keith Spicer

Sylvia Van Brabant

Jacques Hébert  
Président/President

Pierre Dionne  
Directeur général  
Executive Director

Toi qui commé près de 8 000 autres personnes, du monde entier a participé au programme de Jeunesse Canada Monde, tu sais sans doute que celui-ci entamera bientôt sa dixième année d'existence. Bien que nombreuses soient les améliorations apportées à JCM au fil des ans, aucune évaluation n'a encore été faite des effets que peut avoir eus à long terme l'expérience JCM sur les anciens participants. Une pareille évaluation est des plus importante, car ce n'est que lorsqu'elle aura été réalisée que l'on pourra juger de la valeur du programme éducatif international offert par JCM. Voilà donc pourquoi Jeunesse Canada Monde ainsi que l'Agence canadienne de développement international ont décidé de parrainer une étude qui serait effectuée à l'échelle internationale auprès des anciens participants de JCM.

Si je t'écris aujourd'hui, c'est que tu fais partie d'un petit groupe d'anciens participants de JCM choisis pour contribuer à l'étude en question; je t'invite à le faire en remplissant puis en nous retournant le questionnaire ci-joint. De façon que les résultats obtenus soient vraiment le reflet des opinions et de l'expérience des anciens participants, il importe que chaque questionnaire soit rempli et renvoyé dans les plus brefs délais. Je tiens à t'assurer que tes réponses demeureront strictement confidentielles; le questionnaire porte un numéro aux seules fins d'expédition postale.

Si tu désires recevoir un bref compte rendu des résultats, tu n'as qu'à écrire (en lettres moulées) tes nom et adresse au dos de l'enveloppe-réponse. Prière de ne pas indiquer ces renseignements sur le questionnaire même.

Je serai très heureux de répondre à la moindre de tes questions: il te suffit de m'écrire ou de m'appeler au (403) 432-0464.

Je te remercie d'avance pour tout et t'offre mes meilleurs voeux pour l'an 1980.

Bien à toi,

Le Recheurhiste principal - Etude sur les anciens participants de JCM  
Bill Young

Expérience au sein de JCM:  
Coordonnateur régional (Prairies) - AN III  
Coordonnateur de pays (Philippines) - AN IV  
Coordonnateur de pays (Indonésie) - AN V



Jeunesse Canada Monde  
Canada World Youth

January 15, 1980

Prairie Regional Office  
Bureau régional des Prairies

10523 77 Avenue  
Edmonton, Alberta T8E 5J8  
(403) 432-0462  
Telex: 037-2188

Dear

Sometime during the past two weeks, you should have received a copy of a Canada World Youth Participant Follow-up Study questionnaire. You are one of a small group of former Canadian CWY participants that I have asked to help in completing the study.

If you did not receive a questionnaire or have misplaced it, please telephone me collect at (403) 432-0464 and I will send you another copy. If on the other hand you have received it, but have not yet sent it back, may I remind you of it? The success of the study depends on the early return of as many questionnaires as possible.

If your questionnaire is already in the mail, thank-you again for your time and help.

Sincerely,

Bill Young

Principal Researcher  
CWY Participant Follow-up Study

Secretariat general  
General Secretariat

Cité du Havre  
2500, avenue Pierre Dup  
Montreal, Quebec  
Canada H3C 3R4

(514) 861-9731

Cable JECAYOU Montreal

Telex 052-7189

Administrateur  
Director

Chairman

Psychuk  
Vice-présidente/Vice-president

Rheal Bérubé  
Vice-président/Vice-president

William Dodge  
Vice-président/Vice-president

Jean Fortier  
Trésorier/Treasurer

Paul Becker

G Allan Burton

Robert Cliche

Wilbur Collin

Louis Desmarais

Donald Glendenning

George Lee

Donald McDougall

William O'Brien

Marie Resanovic

Keith Spicer

Sylvia Van Brabant

Jacques Hébert  
Président/President

Pierre Dionne  
Directeur général  
Executive Director



Jeunesse Canada Monde  
Canada World Youth

Prairie Regional Office  
Bureau régional des Prairies

10523, 77 Avenue  
Edmonton, Alberta T6E 5J8  
(403) 432-0462  
Telex: 037-2188

le 15 janvier 1980

Secretariat general  
General Secretariat

Cite du Havre  
2500, avenue Pierre Dupuy  
Montreal, Quebec  
Canada H3C 3R4

(514) 661-9731

Cable: JEGAYOU Montreal

Telex: 052-7189

Conseil d'administration  
Board of Directors

Michael Oliver  
President/Chairman

Raynell Andreychuk  
Vice-présidente/Vice-president

Rheal Bérubé  
Vice-président/Vice-president

William Dodge  
Vice-président/Vice-president

Jean Fortier  
Trésorier/Treasurer

Paul Becker

G. Allan Burton

Robert Cliche

Wilbur Collin

Louis Desmarais

Donald Glendenning

George Lee

Donald McDougall

William O'Brien

Marie Resanovic

Keith Spicer

Sylvia Van Brabant

Tu devrais avoir reçu dans le courant des deux dernières semaines un exemplaire du questionnaire relatif à l'étude sur les anciens participants de Jeunesse Canada Monde. Comme je le précise dans la lettre accompagnant le-dit questionnaire, tu fais partie d'un petit groupe d'anciens à qui j'ai demandé de m'aider à mener cette étude à bonne fin.

Si tu n'as pas reçu le questionnaire ou si tu l'as égaré, veille m'en informer en m'appelant à frais virés au (403) 432-0464: je t'en ferai parvenir un autre exemplaire. Si, par ailleurs, tu l'as reçu mais ne l'as pas encore renvoyé, je me permets de te rappeler de le faire. Pour que notre étude soit un succès, il importe que nous recevions vite le plus grand nombre possible de questionnaires dûment remplis.

Si tu as déjà posté ton questionnaire, j'aimerais alors te remercier de ta collaboration.

Bien à toi,

Le Rechechiste principal  
Étude sur les anciens participants de JCM

Bill Young

Jacques Hébert  
President/Président

Pierre Dionne  
Directeur général  
Executive Director



Jeunesse Canada France  
Canada World Youth

February 8, 1980

Prairie Regional Office  
Bureau régional des Prairies

10523, 77 Avenue  
Edmonton, Alberta T6E 5J8  
(403) 432-0462  
Telex 037-2188

Dear

About four weeks ago, I wrote to you asking for your assistance in completing a study of the long-term effect of the Canada World Youth program on former Canadian CWY participants.

As of today, we have not yet received your completed questionnaire.

We have undertaken this study because of the belief that the opinions of former CWY participants regarding the value of their CWY experience would make an important contribution to understanding how international education can be most effectively done. We also believe it is the responsibility of Canada World Youth as an organization to assess the long-term effect of its program.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. Your name was drawn at random, from a list of all former Canadian CWY participants. This means that only one out of every ten former participants is being asked to complete this questionnaire. In order for the results of this study to be truly representative of the opinions of all former Canadian CWY participants, it is essential that each person return their questionnaire. In the event that your questionnaire has been misplaced, a replacement is enclosed, along with a return envelope. As I mentioned in my initial letter, if you would like to receive a summary of the results, please place your name and address on the back of the return envelope.

Your co-operation is greatly appreciated.

Sincerely yours,

Bill Young  
Principal Researcher  
CWY Participant Follow-up Study

P.S. A number of people have written to ask when the results will be available. We hope to have them out in early June.

Secretariat générale  
General Secretariat

Cité du Havre  
2500, avenue Pierre Dupuy  
Montreal, Quebec  
Canada H3C 3R4

(514) 861-9731

Cable: JECAYOU Montreal

Telex: 052-7189

Michael Oliver  
President: Chairman

Raynell Andreychuk  
Vice-presidente: Vice-president

Rheal Berube  
Vice-president: Vice-president

William Dodge  
Vice-president: Vice-president

Jean Fortier  
Trésorier: Treasurer

Paul Becker

G. Allan Burton

Robert Cliche

Wilbur Collin

Louis Desmarais

Donald Glendenning

George Lee

Donald McDougall

William O'Brien

Marie Resanovic

Keith Spicer

Sylvia Van Brabant

Jacques Hébert  
Président: President

Pierre Dionne  
Directeur général  
Executive Director



Jeunesse Canada Monde  
Canada World Youth

le 8 février 1980

Prairie Regional Office  
Bureau régional des Prairies

10523, 77 Avenue  
Edmonton, Alberta T6E 5J8  
(403) 432-0462  
Telex 037-2188

Secrétariat général  
General Secretary

Cité du Havre  
2500 avenue Pierre Dupuy  
Montreal, Quebec  
Canada H3C 3R4

(514) 861-9731

Cable JECAYOU Montreal  
Telex 052 7189

Michael Oliver  
President, Chairman

Raynell Andreychuk  
Vice-presidente, Vice-president

Rheal Berube  
Vice-president, Vice-president

William Dodge  
Vice-president, Vice-president

Jean Fortier  
Treasurer, Treasurer

Paul Becker

G. Allan Burton

Robert Cliche

Wilbur Collin

Louis Desmarais

Donald Glendenning

George Lee

Donald McDougall

William O'Brien

Marie Resanovic

Keith Spicer

Sylvia Van Brabant

Jacques Hébert  
President, President

Pierre Dionne  
Directeur général  
Executive Director

Il y a environ quatre semaines, je t'ai écrit en te demandant de m'aider à mener à bonne fin une étude sur les effets que peut avoir eus à long terme l'expérience JCM sur les anciens participants canadiens.

Jusqu'à date, nous n'avons pas encore reçu ton questionnaire rempli.

Nous avons entrepris cette étude avec la conviction que les opinions des anciens participants de JCM en ce qui regarde la valeur de leur expérience JCM pourraient offrir une contribution importante à l'échelle internationale. Nous croyons aussi que Jeunesse Canada Monde tient, comme organisme, la responsabilité d'évaluer les effets que peut avoir à long terme son programme.

Je t'écris de nouveau car ton questionnaire est vraiment très important à l'utilité que peut porter cette étude. Ton nom a été tiré au sort d'une liste de tous les anciens participants canadiens de JCM. Cela veut dire que nous ne demandons qu'à un ancien participant sur dix de répondre à ce questionnaire. De façon que les résultats obtenus soient vraiment le reflet des opinions de tous les anciens participants canadiens de JCM, il importe que chaque personne renvoie son questionnaire. Dans le cas où ton questionnaire a été égaré, tu trouveras, ci-inclus, un questionnaire de remplacement avec une enveloppe-réponse. Comme je le précise dans ma première lettre, si tu désires recevoir un bref compte rendu des résultats, veuillez écrire tes nom et adresse au dos de l'enveloppe-réponse.

Ta coopération est grandement appréciée.

Bien à toi.

Bill Young  
Le Recherchiste principal  
Etude sur les anciens participants de JCM

P.S. Beaucoup de gens nous écrivent pour demander à quelle date les résultats seront disponibles. Nous espérons les sortir au début du mois de juin.



CANADA  
WORLD  
YOUTH

FORMER  
PARTICIPANT  
FOLLOW-UP  
STUDY

COMING HOME:

WHAT WAS  
IT LIKE  
FOR

YOU?

Have you been able to use the knowledge and skills you gained while in CWY? Are cross-cultural youth exchanges an effective way of learning about international development? Should youth exchanges with the Third World be continued? These and other concerns are the focus of this important international study of former CWY participants, currently being sponsored by the Canada World Youth program and the Canadian International Development Agency.

Please answer all of the questions. If you wish to comment on any questions or qualify your answers, please use the margins or a separate sheet of paper.

Your answers will be kept strictly confidential. To ensure confidentiality, please return your questionnaire using the envelope provided to:

CANADA WORLD YOUTH/JEUNESSE CANADA MONDE  
FORMER PARTICIPANT FOLLOW-UP STUDY  
10523 - 77 AVENUE  
EDMONTON  
ALBERTA  
T6E 1L3

First of all, we would like some basic information about your CWY experience as well as what you have been doing since you left CWY.

Q-1 In what CWY exchange country were you a participant?

EXCHANGE COUNTRY \_\_\_\_\_

Q-2 What year were you a participant in CWY? (Circle the number of your answer)

- 1 YEAR FOUR (1975-76)
- 2 YEAR FIVE (1976-77)
- 3 YEAR SIX (1977-78)
- 4 YEAR SEVEN (1978-79)

Q-3 What age were you when you began your CWY year? (Circle number)

- 1 16 YEARS
- 2 17 YEARS
- 3 18 YEARS
- 4 19 YEARS
- 5 20 YEARS

Q-4 Before going overseas with CWY, how much travelling in Developing Countries had you done? (Circle one number)

- 1 MORE THAN ONE MONTH
- 2 LESS THAN ONE MONTH
- 3 NONE - HAD TRAVELLED IN OTHER DEVELOPED COUNTRIES ONLY
- 4 NONE - HAD TRAVELLED IN CANADA ONLY

Q-5 During the past year, have you had contacts with your CWY team-mates in any of the following ways: (Circle number of each type of contact had in each column)

CANADIAN TEAM-MATES	EXCHANGE COUNTRY TEAM-MATES	
1	1	MET WITH THEM SOCIALLY
2	2	SPOKE OVER TELEPHONE
3	3	WROTE TO THEM
4	4	RECEIVED MAIL FROM THEM
5	5	WORKED ON SOME PROJECT TOGETHER
6	6	HAD NO CONTACT

Q-6 During the past year, have you done any of the following activities: (Circle number of all activities done or currently doing)

- 1 ATTENDED A CWY FOLLOW-UP MEETING
- 2 ATTENDED A CWY LOCAL COMMITTEE MEETING
- 3 ENCOURAGED OTHERS TO APPLY TO CWY
- 4 WORKED AS A VOLUNTEER FOR CWY
- 5 WORKED AS PAID STAFF FOR CWY
- 6 MET SOCIALLY WITH ANY CWY PARTICIPANTS
- 7 WORKED ON SOME PROJECT WITH ANY PAST CWY PARTICIPANTS (If yes,

please describe) \_\_\_\_\_

\_\_\_\_\_

Q-7 During the past year, approximately how many times have you done any of the following activities:  
(If none, write '0')

Number of Times

- \_\_\_\_\_ TALKED TO SCHOOL GROUPS ABOUT YOUR CWY EXPERIENCE
- \_\_\_\_\_ TALKED TO COMMUNITY GROUPS ABOUT YOUR CWY EXPERIENCE
- \_\_\_\_\_ PROVIDED INFORMATION TO T.V., RADIO OR NEWSPAPERS ABOUT YOUR CWY EXPERIENCE

Q-8 Have there been any other ways that you have tried to share your CWY experience with members of your community? Please describe anything that you have done as specifically as possible. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Q-9 Did you go (or return) to school since you left CWY? (Circle number)

- 1 NO (If no, go on to Q-10).
- 2 YES (If yes, answer Q-9a to Q-9c)

Q-9a (If yes) Please indicate what formal education you received (or are receiving) since your CWY experience.

NAME OF INSTITUTION	DEGREE SOUGHT	DEGREE RECEIVED	AREA OF SPECIALIZATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Q-9b How much did your CWY experience influence your decision to go (or return) to school? (Circle number)

- 1 NONE
- 2 VERY LITTLE
- 3 SOME
- 4 CONSIDERABLE
- 5 VERY MUCH

Q-9c How much did your CWY experience influence your choice of studies? (Circle number)

- 1 NONE
- 2 VERY LITTLE
- 3 SOME
- 4 CONSIDERABLE
- 5 VERY MUCH

Q-10 In your opinion, what kind of education is most effective? (Circle one number)

- 1 LEARNING IN THE FORMAL SCHOOL SYSTEM
- 2 LEARNING BY ACTUAL EXPERIENCE AS IN THE CWY PROGRAM
- 3 OTHER (Specify) \_\_\_\_\_

Q-11 Before joining CWY, did you have any occupational plans? (Circle number)

- 1 YES (Specify occupational plans) \_\_\_\_\_
- 2 UNDECIDED



Q-12, Do you have any major occupational plans now? (Circle number)

- 1 YES (Specify occupational plans now)
- 2 UNDECIDED

Q-13 If your occupational plans have changed or been modified in any way, how much did your CWY experience influence this change? (Circle number)

- 1 NONE
- 2 VERY LITTLE
- 3 SOME
- 4 CONSIDERABLE
- 5 VERY MUCH

Q-14 Since leaving CWY, have you studied a language(s) other than English? (Circle number)

- 1 NO (If no, go on to Q-15)
- 2 YES (If yes, answer Q-14a to Q-14b)

Q-14a (If yes) What language(s) did you study? (Circle number of each language studied)

- 1 FRENCH
- 2 SPANISH
- 3 OTHER (Specify) \_\_\_\_\_

Q-14b How much did your CWY experience influence your decision to study a language(s) other than English?

- 1 NONE
- 2 VERY LITTLE
- 3 SOME
- 4 CONSIDERABLE
- 5 VERY MUCH

Q-15 Since leaving CWY, have you done any more international travelling? (Circle number)

- 1 NO (If no, go on to Section II on the next page)
- 2 YES - TRAVELLED IN OTHER DEVELOPED COUNTRIES ONLY
- 3 YES - TRAVELLED IN DEVELOPING COUNTRIES  
(If yes, answer Q-15a to Q-15b)

Q-15a (If yes) Did you do any of the following? (Circle number of all activities done or currently doing)

- 1 VACATIONED IN A DEVELOPING COUNTRY
- 2 STUDIED IN A DEVELOPING COUNTRY
- 3 WORKED IN A DEVELOPING COUNTRY (Specify) \_\_\_\_\_

Q-15b (If yes) How much did your CWY experience influence your decision to travel again to Developing Country? (Circle number)

- 1 NONE
- 2 VERY LITTLE
- 3 SOME
- 4 CONSIDERABLE
- 5 VERY MUCH

An important purpose of this study is to learn more about the readjustment of former Canadian CWY participants to Canadian society after the program. Please answer the following questions as fully as possible.

Q-1 Overall, after your CWY experience, how difficult was it for you to readjust to Canada? (Circle number)

- 1 VERY EASY
- 2 FAIRLY EASY
- 3 FAIRLY DIFFICULT
- 4 VERY DIFFICULT

Q-2 Was it easier or harder to readjust to Canada than it was to adjust to your CWY exchange country?

- 1 MUCH EASIER TO READJUST TO CANADA
- 2 SOMEWHAT EASIER TO READJUST TO CANADA
- 3 SAME
- 4 SOMEWHAT HARDER TO READJUST TO CANADA
- 5 MUCH HARDER TO READJUST TO CANADA

Q-3 Do you feel you are having problems readjusting to Canada now? (Circle number)

- 1 MANY PROBLEMS
- 2 SOME PROBLEMS
- 3 NO PROBLEMS

Q-4 Please describe your major readjustment problems. (If any) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Q-5 How could CWY have been more helpful to you when you returned to Canada? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Q-6 Thinking back to what it was like for you to return to Canada after your CWY experience, please indicate how much you agree or disagree with the following statements.

(Circle one number for each item)

During my <u>first</u> month back in Canada:	AGREE STRONGLY	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	DISAGREE STRONGLY
A. I was proud to be a Canadian .....	1	2	3	4	5
B. I was ashamed to see the way Canadians spend their money .....	1	2	3	4	5
C. I felt good about the Canadian organization(s) that I belonged to .....	1	2	3	4	5
D. I didn't respect the way Canadians used their time .....	1	2	3	4	5
E. I thought I could convince other people to see things my way .....	1	2	3	4	5
F. I felt that my ideas would not be accepted by many people .....	1	2	3	4	5
G. I felt that I was too different to ever fit back into Canada .....	1	2	3	4	5
H. I felt I was not as productive back in Canada as I could have been .....	1	2	3	4	5

Q-7 When there were differences in opinion between yourself and others during your first three months back in Canada, did you try to do any of the following things? We are interested in what you tried to do, not whether or not you succeeded.

(Circle one number for each item)

I tried to:	AGREE STRONGLY	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	DISAGREE STRONGLY
A. Get other Canadians to do things the way they did in the exchange country	1	2	3	4	5
B. Change what I talked about to be like other Canadians	1	2	3	4	5
C. Re-accept Canadian ways of doing things	1	2	3	4	5
D. Suggest better ways for some people to spend their time	1	2	3	4	5
E. Change the way things were done by other Canadians	1	2	3	4	5
F. Change my own attitudes to avoid disharmony with others	1	2	3	4	5
G. Join in what others were doing	1	2	3	4	5
H. Get others to accept my point of view	1	2	3	4	5

III

In this section, we would like you to describe some of the changes that you may have recognized in yourself when you returned to Canada from your CWY experience.

Q-1 Please rate, according to the scale provided, the effect of your CWY experience on each of the following items.

- (Use this scale)
- 1 means much higher now than before CWY
  - 2 means somewhat higher now than before CWY
  - 3 means same now as before CWY
  - 4 means somewhat lower now than before CWY
  - 5 means much lower now than before CWY

Item	MUCH HIGHER	SOMEWHAT HIGHER	SAME AS BEFORE	SOMEWHAT LOWER	MUCH LOWER
A. My self confidence	1	2	3	4	5
B. My independence	1	2	3	4	5
C. My knowledge of myself	1	2	3	4	5
D. My interest in international development and / or politics	1	2	3	4	5
E. My desire to work or be with people of other cultures	1	2	3	4	5
F. My interest in Canadian or local politics and / or development	1	2	3	4	5
G. My desire for material goods	1	2	3	4	5
H. My interest in learning French	1	2	3	4	5
I. My interest in learning other languages	1	2	3	4	5
J. My understanding of the different cultures in Canada	1	2	3	4	5

Q-2 Which changes to the items in Q-1 have been most important to you? (Put letter of item in the appropriate box)

MOST IMPORTANT

SECOND MOST IMPORTANT

THIRD MOST IMPORTANT

Q-3 Listed below is a series of statements that relate to some of your skills. Please answer the following two questions for each skill statement by selecting a number from response scale A for column (A) and from B for column (B).

Q-3a Did your skill level increase or decrease while in CWY?

- A
- 1 means increased very much
  - 2 means increased somewhat
  - 3 means same as before CWY
  - 4 means decreased somewhat
  - 5 means decreased very much

Q-3b How much are you now using the skill?

- B
- 1 means never
  - 2 means rarely
  - 3 means occasionally
  - 4 means frequently
  - 5 means always

(Circle one number in each column for each item)

My ability to:	(A)					(B)				
	While in CWY					Skills now using				
	INCREASED	DECREASED	NEVER	ALWAYS	NEVER	ALWAYS				
A. Work and / or be with people of other ethnic or cultural backgrounds .....	1	2	3	4	5	1	2	3	4	5
B. See things from a broader perspective .....	1	2	3	4	5	1	2	3	4	5
C. Feel comfortable and be able to work in unclear or uncertain situations .....	1	2	3	4	5	1	2	3	4	5
D. Keep working at a project even when many things go wrong until a way is found to reach the goal .....	1	2	3	4	5	1	2	3	4	5
E. See problems and situations in different ways from other people .....	1	2	3	4	5	1	2	3	4	5
F. Be friendly while working to finish a project .....	1	2	3	4	5	1	2	3	4	5
G. See situations from the other person's point of view .....	1	2	3	4	5	1	2	3	4	5
H. Show other people that I respect them .....	1	2	3	4	5	1	2	3	4	5
I. Be patient .....	1	2	3	4	5	1	2	3	4	5
J. Speak French .....	1	2	3	4	5	1	2	3	4	5

Q-4 What obstacles exist (if any) to you fully using the skills and experience you gained while in CWY?

---



---

Q-5 As a result of your CWY experience, did you find yourself questioning the following basic life issues more or less than you did before joining CWY?

- (Use this scale)
- 1 means questioning much more now than before CWY
  - 2 means questioning somewhat more now than before CWY
  - 3 means questioning same now as before CWY
  - 4 means questioning somewhat less now than before CWY
  - 5 means questioning much less now than before CWY

(Circle one number for each item)

I was questioning:	MUCH MORE	SOMEWHAT MORE	SAME AS BEFORE	SOMEWHAT LESS	MUCH LESS
A. The meaning of my life .....	1	2	3	4	5
B. The direction my career might take .....	1	2	3	4	5
C. My relationship with my friends .....	1	2	3	4	5
D. My responsibility to my fellow man / woman .....	1	2	3	4	5
E. My feelings about living in an affluent country .....	1	2	3	4	5
F. My religious and / or spiritual beliefs .....	1	2	3	4	5

Q-6 If you were questioning any of the above life issues, which have been most important to you? (Put letter of item in appropriate box)

MOST IMPORTANT

SECOND MOST IMPORTANT

Q-7 The following statements are considered as possible causes of underdevelopment in Third World countries. As a result of your CWY experience, did you change your opinion about the importance of each?

- 1 means much more important now than before CWY
- 2 means somewhat more important now than before CWY
- 3 means same as before CWY
- 4 means somewhat less important now than before CWY
- 5 means much less important now than before CWY

(Circle one number of each item)

	MUCH MORE IMPORTANT	SOMEWHAT MORE	SAME AS BEFORE	SOMEWHAT LESS	MUCH LESS IMPORTANT
A. Poor leadership and economic planning .....	1	2	3	4	5
B. The control of international trade by the developed countries .....	1	2	3	4	5
C. Poor geographic location, lack of natural resources .....	1	2	3	4	5
D. Too rapid an increase in population .....	1	2	3	4	5
E. Not enough foreign aid and technical assistance	1	2	3	4	5
F. Not enough use of Western organizational methods	1	2	3	4	5
G. Internal political instability .....	1	2	3	4	5
H. Political and economic dependence on foreign countries .....	1	2	3	4	5
I. Past colonial domination .....	1	2	3	4	5
J. Too close an attachment to traditional beliefs	1	2	3	4	5

Q-8 In your opinion, which of the items in Q-7 contributes the most to underdevelopment in Third World countries? (Put letter of item in appropriate box)

<input type="checkbox"/>	CONTRIBUTES MOST
<input type="checkbox"/>	CONTRIBUTES SECOND MOST
<input type="checkbox"/>	CONTRIBUTES THIRD MOST

IV

In this section, we would like to ask your opinion about a number of issues. Please give the answer that best describes how you feel about the issue.

Q-1 Would you consider yourself optimistic or pessimistic about the chances that the living conditions of people in Developing Countries will improve during your lifetime? Please give your opinion both for Developing Countries in general and for your CWY exchange country. (Circle one number of one choice in each column)

DEVELOPING COUNTRIES IN GENERAL	CWY EXCHANGE COUNTRY	
1	1	VERY OPTIMISTIC
2	2	FAIRLY OPTIMISTIC
3	3	UNDECIDED
4	4	FAIRLY PESSIMISTIC
5	5	VERY PESSIMISTIC

Q-2 In dealing with social problems, some people feel that most of our effort should go into long-range scientific study. Others feel that the emphasis should be on action that results in immediate improvements. While both approaches are valuable, which would you favour if you had to make a choice? (Circle number)

- 1 LONG RANGE SCIENTIFIC STUDY
- 2 ACTION FOR IMMEDIATE IMPROVEMENTS

Q-3 If you were to work to improve society, which of the following would you prefer to direct most of your energy toward? (Circle one number)

- 1 PROBLEMS CONCERNING THE INDIVIDUAL PERSON
- 2 LOCAL COMMUNITY PROBLEMS
- 3 NATIONAL PROBLEMS
- 4 INTERNATIONAL PROBLEMS

Q-4 In general, how much do you feel that you as an individual can do about the following concerns? (Circle one number for each item)

	A GREAT DEAL	A MODERATE AMOUNT	HARDLY ANYTHING
A. Improvement of race relations .....	1	2	3
B. Improvement of the environment .....	1	2	3
C. Reduction of poverty in Developing Countries .....	1	2	3
D. Prevention of war .....	1	2	3

Q-5 What about groups of people or organizations? How much do you feel they can do about the following concerns? (Circle one number for each item)

	A GREAT DEAL	A MODERATE AMOUNT	HARDLY ANYTHING
A. Improvement of race relations .....	1	2	3
B. Improvement of the environment .....	1	2	3
C. Reduction of poverty in Developing Countries .....	1	2	3
D. Prevention of war .....	1	2	3

Q-6 The following statements represent methods by which people in communities may solve their problems and improve their living conditions. Please give your opinion on the importance of each method by placing the letter of each statement in the appropriate box below.

- A. Encourage the involvement of local people in their own community improvement program.
- B. Provide information on what should be done to improve the community to all community residents.
- C. Request experts and professionals to plan a community improvement program for the community.
- D. Encourage the development of a sense of cultural identity and a community consciousness.
- E. Encourage local people to organize themselves to demand solutions to their problems.

(Put letter of statement in appropriate box)

<input type="checkbox"/>	MOST IMPORTANT
<input type="checkbox"/>	SECOND MOST IMPORTANT
<input type="checkbox"/>	THIRD MOST IMPORTANT
<input type="checkbox"/>	FOURTH MOST IMPORTANT
<input type="checkbox"/>	LEAST IMPORTANT

Q-7 Among the following sources, which one is your major source of information on international development? (Circle one number)

- 1 NEWSPAPER
- 2 RADIO
- 3 TELEVISION
- 4 MAGAZINES AND JOURNALS
- 5 DISCUSSION WITH FRIENDS
- 6 BOOKS
- 7 OTHER (Specify) \_\_\_\_\_

The following series of questions asks you to describe some of your current activities and interests.

Q-1 Since leaving CWY, did you become involved with any international organizations or projects, other than CWY? (Circle number)

- 1 NO (If no, go on to Q-2)
- 2 YES (If yes, answer Q-1a to Q-1b)

Q-1a (If yes) Please specify what organization(s) or project(s) with which you became involved:

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

Q-1b Did you do any of the following for the organization(s) or projects(s) that you listed in Q-1a?

	<u>A</u>	<u>B</u>	<u>C</u>	
(Circle number of all activities done)	1	1	1	BECOME A MEMBER
	2	2	2	WORK AS A VOLUNTEER
	3	3	3	WORK AS PAID STAFF
	4	4	4	CONTRIBUTE MONEY
	5	5	5	ATTEND MEETINGS
	6	6	6	RECEIVE OFFICIAL PUBLICATIONS OR INFORMATION

Q-2 Since leaving CWY, did you become involved with any community improvement organizations or projects?

- 1 No (If no, go on to Q-3)
- 2 YES (If yes, answer Q-2a to Q-2b)

Q-2a (If yes) Please specify what organization(s) or project(s) with which you became involved:

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

Q-2b Did you do any of the following for the organization(s) or projects that you listed in Q-2a?

	<u>A</u>	<u>B</u>	<u>C</u>	
(Circle number of all activities done)	1	1	1	BECOME A MEMBER
	2	2	2	WORK AS A VOLUNTEER
	3	3	3	WORK AS PAID STAFF
	4	4	4	CONTRIBUTE MONEY
	5	5	5	ATTEND MEETINGS
	6	6	6	RECEIVE OFFICIAL PUBLICATIONS OR INFORMATION

Q-3 Since leaving CWY, did you become involved with any political organizations or activities?

- 1 NO (If no, go on to Q-4)
- 2 YES (If yes, answer Q-3a to Q-3b)

Q-3a (If yes) Please specify what organization(s) or activities with which you became involved:

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

Q-3b Did you do any of the following for the organization(s) or project(s) that you listed in Q-3a?

	<u>A</u>	<u>B</u>	<u>C</u>	
(Circle number of all activities done)	1	1	1	BECOME A MEMBER
	2	2	2	WORK AS A VOLUNTEER
	3	3	3	WORK AS PAID STAFF
	4	4	4	CONTRIBUTE MONEY
	5	5	5	ATTEND MEETINGS
	6	6	6	RECEIVE OFFICIAL PUBLICATIONS OR INFORMATION



Q-4 As well as knowing your involvement in specific organizations, we are interested in knowing how many different kinds of organizations or clubs you are involved with. Please look over the following list and indicate how many of each type of group you are involved with now. (If none, write '0')

I am currently involved with:

- A. \_\_\_\_\_ BUSINESS GROUPS
- B. \_\_\_\_\_ CHURCH CONNECTED GROUPS
- C. \_\_\_\_\_ LABOUR UNION
- D. \_\_\_\_\_ COMMUNITY CLUBS OR CENTERS
- E. \_\_\_\_\_ PROFESSIONAL GROUPS OR SOCIETIES
- F. \_\_\_\_\_ COMMUNITY IMPROVEMENT ORGANIZATIONS
- G. \_\_\_\_\_ YOUTH COUNCILS OR STUDENT ORGANIZATIONS
- H. \_\_\_\_\_ INTERNATIONAL ORGANIZATIONS
- I. \_\_\_\_\_ INFORMAL CLUBS OR GROUPS
- J. \_\_\_\_\_ POLITICAL ORGANIZATIONS OR CLUBS
- K. \_\_\_\_\_ RECREATIONAL ORGANIZATIONS
- L. \_\_\_\_\_ OTHER (Specify) \_\_\_\_\_

Q-5 Which groups are you most active in? (Put letter of organization in appropriate box)

- MOST ACTIVE
- SECOND MOST ACTIVE
- THIRD MOST ACTIVE

Q-6 Do you feel you are now more or less involved in the following activities than you were before you participated in CWY? (Circle one number for each item)

	MUCH MORE	SOMEWHAT MORE	SAME AS BEFORE	SOMEWHAT LESS	MUCH LESS
A. Community improvement activities .....	1	2	3	4	5
B. Political activities .....	1	2	3	4	5
C. International development activities .....	1	2	3	4	5
D. Involvement with people from different cultures ...	1	2	3	4	5

Q-7 Please consider the following list and indicate the two ways in which you usually spend most of your leisure time. (Circle two numbers)

- 1 SPORTS, OUTDOOR ACTIVITIES, GARDENING
- 2 VISITING WITH FRIENDS
- 3 READING
- 4 ARTWORK, HANDICRAFTS, PLAYING A MUSICAL INSTRUMENT
- 5 LISTENING TO RADIO, WATCHING T.V., PLAYING RECORDS
- 6 DANCING, GOING TO NIGHT-CLUBS
- 7 GOING TO MOVIES, THEATRE, CONCERTS
- 8 CHURCH AND CLUB WORK
- 9 COMMUNITY AND POLITICAL ACTIVITIES
- 10 OTHER (Specify)

\_\_\_\_\_

\_\_\_\_\_

Q-8 If you had a lot more leisure time, at which one of the activities in Q-7 would you like to spend this extra time? (Put number of activity in box)

ACTIVITY

Q-9 Of the following activities, which are the two from which you expect the greatest satisfaction in your life-time? (Circle two numbers)

- 1 FAMILY OR PERSONAL RELATIONSHIPS
- 2 LEISURE OR RECREATIONAL ACTIVITIES
- 3 PARTICIPATION IN COMMUNITY IMPROVEMENT ACTIVITIES
- 4 PARTICIPATION IN NATIONAL OR INTERNATIONAL DEVELOPMENT ACTIVITIES
- 5 RELIGIOUS ACTIVITIES
- 6 OTHER (Specify)

---



---

VI

Very briefly, in this section, we would like to know how you feel about your CWY experience now.

Q-1 Please evaluate the following aspects of your CWY experience by rating them according to the scale provided.

(Circle one number for each item)

	VERY POOR	POOR	FAIR	GOOD	VERY GOOD
A. The level of Canadian participant / exchange - country participant integration in your group ...	1	2	3	4	5
B. The amount you were able to participate in decision-making in your group .....	1	2	3	4	5
C. The value of your Canadian-projects to the development priorities of your exchange country	1	2	3	4	5
D. The value of your exchange country projects to your understanding of the concerns of Developing Countries .....	1	2	3	4	5
E. The value of all your projects to your understanding of community development .....	1	2	3	4	5
F. The leadership skills of your Canadian group leader .....	1	2	3	4	5
G. The leadership skills of your Canadian co-ordinator .....	1	2	3	4	5

Q-2 What is your present attitude toward your CWY experience? (Circle one number)

- 1 A POOR EXPERIENCE
- 2 A FAIR EXPERIENCE
- 3 A GOOD EXPERIENCE
- 4 A VERY GOOD EXPERIENCE
- 5 AN EXCELLENT EXPERIENCE

Q-3 For the following items, please rate the value of your CWY experience, according to the scale provided.

(Circle one number for each item)

The value of my CWY experience toward:	VERY POOR	POOR	FAIR	GOOD	VERY GOOD
A. My current involvement in community improvement activities .....	1	2	3	4	5
B. My current involvement in political activities ..	1	2	3	4	5
C. My current involvement in international activities .....	1	2	3	4	5
D. My current involvement with people of different cultures .....	1	2	3	4	5
E. My current employment or occupation .....	1	2	3	4	5
F. My personal development .....	1	2	3	4	5

Q-4 Would you recommend that the CWY program be continued? (Circle one number)

- 1 NO
- 2 YES, WITH RESERVATIONS
- 3 YES, DEFINITELY

Please explain the reasons for your answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VII

Finally, we would like to ask some questions about yourself that will help us interpret the results.

Q-1 What is your sex? (Circle number)

- 1 MALE
- 2 FEMALE

Q-2 Your present marital status: (Circle number)

- 1 NEVER MARRIED (If you were never married, go on to Q-3)
- 2 MARRIED (If you are (or were) married, please answer Q-2a)
- 3 DIVORCED
- 4 SEPARATED
- 5 WIDOWED

Q-2a If you are (or were) married, did you marry: (Circle number)

- 1 SOMEONE OF A DIFFERENT RACIAL ORIGIN THAN YOU
- 2 SOMEONE WHOSE FIRST LANGUAGE IS DIFFERENT THAN YOURS
- 3 A CANADIAN CWY PARTICIPANT OR STAFF PERSON
- 4 SOMEONE FROM YOUR CWY EXCHANGE COUNTRY
- 5 OTHER

Q-3 What province or territory of Canada do you live in?

PROVINCE OR  
TERRITORY \_\_\_\_\_

Q-4 What is the population of the community you live in now?

POPULATION \_\_\_\_\_

Q-5 What is the highest level of formal education you have completed? (Circle one number)

- 1 NO FORMAL EDUCATION
- 2 SOME GRADE SCHOOL
- 3 COMPLETED GRADE SCHOOL
- 4 SOME HIGH SCHOOL
- 5 COMPLETED-HIGH SCHOOL
- 6 SOME TECHNICAL AND / OR VOCATIONAL TRAINING
- 7 COMPLETED TECHNICAL AND / OR VOCATIONAL TRAINING
- 8 SOME UNIVERSITY OR COLLEGE
- 9 COMPLETED UNIVERSITY OR COLLEGE
- 10 SOME GRADUATE SCHOOL
- 11 COMPLETED GRADUATE DEGREE

Q-6 Are you presently: (Circle number)

- 1 EMPLOYED FULL-TIME
- 2 EMPLOYED PART-TIME
- 3 UNEMPLOYED
- 4 FULL-TIME HOMEMAKER
- 5 STUDENT - NOT OTHERWISE EMPLOYED
- 6 STUDENT - EMPLOYED PART-TIME
- 7 OTHER (Specify) \_\_\_\_\_

Q-7 If you are employed in a salaried or wage position, what is your current occupation?

JOB TITLE: \_\_\_\_\_

KIND OF WORK YOU DO: \_\_\_\_\_

EMPLOYER: \_\_\_\_\_

HOW LONG IN THIS JOB: \_\_\_\_\_

Q-8 What is your father's most recent occupation? (If deceased or retired, indicate last occupation)

OCCUPATION: \_\_\_\_\_

Q-9 What is your mother's most recent occupation? (If deceased or retired, indicate last occupation)

OCCUPATION: \_\_\_\_\_

Q-10 Which of the following categories best describes the combined income of your parents during 1979? (Circle one number)

- 1 LESS THAN \$10,000
- 2 \$10,000 TO \$14,999
- 3 \$15,000 TO \$19,999
- 4 \$20,000 TO \$24,999
- 5 \$25,000 TO \$29,999
- 6 \$30,000 TO \$34,999
- 7 \$35,000 TO \$39,999
- 8 \$40,000 OR MORE

Q-11 Do either of your parents speak a language other than English at home? (Circle number)

- 1 NO
- 2 YES (Specify language(s) \_\_\_\_\_)





JEUNESSE  
CANADA  
MONDE

ÉTUDE  
SUR LES  
ANCIENS  
PARTICIPANTS

LE RETOUR AU PAYS:

COMMENT ÇA S'EST  
PASSÉ POUR

VOUS?

Avez-vous pu mettre à profit les connaissances et aptitudes que vous avez acquises au cours de votre expérience au sein de JCM? Les échanges interculturels pour la jeunesse constituent-ils un bon moyen de mieux comprendre le développement international? Convient-il de poursuivre les échanges de jeunes avec le Tiers-Monde? Ce sont là quelques-unes des questions auxquelles on espère pouvoir répondre grâce à la présente étude, effectuée à l'échelle internationale auprès des anciens participants de JCM, et ce, sous le parrainage de Jeunesse Canada Monde et de L'Agence canadienne de Développement international.

Prière de répondre à toutes les questions. Si vous désirez faire des commentaires sur certaines questions ou nuancer vos réponses, écrivez en marge ou sur une feuille à part.

Soyez assuré que vos réponses demeureront strictement confidentielles. À cet effet, vous êtes prié de renvoyer votre questionnaire dûment rempli dans l'enveloppe préadressée (Cf. ci-dessous) qui l'accompagne.

JEUNESSE CANADA MONDE/CANADA WORLD YOUTH  
ÉTUDE SUR LES ANCIENS PARTICIPANTS  
10523, 77e AVENUE  
EDMONTON (ALBERTA)  
T6E 1L3

Tout d'abord, nous aimerions recueillir quelques renseignements de base sur votre expérience au sein de JCM et sur vos activités depuis votre départ de JCM.

Q-1 Dans quel pays d'échange (JCM) avez-vous vécu votre expérience de participant?

NOM DU PAYS \_\_\_\_\_

Q-2 En quelle année avez-vous participé au programme de JCM? (Encercler le chiffre correspondant à votre réponse)

- 1 AN QUATRE (1975-1976)
- 2 AN CINQ (1976-1977)
- 3 AN SIX (1977-1978)
- 4 AN SEPT (1978-1979)

Q-3 Quel âge aviez-vous quand a débuté votre expérience au sein de JCM? (Encercler le chiffre approprié)

- 1 16 ANS
- 2 17 ANS
- 3 18 ANS
- 4 19 ANS
- 5 20 ANS

Q-4 Avant de vous embarquer pour l'étranger comme participant de JCM, combien de temps aviez-vous passé à voyager dans des pays en voie de développement? (N'encercler qu'un seul chiffre)

- 1 PLUS D'UN MOIS
- 2 MOINS D'UN MOIS
- 3 NEANT - N'ÉTAIS ALLÉ QUE DANS DES PAYS DÉVELOPPÉS
- 4 NEANT - N'AVAIS VOYAGÉ QU'À L'INTÉRIEUR DU CANADA

Q-5 Veuillez indiquer, s'il y a lieu, le ou les types de contact que vous avez eus au cours des douze derniers mois avec vos ex-compagnons d'équipe (JCM). (Encercler le ou les chiffres appropriés de chaque colonne)

COÉQUIPIERS  
CANADIENS

COÉQUIPIERS DU  
PAYS D'ÉCHANGE

- 1
- 2
- 3
- 4
- 5
- 6

- 1
- 2
- 3
- 4
- 5
- 6

RENCONTRE SOCIALE  
CONVERSATION TÉLÉPHONIQUE  
COURRIER ENVOYÉ  
COURRIER REÇU  
PARTICIPATION À UN MÊME PROJET  
AUCUN CONTACT

Q-6 Au cours des douze derniers mois, avez-vous participé aux activités ci-dessous? (Encercler les chiffres correspondant aux activités terminées pendant la période)

- 1 AI ASSISTÉ À UNE RÉUNION-SUIVI (FOLLOW-UP) DE JCM
- 2 AI ASSISTÉ À UNE RÉUNION DE COMITÉ LOCAL (JCM)
- 3 AI ENCOURAGÉ DES GENS À S'INSCRIRE AU PROGRAMME DE JCM
- 4 AI TRAVAILLÉ BÉNÉVOLEMENT POUR JCM
- 5 AI TRAVAILLÉ POUR JCM COMME ÉNUMÉRATEUR
- 6 AI RECONTRÉ D'ANCIENS PARTICIPANTS DE JCM
- 7 AI TRAVAILLÉ À UN PROJET AVEC D'ANCIENS PARTICIPANTS DE JCM

(Si oui, prière de décrire) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Q-7 Combien de fois approximativement avez-vous exercé les activités ci-dessous au cours des douze derniers mois? (pour aucune fois, écrire "0")

## NOMBRE DE FOIS

\_\_\_\_\_ AI PARLÉ DANS LES ÉCOLES DE MON EXPÉRIENCE À JCM

\_\_\_\_\_ AI PARLÉ À DES GROUPES COMMUNAUTAIRES DE MON EXPÉRIENCE À JCM

\_\_\_\_\_ AI FOURNI DES RESEIGNEMENTS AUX MÉDIAS (TÉLÉ, RADIO, JOURNAUX) SUR MON EXPÉRIENCE À JCM

Q-8 Y a-t-il d'autres façons dont vous avez essayé de partager votre expérience à JCM avec des membres de votre communauté? Prière de décrire le plus précisément possible ce que vous avez fait.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Q-9 Êtes-vous allé (ou retourné) aux études depuis votre départ de JCM? (Encercler le chiffre approprié)

- 1 NON (Sinon, passer à Q-10)  
2 OUI (Si oui, répondre à Q-9a, Q-9b et Q-9c)

Q-9a (Si oui) Prière d'indiquer quel type de cours vous avez suivi ou suivez depuis votre expérience à JCM.

NOM DE L'ÉTABLISSEMENT	DIPLÔME VISÉ	DIPLÔME REÇU	DOMAINE DE SPÉCIALISATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Q-9b Dans quelle mesure votre expérience à JCM a-t-elle influencé votre décision d'aller (ou de retourner) aux études? (Encercler le chiffre approprié)

- 1 PAS DU TOUT  
2 TRÈS PEU  
3 UN PEU  
4 BEAUCOUP  
5 ÉNORMEMENT

Q-9c Dans quelle mesure votre expérience à JCM a-t-elle influencé votre orientation (choix de cours)? (Encercler le chiffre approprié)

- 1 PAS DU TOUT  
2 TRÈS PEU  
3 UN PEU  
4 BEAUCOUP  
5 ÉNORMEMENT

Q-10 À votre avis, quel type d'apprentissage est le plus efficace? (N'encercler qu'un seul chiffre)

- 1 APPRENTISSAGE EN MILIEU CONVENTIONNEL (RÉGIME SCOLAIRE)  
2 APPRENTISSAGE LIÉ À UNE EXPÉRIENCE VÉCUE DU GENRE DE CELLE QUE PERMET JCM  
3 AUTRES (Préciser)

Q-11 Avant de vous joindre à JCM, aviez-vous des projets de carrière? (Encercler le chiffre approprié)

- 1 OUI (Préciser la nature de ces projets)  
2 INDÉCIS



Q-12 Avez-vous à l'heure actuelle des projets de carrière sérieux? (Encercler le chiffre approprié)

- 1 OUI (Préciser la nature de ces projets) \_\_\_\_\_
- 2 INDÉCIS

Q-13 Si vos projets de carrière ont varié ou ont été modifiés de quelque façon, indiquez dans quelle mesure votre expérience à JCM a entraîné ce changement. (Encercler le chiffre approprié)

- 1 PAS DU TOUT
- 2 TRÈS PEU
- 3 UN PEU
- 4 BEAUCOUP
- 5 ENORMEMENT

Q-14 Depuis votre départ de JCM avez-vous étudié une ou des langues autres que le français?

- 1) NON (Sinon, passer à Q-15)
- 2) OUI (Si oui, répondre à Q-14a et Q-14b)

Q-14a (Si oui) Quelle(s) langue(s) avez-vous étudiée(s)? (Encercler le chiffre correspondant à chaque langue étudiée)

- 1 ANGLAIS
- 2 ESPAGNOL
- 3 AUTRES (Préciser) \_\_\_\_\_

Q-14b Dans quelle mesure votre expérience à JCM a-t-elle influencé votre décision d'étudier une ou des langues autres que le français?

- 1 PAS DU TOUT
- 2 TRÈS PEU
- 3 UN PEU
- 4 BEAUCOUP
- 5 ENORMEMENT

Q-15 Depuis votre départ de JCM, avez-vous voyagé dans d'autres pays? (Encercler le chiffre approprié)

- 1 NON (Sinon, passer à la section II, page suivante)
- 2 OUI - NE SUIS ALLÉ QUE DANS DES PAYS EN VOIE DE DÉVELOPPEMENT
- 3 OUI - SUIS ALLÉ DANS DES PAYS EN VOIE DE DÉVELOPPEMENT

(Si oui, répondre à Q-15a et Q-15b)

Q-15a (Si oui) Qu'y avez-vous fait? (Encercler les chiffres correspondant aux activités terminées ou en cours)

- 1 AI PRIS DES VACANCES DANS UN PAYS EN VOIE DE DÉVELOPPEMENT
- 2 AI ÉTUDIÉ DANS UN PAYS EN VOIE DE DÉVELOPPEMENT
- 3 AI TRAVAILLÉ DANS UN PAYS EN VOIE DE DÉVELOPPEMENT

Q-15b (Si oui) Dans quelle mesure votre expérience à JCM a-t-elle influencé votre décision d'aller de nouveau dans un pays en voie de développement? (Encercler le chiffre approprié)

- 1 PAS DU TOUT
- 2 TRÈS PEU
- 3 UN PEU
- 4 BEAUCOUP
- 5 ENORMEMENT

Par la présente étude, on vise, entre autres objectifs importants, à en savoir davantage sur la réadaptation des anciens participants canadiens de JCM à la société canadienne après le programme. Prière de répondre aux questions ci-dessous le plus précisément possible.

- Q-1 Dans l'ensemble, après votre expérience à JCM, à quel point avez-vous trouvé facile (ou difficile) de vous réadapter au Canada? (Encercler le chiffre approprié)
- 1 TRÈS FACILE
  - 2 ASSEZ FACILE
  - 3 ASSEZ DIFFICILE
  - 4 TRÈS DIFFICILE
- Q-2 L'avez-vous trouvé plus facile (ou plus difficile) de vous réadapter au Canada qu'il ne l'avait été de vous adapter à votre pays d'échange (JCM)?
- 1 BEAUCOUP PLUS FACILE DE SE RÉADAPTER AU CANADA
  - 2 UN PEU PLUS FACILE DE SE RÉADAPTER AU CANADA
  - 3 AUSSI FACILE (OU DIFFICILE)
  - 4 UN PEU PLUS DIFFICILE DE SE RÉADAPTER AU CANADA
  - 5 BEAUCOUP PLUS DIFFICILE DE SE RÉADAPTER AU CANADA
- Q-3 A l'heure actuelle, estimez-vous avoir des problèmes de réadaptation au Canada? (Encercler le chiffre approprié)
- 1 DE NOMBREUX PROBLÈMES
  - 2 QUELQUES PROBLÈMES
  - 3 AUCUN PROBLÈME
- Q-4 S'il y a lieu, veuillez décrire vos principaux problèmes de réadaptation. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Q-5 De quelle façon JCM aurait-il pu vous aider davantage lors de votre retour au Canada? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Q-6 Vous rappelant ce que ce fut pour vous que de revenir au Canada après votre expérience à JCM, veuillez indiquer dans quelle mesure vous soutenez ou rejetez les affirmations ci-dessous.

(Encercler un chiffre en regard de chaque énoncé)

Dans le premier mois suivant mon retour au Canada,	SOUTIENS FORTEMENT	SOUTIENS QUELQUE PEU	POSITION NEUTRE	REJETTE QUELQUE PEU	REJETTE FORTEMENT
A. J'étais fier d'être Canadien .....	1	2	3	4	5
B. J'avais honte de la façon dont les Canadiens dépendent leur argent .....	1	2	3	4	5
C. J'étais fier de ou des organisations canadiennes dont je faisais partie .....	1	2	3	4	5
D. Je n'acceptais pas la façon dont les Canadiens emploient leur temps .....	1	2	3	4	5
E. Je croyais pouvoir convaincre des gens de voir les choses à ma manière .....	1	2	3	4	5
F. Je croyais que mes idées ne seraient pas acceptées par bien des gens .....	1	2	3	4	5
G. J'estimais être trop différent pour retrouver ma place au Canada .....	1	2	3	4	5
H. J'estimais ne pas être aussi "productif" que je pouvais l'être .....	1	2	3	4	5

- Q-7 Quand, au cours des trois premiers mois suivant votre retour au Canada, il y avait divergence d'opinions entre vous et d'autres personnes, avez-vous essayé de faire ce qui suit? Nous voulons savoir ce que vous avez essayé de faire, et non pas savoir si vous avez réussi ou non.

(Encercler un chiffre en regard de chaque énoncé)

J'ai essayé de:	SOUTIENS FORTEMENT	SOUTIENS QUELQUE PEU	POSITION NEUTRE	REJETTE QUELQUE PEU	REJETTE FORTEMENT
A. Amener des Canadiens à agir de la façon dont ils le faisaient dans le pays d'échange .....	1	2	3	4	5
B. Changer mes sujets de conversation pour ressembler aux autres Canadiens .....	1	2	3	4	5
C. Me réhabituer aux façons d'agir des Canadiens ...	1	2	3	4	5
D. Suggérer aux gens de meilleures façons d'utiliser leur temps .....	1	2	3	4	5
E. Changer la façon d'agir des autres Canadiens ....	1	2	3	4	5
F. Changer mon propre comportement pour éviter les heurts avec autrui .....	1	2	3	4	5
G. Participer aux activités des autres Canadiens ...	1	2	3	4	5
H. Amener les autres à accepter mon point de vue ...	1	2	3	4	5

III

Nous aimerions que dans la présente section, vous décriviez quelques-uns des changements que vous avez pu observer chez vous-même à votre retour au Canada, c'est-à-dire à la fin de votre expérience à JCM.

- Q-1 Veuillez évaluer, suivant l'échelle ci-après, l'influence de votre expérience à JCM en ce qui concerne chacun des points suivants.

(Utiliser cette échelle)	1	<u>correspond à</u>	beaucoup plus fort maintenant qu'avant JCM
	2	<u>correspond à</u>	un peu plus fort maintenant qu'avant JCM
	3	<u>correspond à</u>	même chose qu'avant JCM
	4	<u>correspond à</u>	un peu plus faible maintenant qu'avant JCM
	5	<u>correspond à</u>	beaucoup plus faible maintenant qu'avant JCM

Point	BEAUCOUP PLUS FORT	UN PEU PLUS FORT	MÊME CHOSE QU'AVANT	UN PEU PLUS FAIBLE	BEAUCOUP PLUS FAIBLE
A. Ma confiance en moi-même .....	1	2	3	4	5
B. Mon degré d'indépendance personnelle .....	1	2	3	4	5
C. Ma connaissance de moi-même .....	1	2	3	4	5
D. Mon intérêt à l'égard du développement international ou de la politique .....	1	2	3	4	5
E. Mon désir d'être ou de travailler en compagnie de gens d'autres cultures .....	1	2	3	4	5
F. Mon intérêt à l'égard de la politique ou du développement à l'échelle nationale ou régionale .....	1	2	3	4	5
G. Mon désir de posséder des biens matériels ....	1	2	3	4	5
H. Mon désir d'apprendre l'anglais .....	1	2	3	4	5
I. Mon désir d'apprendre d'autres langues .....	1	2	3	4	5
J. Ma compréhension des diverses cultures que l'on retrouve au Canada .....	1	2	3	4	5

Q-2 Quels sont les changements touchant les points énoncés en Q-1 qui ont été les plus importants pour vous? (Inscrire la lettre correspondant au point dans la case appropriée.)

LE PLUS IMPORTANT

LE DEUXIÈME.

LE TROISIÈME

Q-3 On trouvera ci-dessous une série d'affirmations se rapportant à quelques-unes de vos aptitudes. Veuillez répondre aux deux questions suivantes relativement à chaque énoncé en encerclant le chiffre approprié (Cf. les échelles A et B) de chaque colonne (A et B).

Q-3a Votre degré d'aptitude a-t-il augmenté ou diminué pendant votre séjour à JCM?

- A
- 1 correspond à a augmenté énormément
  - 2 correspond à a augmenté quelque peu
  - 3 correspond à même chose qu'avant JCM
  - 4 correspond à a diminué quelque peu
  - 5 correspond à a diminué énormément

Q-3b Dans quelle mesure mettez-vous à profit cette aptitude à l'heure actuelle?

- B
- 1 correspond à jamais
  - 2 correspond à rarement
  - 3 correspond à occasionnellement
  - 4 correspond à fréquemment
  - 5 correspond à continuellement

(Encercler un chiffre de chaque colonne en regard de chaque point.)

Mon aptitude à:	(A)					(B)				
	Pendant le séjour à JCM					Aptitudes servant à l'heure actuelle				
	A AUGMENTÉ	A DIMINUÉ				JAMAIS	CONTINUUELLEMENT			
A. Travailler ou vivre en compagnie de gens d'autres milieux ethniques ou culturels .....	1	2	3	4	5	1	2	3	4	5
B. Considérer les choses d'un point de vue élargi .....	1	2	3	4	5	1	2	3	4	5
C. Me sentir à l'aise et travailler dans des situations confuses ou incertaines .....	1	2	3	4	5	1	2	3	4	5
D. Continuer de travailler à un projet même si bien des choses vont de travers, jusqu'à ce qu'on ait trouvé un moyen d'atteindre l'objectif fixé .....	1	2	3	4	5	1	2	3	4	5
E. Percevoir les problèmes et les situations autrement que d'autres personnes .....	1	2	3	4	5	1	2	3	4	5
F. Être amical pendant que je mets la dernière main à un projet .....	1	2	3	4	5	1	2	3	4	5
G. Envisager les situations du point de vue d'autrui .....	1	2	3	4	5	1	2	3	4	5
H. Montrer à autrui que je le respecte .....	1	2	3	4	5	1	2	3	4	5
I. Faire preuve de patience .....	1	2	3	4	5	1	2	3	4	5
J. Parler l'anglais .....	1	2	3	4	5	1	2	3	4	5

Q-4 Qu'est-ce qui vous empêche (si c'est le cas) de mettre pleinement à profit l'expérience et les aptitudes que vous avez acquises au cours de votre expérience à JCM?

---



---

Q-5 A la suite de votre expérience à JCM, vous interrogez-vous plus ou moins qu'avant, de vous joindre à JCM sur les questions essentielles de la vie figurant ci-dessous?

- (Utiliser cette échelle)
- 1 correspond à m'interroge beaucoup plus à présent qu'avant JCM
  - 2 correspond à m'interroge un peu plus à présent qu'avant JCM
  - 3 correspond à m'interroge autant à présent qu'avant JCM
  - 4 correspond à m'interroge un peu moins à présent qu'avant JCM
  - 5 correspond à m'interroge beaucoup moins à présent qu'avant JCM

(Encercler un chiffre en regard de chaque énoncé)

Je m'interrogeais sur:	BEAUCOUP PLUS	UN PEU PLUS	AUTANT QU'AVANT	UN PEU MOINS	BEAUCOUP MOINS
A. Le sens de ma vie .....	1	2	3	4	5
B. L'orientation que pourrait prendre ma carrière .....	1	2	3	4	5
C. Mes rapports avec mes amis .....	1	2	3	4	5
D. Ma responsabilité à l'égard de mes semblables .....	1	2	3	4	5
E. Ce que cela me faisait de vivre dans un pays riche ...	1	2	3	4	5
F. Mes croyances religieuses ou spirituelles .....	1	2	3	4	5

Q-6 Si vous vous interrogez relativement aux questions essentielles précitées, veuillez indiquer lesquelles furent pour vous les plus importantes. (Inscrire la lettre correspondant à l'énoncé dans la case appropriée)

LA PLUS IMPORTANTE

LA SECONDE EN IMPORTANCE

Q-7 Les énoncés suivants sont considérés comme des facteurs possibles de sous-développement dans les pays du Tiers-Monde. A la suite de votre expérience à JCM, votre opinion a-t-elle changé en qui regarde l'importance respective de ces causes?

- 1 correspond à beaucoup plus important à présent qu'avant JCM
- 2 correspond à un peu plus important à présent qu'avant JCM
- 3 correspond à même chose qu'avant JCM
- 4 correspond à un peu moins important à présent qu'avant JCM
- 5 correspond à beaucoup moins important à présent qu'avant JCM

(Encercler un chiffre en regard de chaque énoncé)

	BEAUCOUP PLUS IMPORTANT	UN PEU PLUS	MÊME CHOSE QU'AVANT	UN PEU MOINS	BEAUCOUP MOINS IMPORTANT
A. Leadership pauvre et mauvaise planification économique .....	1	2	3	4	5
B. Emprise des pays développés sur le commerce international .....	1	2	3	4	5
C. Situation géographique défavorable, manque de ressources naturelles .....	1	2	3	4	5
D. Augmentation trop rapide de la population .....	1	2	3	4	5
E. Aide extérieure et assistance technique insuffisantes .....	1	2	3	4	5
F. Utilisation insuffisante des modes d'organisation occidentaux .....	1	2	3	4	5
G. Instabilité de la politique intérieure .....	1	2	3	4	5
H. Dépendance politique et économique à l'égard de pays étrangers .....	1	2	3	4	5
I. Ancien régime colonial .....	1	2	3	4	5
J. Attachement trop marqué aux croyances traditionnelles .....	1	2	3	4	5

Q-8 À votre avis, quels sont, parmi les éléments énoncés en Q-7, ceux qui contribuent le plus au sous-développement dans les pays du Tiers-Monde? (Inscrire la lettre correspondant à l'élément dans la case appropriée)

CONTRIBUE LE PLUS

VIENT EN DEUXIÈME

VIENT EN TROISIÈME

VI

Nous désirions, grâce à la présente section, connaître votre opinion sur un certain nombre de questions. Prière de choisir la réponse correspondant le mieux à ce que vous pensez.

Q-1 Vous considérez-vous comme optimiste ou comme pessimiste quant aux chances d'amélioration, au cours de votre existence, des conditions de vie des gens des pays en voie de développement? Veuillez donner votre opinion relativement aux pays en voie de développement pris dans leur ensemble et relativement à votre pays d'échange (JCM). (Encercler le chiffre approprié de chaque colonne)

PAYS EN VOIE DE DÉVELOPPEMENT DANS LEUR ENSEMBLE	PAYS D'ÉCHANGE JCM	
1	1	TRÈS-OPTIMISTE
2	2	ASSEZ OPTIMISTE
3	3	INDÉCIS
4	4	ASSEZ PESSIMISTE
5	5	TRÈS PESSIMISTE

Q-2 Pour ce qui a trait aux problèmes sociaux, il y a des gens qui estiment que le gros des efforts déployés pour les résoudre devrait être axé sur une étude scientifique à long terme. D'autres, par contre, croient qu'il convient de mettre l'accent sur des mesures propres à entraîner des améliorations immédiates. Les deux "approches" sont valables; laquelle favoriserez-vous si vous aviez à choisir entre les deux?

1. ÉTUDE SCIENTIFIQUE À LONG TERME
2. MESURES PROPRES À ENTRAÎNER DES AMÉLIORATIONS IMMÉDIATES

Q-3 Si vous deviez travailler à améliorer la société, quels sont, parmi les problèmes ci-dessous, ceux à la résolution desquels vous préféreriez consacrer le gros de votre énergie?

1. PROBLÈMES CONCERNANT LA PERSONNE
2. PROBLÈMES COMMUNAUTAIRES À L'ÉCHELLE LOCALE
3. PROBLÈMES À L'ÉCHELLE NATIONALE
4. PROBLÈMES À L'ÉCHELLE INTERNATIONALE

Q-4 Dans l'ensemble, qu'estimez-vous pouvoir faire en tant qu'individu relativement aux points ci-dessous? (N'encercler qu'un seul chiffre en regard de chaque point)

	BEAUCOUP	PEU	PRESQUE RIEN
A. Amélioration des rapports interraciaux .....	1	2	3
B. Amélioration de l'environnement .....	1	2	3
C. Réduction de la pauvreté dans les pays en voie de développement .....	1	2	3
D. Prévention de la guerre .....	1	2	3

Q-5 Pour ce qui est des groupes ou des organismes, que croyez-vous qu'ils puissent faire relativement à ces mêmes points? (N'encerclez qu'un seul chiffre en regard de chaque point)

	BEAUCOUP	PEU	PRESQUE RIEN
A. Amélioration des rapports interraciaux .....	1	2	3
B. Amélioration de l'environnement .....	1	2	3
C. Réduction de la pauvreté dans les pays en voie de développement .....	1	2	3
D. Prévention de la guerre .....	1	2	3

Q-6 Les énoncés suivants correspondent à des méthodes grâce auxquelles les gens des communautés peuvent résoudre leurs problèmes et améliorer leurs conditions de vie. Veuillez nous donner votre opinion sur l'importance relative de ces méthodes en inscrivant chaque lettre correspondant à un énoncé dans la case appropriée ci-dessous.

- A. Encourager la participation des gens de l'endroit (au niveau local) au programme d'amélioration de leur propre communauté.
- B. Fournir des renseignements à tous les habitants de la communauté sur ce qu'il convient de faire pour améliorer cette dernière.
- C. Faire appel à des experts et à des spécialistes pour qu'ils élaborent un programme d'amélioration de la communauté au bénéfice de celle-ci.
- D. Favoriser le développement de la conscience communautaire et du sens de l'identité culturelle.
- E. Inciter les gens de l'endroit à s'organiser eux-mêmes pour exiger des solutions à leurs problèmes.

(Inscrire chaque lettre correspondant à une méthode dans la case appropriée).

LA PLUS IMPORTANTE

LA DEUXIÈME EN IMPORTANCE

LA TROISIÈME

LA QUATRIÈME

LA MOINS IMPORTANTE

Q-7 Parmi les sources d'information suivantes, quelle est celle qui vous renseigne le plus sur le développement international? (N'encerclez qu'un seul chiffre)

- 1 JOURNAUX
- 2 RADIO
- 3 TÉLÉVISION
- 4 MAGAZINES ET PÉRIODIQUES
- 5 DISCUSSIONS AVEC DES AMIS
- 6 LIVRES
- 7 AUTRES (Préciser) \_\_\_\_\_

Par la série de questions qui suit, nous vous demandons en quelque sorte de nous renseigner sur vos activités et intérêts actuels.

Q-1 Depuis votre départ de JCM, vous êtes-vous joint à un ou des organismes internationaux, ou avez-vous participé à des projets autres que ceux parrainés par JCM? (Encercler le chiffre approprié.)

- 1 NON (Sinon, passer à Q-2)  
2 OUI (Si oui, répondre à Q-1a et Q-1b)

Q-1a (Si oui) Prière d'indiquer de quel(s) organisme(s) ou projet(s) il s'agit:

A \_\_\_\_\_  
B \_\_\_\_\_

Q-1b Parmi les activités qui suivent, la(les)quelle(s) avez-vous exercé(s) en conjonction avec l'(les) organisme(s) ou le(les) projet(s) que vous avez indiqué(s) à la Q-1a.

	A	B	
(Encercler le	1	1	SUIS DEVENU MEMBRE
chiffre qui	2	2	AI TRAVAILLÉ BÉNÉVOLEMENT
correspond au	3	3	AI TRAVAILLÉ CONTRE RÉMUNÉRATION
nombre de	4	4	AI CONTRIBUÉ FINANCIÈREMENT
toutes vos	5	5	AI ASSISTÉ À DES RÉUNIONS
activités)	6	6	AI RECU DES INFORMATIONS OU DES PUBLICATIONS OFFICIELLES

Q-2 Depuis votre départ de JCM, vous êtes-vous joint à des organismes (ou avez-vous participé à des projets) visant à une amélioration de la communauté?

- 1 NON (Sinon, passer à Q-3)  
2 OUI (Si oui, répondre à Q-2a et Q-2b)

Q-2a (Si oui) Prière d'indiquer de quel(s) organismes(s) ou projet(s) il s'agit:

A \_\_\_\_\_  
B \_\_\_\_\_

Q-2b Parmi les activités qui suivent, la(les)quelle(s) avez-vous exercé(s) en conjonction avec l'(les) organisme(s) ou le(les) projet(s) que vous avez indiqué(s) à la Q-2a.

	A	B	
(Encercler le	1	1	SUIS DEVENU MEMBRE
chiffre qui	2	2	AI TRAVAILLÉ BÉNÉVOLEMENT
correspond au	3	3	AI TRAVAILLÉ CONTRE RÉMUNÉRATION
nombre de	4	4	AI CONTRIBUÉ FINANCIÈREMENT
toutes vos	5	5	AI ASSISTÉ À DES RÉUNIONS
activités)	6	6	AI RECU DES INFORMATIONS OU DES PUBLICATIONS OFFICIELLES

Q-3 Depuis votre départ de JCM, vous êtes-vous joint à des organisations politiques, ou avez-vous participé à des activités politiques?

- 1 NON (Sinon, passer à Q-4)  
2 OUI (Si oui, répondre à Q-3 et Q-3b)

Q-3a (Si oui) Prière d'indiquer de quel(s) organisations (s) ou activités(s) il s'agit:

A \_\_\_\_\_  
B \_\_\_\_\_

Q-3b Parmi les activités qui suivent, la(les)quelle(s) avez-vous exercé(s) en conjonction avec l'(les) organisme(s) ou le(les) projet(s) que vous avez indiqué(s) à la Q-3a.

	A	B	
(Encercler le	1	1	SUIS DEVENU MEMBRE
chiffre qui	2	2	AI TRAVAILLÉ BÉNÉVOLEMENT
correspond au	3	3	AI TRAVAILLÉ CONTRE RÉMUNÉRATION
nombre de	4	4	AI CONTRIBUÉ FINANCIÈREMENT
toutes vos	5	5	AI ASSISTÉ À DES RÉUNIONS
activités)	6	6	AI RECU DES INFORMATIONS OU DES PUBLICATIONS OFFICIELLES



Q-4 Non seulement nous désirons être renseigné sur votre participation aux activités d'organismes précis, mais encore nous aimerions savoir de combien d'organisations ou de clubs de divers genres vous faites partie. Veuillez examiner la liste ci-dessous puis indiquer le nombre de groupes de chaque type dont vous êtes membre à l'heure actuelle. (Pour aucun, écrire "0")

Je fais présentement partie de:

- A. \_\_\_\_\_ GROUPES D'AFFAIRES
- B. \_\_\_\_\_ GROUPES PAROISSIAUX (ÉGLISE)
- C. \_\_\_\_\_ SYNDICATS
- D. \_\_\_\_\_ CLUBS OU CENTRES COMMUNAUTAIRES
- E. \_\_\_\_\_ SOCIÉTÉS OU GROUPEMENTS PROFESSIONNELS
- F. \_\_\_\_\_ ORGANISMES VISANT À UNE AMÉLIORATION DE LA COMMUNAUTÉ
- G. \_\_\_\_\_ CONSEILS DE JEUNESSE OU ORGANISMES D'ÉTUDIANTS
- H. \_\_\_\_\_ ORGANISMES INTERNATIONAUX
- I. \_\_\_\_\_ CLUBS OU GROUPES INFORMELS
- J. \_\_\_\_\_ ORGANISATIONS OU CLUBS POLITIQUES
- K. \_\_\_\_\_ ORGANISMES DE LOISIRS
- L. \_\_\_\_\_ AUTRES (Préciser) \_\_\_\_\_

Q-5 Quels sont les groupes où vous êtes le plus actif? (Inscrire le chiffre correspondant à l'organisme dans la case appropriée.)

- LE PLUS ACTIF
- EN DEUXIÈME
- EN TROISIÈME

Q-6 Estimez-vous que, à l'heure actuelle, vous participez plus ou moins activement aux activités ci-dessous qu'avant de vous joindre à JCM? (N'encrer qu'un seul chiffre en regard de chaque activité.)

	BEAUCOUP PLUS	UN PEU PLUS	MÊME CHOSE QU'AVANT	UN PEU MOINS	BEAUCOUP MOINS
A. Activités axées sur une amélioration de la communauté .....	1	2	3	4	5
B. Activités politiques .....	1	2	3	4	5
C. Activités axées sur le développement international ...	1	2	3	4	5
D. Activités auprès de gens de diverses cultures .....	1	2	3	4	5

Q-7 Veuillez examiner la liste ci-dessous et indiquer les deux choses auxquelles vous occupez la majeure partie de vos temps libres. (N'encrer que deux chiffres.)

- 1 SPORTS, ACTIVITÉS À L'EXTÉRIEUR, JARDINAGE
- 2 FRÉQUENTATION D'AMIS
- 3 LECTURE
- 4 DESSIN, PEINTURE, SCULPTURE, ARTISANAT, MUSIQUE (EN JOUER)
- 5 RADIO, TÉLÉVISION, DISQUES
- 6 DANSE, FRÉQUENTATION DE BOÎTES DE NUIT
- 7 CINÉMA, THÉÂTRE, CONCERTS
- 8 TRAVAIL AU SEIN D'UN CLUB, D'UN GROUPE PAROISSIAL (ÉGLISE)
- 9 ACTIVITÉS COMMUNAUTAIRES ET POLITIQUES
- 10 AUTRES (Préciser)

\_\_\_\_\_

\_\_\_\_\_

Q-8 Si vous disposiez de beaucoup plus de temps libre, à laquelle des activités mentionnées en Q-7 aimeriez vous consacrer ce temps libre supplémentaire? (Inscrire le chiffre correspondant à l'activité en question dans la case.)

ACTIVITÉ

Q-9 Parmi les activités ci-dessous, quelles sont les deux qui, selon vous, vous apporteront le plus de satisfaction au cours de votre existence? (N'encrer que deux chiffres.)

- 1 RAPPORTS FAMILIAUX OU PERSONNELS
- 2 ACTIVITÉS RÉCRÉATIVES
- 3 PARTICIPATION À DES ACTIVITÉS AXÉES SUR UNE AMÉLIORATION DE LA COMMUNAUTÉ
- 4 PARTICIPATION À DES ACTIVITÉS AXÉES SUR LE DÉVELOPPEMENT À L'ÉCHELLE NATIONALE OU INTERNATIONALE
- 5 ACTIVITÉS RELIGIEUSES
- 6 AUTRES (Préciser) \_\_\_\_\_

VI

Nous aimerions que vous nous fassiez part ici de vos opinions actuelles en ce qui regarde votre expérience à JCM.

Q-1 Prière d'évaluer, suivant l'échelle ci-après, les aspects suivants de votre expérience à JCM.

(N'encrer qu'un seul chiffre en regard de chaque énoncé)

	TRÈS PAUVRE	PAUVRE	PASSABLE	BON	TRÈS BON
A. Le degré d'intégration des participants canadiens et étrangers de votre groupe .....	1	2	3	4	5
B. Votre niveau de participation au processus de prise de décision au sein de votre groupe .....	1	2	3	4	5
C. La valeur de vos projets au Canada par rapport aux priorités de votre pays d'échange au chapitre du développement .....	1	2	3	4	5
D. La valeur de vos projets dans le pays d'échange par rapport à votre perception des problèmes des pays en voie de développement .....	1	2	3	4	5
E. La valeur de tous vos projets par rapport à votre perception du développement communautaire .....	1	2	3	4	5
F. L'aptitude à diriger de votre agent de groupe canadien	1	2	3	4	5
G. L'aptitude à diriger de votre coordonnateur canadien ..	1	2	3	4	5

Q-2 A l'heure actuelle, comment qualifieriez-vous l'expérience que vous avez vécue au sein de JCM? (N'encrer qu'un seul chiffre)

Ce fut une expérience:

- 1 PAUVRE
- 2 PASSABLE
- 3 BONNE
- 4 TRÈS BONNE
- 5 EXCELLENTE

Q-3 Veuillez évaluer (suivant l'échelle ci-après) votre expérience à JCM par rapport aux éléments suivants.

(Encercler un chiffre en regard de chaque énoncé)

Valeur de mon expérience à JCM pour ce qui a trait à:	TRÈS PAUVRE	PAUVRE	PASSABLE	BONNE	TRÈS BONNE
A. Ma participation actuelle à des activités axées sur une amélioration de la communauté .....	1	2	3	4	5
B. Ma participation actuelle à des activités politiques .....	1	2	3	4	5
C. Ma participation actuelle à des activités d'ordre international .....	1	2	3	4	5
D. Mon activité actuelle auprès de gens de diverses cultures .....	1	2	3	4	5
E. Mon occupation ou mon travail actuel .....	1	2	3	4	5
F. Mon épanouissement personnel .....	1	2	3	4	5

Q-4 Recommanderiez-vous que l'on poursuive le programme de JCM? (N'encercler qu'un seul chiffre)

- 1 NON
- 2 OUI, AVEC CERTAINES RÉSERVES
- 3 OUI, ASSURÉMENT

Prière de justifier votre réponse: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## VII

Enfin, nous aimerions vous poser quelques questions sur vous-même qui nous faciliteront l'interprétation des résultats.

Q-1 De quel sexe êtes-vous? (Encercler le chiffre)

- 1 MASCULIN
- 2 FÉMININ

Q-2 Quel est votre état matrimonial actuel? (Encercler le chiffre)

- 1 JAMAIS MARIÉ(E) (Si vous n'avez jamais été marié(e), passer à Q-3)
- 2 MARIÉ(E) (Si vous êtes ou avez été marié(e), répondre à Q-2a)
- 3 DIVORCÉ(E)
- 4 SÉPARÉ(E)
- 5 VEUF(VE)

Q-2a Si vous êtes ou avez été marié(e), avez-vous épousé: (Encercler le chiffre)

- 1 QUELQU'UN D'UNE RACE DIFFÉRENTE DE LA VÔTRE
- 2 QUELQU'UN DONT LA LANGUE MATERNELLE N'EST PAS LA MÊME QUE LA VÔTRE
- 3 UN MEMBRE DU PERSONNEL DU TERRAIN OU UN PARTICIPANT CANADIEN (JCM)
- 4 QUELQU'UN DE VOTRE PAYS D'ÉCHANGE (JCM)
- 5 AUTRES

Q-3 Dans quelle province ou territoire du Canada habitez-vous?

PROVINCE OU  
TERRITOIRE \_\_\_\_\_

Q-4 Quelle est la population de la communauté que vous habitez présentement?

Q-5 Quel est votre degré d'instruction? (N'encercler qu'un seul chiffre)

- 1 AUCUNE INSTRUCTION FORMELLE
- 2 COURS PRIMAIRE ENTAMÉ
- 3 COURS PRIMAIRE TERMINÉ
- 4 COURS SECONDAIRE ENTAMÉ
- 5 COURS SECONDAIRE TERMINÉ
- 6 COURS TECHNIQUE OU PROFESSIONNEL ENTAMÉ
- 7 COURS TECHNIQUE OU PROFESSIONNEL TERMINÉ
- 8 COURS COLLÉGIAL (CEGEP) OU UNIVERSITAIRE ENTAMÉ
- 9 COURS COLLÉGIAL (CEGEP) OU UNIVERSITAIRE TERMINÉ
- 10 ÉTUDES POST-UNIVERSITAIRES ENTAMÉES
- 11 ÉTUDES POST-UNIVERSITAIRES RÉUSSIES (DIPLOME OBTENU)

Q-6 Vous êtes présentement (Encercler le chiffre approprié)

- 1 TRAVAILLEUR À TEMPS PLEIN
- 2 TRAVAILLEUR À TEMPS PARTIEL
- 3 SANS EMPLOI
- 4 MÉNAGÈRE À TEMPS PLEIN
- 5 AUX ÉTUDES - SANS AUCUN EMPLOI
- 6 AUX ÉTUDES - TRAVAILLEUR À TEMPS PARTIEL
- 7 AUTRES (Préciser)

Q-7 Veuillez indiquer, s'il y a lieu, quel est votre emploi actuel.

TITRE DU POSTE: \_\_\_\_\_

TYPE DE TRAVAIL: \_\_\_\_\_

NOM DE L'EMPLOYEUR: \_\_\_\_\_

DEPUIS COMBIEN DE TEMPS OCCUPEZ VOUS CE POSTE: \_\_\_\_\_

Q-8 Quel(le) est l'emploi(occupation) le(la) plus récent(e) de votre père? S'il est décédé ou à la retraite, indiquer son(sa) dernier(ère) emploi(occupation)

EMPLOI (OCCUPATION): \_\_\_\_\_

Q-9 Quel(le) est l'emploi(occupation) le(la) plus récent(e) de votre mère? Si elle est décédée ou à la retraite, indiquer son(sa) dernier(ère) emploi(occupation)

EMPLOI (OCCUPATION): \_\_\_\_\_

Q-10 Dans laquelle des catégories ci-dessous se situe le revenu combiné de vos parents au cours de l'année 1979?

- 1 MOINS DE \$10 000
- 2 ENTRE \$10 000 ET \$14 999
- 3 ENTRE \$15 000 ET \$19 999
- 4 ENTRE \$20 000 ET \$24 999
- 5 ENTRE \$25 000 ET \$29 999
- 6 ENTRE \$30 000 ET \$34 999
- 7 ENTRE \$35 000 ET \$40 000
- 8 PLUS DE \$40 000

Q-11 L'un ou l'autre de vos parents parle-t-il à la maison une langue autre que le français (Encercler le chiffre)

- 1 NON
- 2 OUI (Préciser la ou les langues) \_\_\_\_\_

Y a-t-il autre chose dont vous aimeriez nous faire part relativement à l'impact qu'a eu sur votre vie l'expérience que vous avez vécue au sein de JCM? Si c'est le cas, veuillez utiliser l'espace ci-dessous qui est prévu à cet effet. (Au besoin, utiliser des feuilles supplémentaires.)

En outre, tout commentaire que vous aimeriez faire sur la façon dont pourrait être amélioré le programme de JCM sera le bienvenu (qu'il soit annexé à la présente étude ou exprimé dans une lettre à part). Vous pouvez avoir des choses à dire sur les séances de compte rendu ("debriefing") et de suivi ("follow-up") destinées aux participants, sur le contenu et la durée du programme, sur la sélection du personnel du terrain et des participants, etc.

Nous vous sommes très reconnaissant de votre contribution à la présente étude. Si vous désirez recevoir un bref compte rendu des résultats, vous n'avez qu'à écrire (en lettres mouillées) vos nom et adresse au dos de l'enveloppe-réponse. Nous vous rappelons que vos réponses demeureront strictement confidentielles.

MERCI ENCORE!

CANADA WORLD YOUTH QUESTIONNAIRE COMMENT SHEET

As this is the first major follow-up study of former CWY participants, we welcome your comments on the questionnaire design. The following questions should help you in making judgements as you work through the questionnaire. Any comments, positive or negative, will be gratefully received.

- 1. Does the questionnaire generally create a positive impression? Does it motivate you to answer it? Do you find it interesting?
- 2. Do you understand all the questions?
- 3. Are all the words understood?
- 4. Does each close-ended question have an answer that applies to you?
- 5. Does any aspect of the questionnaire suggest bias on the part of the researcher?
- 6. Are there any questions that you feel should be asked of former CWY participants that have not been included?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

(Please use additional sheets if necessary)



APPENDIX F  
CONSTRUCTION OF SCALES AND INDICES



## CONSTRUCTION OF SCALES AND INDICES

A number of summary measures were created from questionnaire items (variables) to assist in analyzing the data. Those found most useful are described here.

Generally, these measures were constructed by adding the responses to closed-ended questions. Some of these questions were included as sets on the questionnaire; other sets were formed later. Usually, answers took the form of a multiple-choice among five alternatives which ranged from "much more" (or "much higher" or "agree strongly", etc.) through a neutral point ("the same", etc.) to a negative ("much less", etc.). Answers generally were coded from 1 through 5. In constructing the measures, it was often necessary to reverse the coding of particular items, so that all items in the set ran the same way. For instance, in question 115, where the items form a scale of pessimism-optimism on re-entry, agreement with item E ("I thought I could convince other people to see things my way") is obviously contrary to agreement with item F ("I thought my ideas would not be accepted by other people"). Thus, one or the other had to be reversed.. It was also necessary to record items so that higher values would always indicate more of the attribute concerned. The construction of each index and scale used in the analysis is outlined below.

### Autonomy

A measure of the change in personal autonomy was constructed from responses to question IIII, Items A to C, and question VI3, item F. The scoring of the first three items was reversed, so that higher values indicated greater increases. The theoretical range of the scale was from 4 to 20, but in reality the range was from 6 to 20. The mean score was 17.5. The items scaled adequately:  $\alpha = .58$ ; that is all items tend to measure a single underlying dimension. It also holds up against other items that parallel this goal: respondents who scored "much higher" on the scale were far more likely than others (76 vs. 53 per cent) to choose a personal change as the most important one caused by CWY (question III2).

### Intercultural Skills

A scale of the increase in intercultural skills was included in the questionnaire, question III3, items A to I. This was based on research by Ruben and Kealey (1977), which suggested that these attributes were fundamental to successful intercultural interaction. Item F, the ability to "Be friendly while working to finish a project" confused many respondents (especially in its French translation), and was dropped from the scale. All items were recorded to make higher values indicate an increase. The range of the scale was from 8 to 40; the actual range was from 13 to 40; and the mean was 33.67. The items scaled very reliably, with  $\alpha = .75$ .

For cross-tabulation purposes, the scale was trifurcated to produce three relatively equal groups.

### Canadian Cultural Appreciation and Skills

A measure of this CWY goal was constructed from three questionnaire items, III1, H and J, and III3, J. The first two refer to changes in "My interest in learning French/English" and "My understanding of the different cultures in Canada," and the third to "My ability to speak French/English." All items had their scoring reversed so that higher values indicated greater positive change. The three items did not scale very well ( $\alpha=.43$ ), but were retained in the form of an additive index since both attitudinal and behavioural dimensions were important. The index had a possible range of 3 to 15, and in practice the range was 6 to 15, with a mean of 12.5.

### Shift Towards the Dependency Theory of Underdevelopment

Ten items in the questionnaire (117, A to J) presented possible causes of underdevelopment, and the respondent was asked to indicate whether, as a result of CWY, his opinion of their importance had changed. Three of the items (B, H, and I) refer to causes of current underdevelopment implied by dependency theory. The other seven statements refer to "endogenous" causes; that is, the source of underdevelopment is located within the countries themselves. When the three former items were reversed, the summed responses to all ten items formed a measure of the shift towards the dependency theory of underdevelopment. (This scale was reliable:  $\alpha=.65$ ). The possible range of scores was from 10 to 50, and when 30 was subtracted from each score, the range was from -20 (shift towards the endogenous

theory to 20 (shift towards the dependency theory). The actual range was from -13 to 19, and the mean was 1.7, indicating a slight overall shift of respondents towards acceptance of the dependency theory.

#### Absolute Shift In View of the Causes of Underdevelopment

This measure (composed as in the previous index of items III7, A to J) ignores the direction of the shift in views of underdevelopment, and scores the respondent only for the degree of change. The maximum score on each item was 2 (either "much more" or "much less" important), so the measure ranged from no change at all to 20. The range in practice was also from 0 to 20, and the mean was

11.4.

#### Organizational Involvement

Information was gathered on participation in international, community development, and political organizations. For each of three possible organizations of each type, the respondent could indicate any or all of six activities ranging from receiving publications or information to working as staff. To measure the intensity of involvement, values were assigned as follows:

Receiving official publications or information	1
Becoming a member	2
Attending meetings	2
Working as a volunteer	3
Contributing money	3
Working as paid staff	4

These values were then multiplied by the number of organizations in which the respondent had engaged in the activity. For example, a person who had been a member of Crossroads International and had both attended meetings and contributed money to Amnesty International would score  $(1 \times 2)$  plus  $(1 \times 2)$  plus  $(1 \times 3) = 7$  for his involvement in international organizations. These scores were calculated for each of international, community development, and political organizations. Each score had a theoretical range of 0 to 45; the actual ranges were:

International	0 to 30	(mean=2.5)
Community Development	0 to 35	(mean=3.6)
Political	0 to 30	(mean=2.1)

An overall index of involvement was also calculated, by adding the separate scores. This ranged from 0 to 145, although the actual range was from 0 to 75 and the mean was 8.17. To produce a more manageable range of scores, the square root of this measure was taken as the final indicator of organizational involvement. It ranged from 0 to 9 and had a mean of 2.07.

#### Total CWY Goal-Attainment

A summary measure of goal-attainment would combine personal goals (Autonomy), intercultural goals (Intercultural skills) and developmental goals (Organizational involvement). It was also necessary to include Canadian cultural appreciation and skills because (unlike Leadership, Intercultural appreciation, and Development understanding), this goal could not be subsumed under any of the other

three. In particular, its values did not correlate highly with the general measure of increase in intercultural skills ( $r=.24$ ).

However, since the measures of each separate goal had different ranges, each of the four goals was standardized by subtracting the mean from each score and dividing by the standard deviation. This resulted in a set of scores whose mean is 0, and whose standard deviation is 1. Since they are expressed in similar units, they can be added without there being any weighting. The overall measure of goal-attainment was therefore a relative measure. It has a range of -6.4 to 6.0 and a mean of .08.

#### Use of Intercultural Skills

This is an index derived from answers to question III3b, items B to I. The numbers circled for all items were added to produce a measure of the current use of intercultural skills.

Its range is 8 - 40. Its mean is 31.3.

#### Participation Scale

Question IV6 asked respondents to rank five strategies of community development, according to their opinion about their importance. Three of the statements, A, D and E, place emphasis on participation in development; the other two suggests a more "top-down" strategy. (This set of statements was based on a previous study by Eyford and Roberts, 1976.) Of interest was the consistency of the development strategy favoured by participants. It would be incongruous to recommend both a high-participation strategy (for example, "Encourage

local people to organize themselves to demand solutions to their problem") and a low-participation one ("Request experts and professionals to plan a community improvement program for the community"). This variable, then, differentiates those who order the statements in a consistent way (lo-lo-hi-hi-hi or hi-hi-hi-lo-lo) from those who chose a high-participation strategy and a low-participation one as first and second most important. The proportions were:

Scaled	43 (per cent)
Did not scale	57
	<hr/>
	100 (per cent)

#### Current Development Ideology

Question III8 asked the respondent to select the two possible causes of underdevelopment which he now considers to be most important. These could be categorized as part of dependency theory (B, H, or I) or as reflecting the dominant, endogenous theory (the other seven items). Since the respondents chose two causes, the first could be cross-tabulated against the second. This produced three groups: those for whom both important causes stressed dependency; those for whom both stressed endogenous causes; and those who chose one of each. The actual proportions among respondents were, respectively, 40.7, 19.0, and 35.9 per cent. (4.4 per cent of the respondents did not answer.)

### Intensity of the CWY Experience

This measure is derived from a set of six items (question III5, A to F) which ask whether the participant was questioning various basic life issues.

The circled responses were added to produce a measure ranging from 6 to 30. The mean score on the index was 15.7.

### Pessimism-Optimism, Passivity-Activity, and the Re-Entry Coping Mode

In the questionnaire, question II6, A to H, formed a pessimism-optimism scale, and question II7, A to H, constituted a passivity-activity scale. Each set has been used in previous research (Adler, 1980). Each scale ranged from 8 to 40, and 24 was subtracted from all scores to make the range from -16 to 16 in each case.

It was found that the reliabilities of these scales were not very high ( $\alpha=.51$  and  $.49$  respectively). As a result, items C, G and H were dropped from the pessimism-optimism scale (making  $\alpha=.61$ ), and B, C, F and G were dropped from the passivity-activity scale ( $\alpha$  became  $.66$ ).

These scales were then used to define four modes of coping with re-entry: proactive (20 per cent of participants); resocialized (26 per cent), alienated (18 per cent) and rebellious (35 per cent). This typology was based in research done by Adler (1977, 1980).

