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Development of Students Activity in Africa

**An Interactive Qualifying Project Report
Submitted to the Faculty of
WORCESTER POLYTECHNIC INSTITUTE
In partial fulfillment of the requirements for the
Degree of Bachelor of Science
By**

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**Approved:
Professor Dieter Klein, Management**



Abstract

This paper describes the availability of student activity programs in developing countries, especially in Africa. Universities and colleges were interviewed to determine extent of the programs and of fair additional information. Then the collected data was analyzed and used to form recommendations for those who are willing to organize a student program in developing countries.

Advisor Statement

This project was initiated as a two-student project and most of the work was executed as a two-student team, including a first draft of the final report. After receipt of the first draft, the two students made special arrangements to complete the report according to my specifications while both were returning to their home countries during the summer. During this time, one of the students stopped all cooperation, missed all of a number of additional deadlines, and was completely uncooperative with his project partner, including not handing over preliminary report drafts and data sources. As a consequence, I separated the offending student from this project and allowed the remaining partner to finish the project with this report which lacks detailed documentation from interviews as well as all raw data.

A handwritten signature in black ink, appearing to read "Dieter Klein", with a long horizontal flourish extending to the right.

Professor Dieter Klein

July 22, 1999

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1. Introduction

The number of institutions offering educational programs for students abroad is increasing every year. These programs, named student-exchange, study-year abroad, and other similar kinds where the student gets educational experience abroad, are the most popular. Today, almost all universities have— or are related to— at least one such program. These programs tend to be focused in countries in Europe. Institutions offering student programs in developing countries, in particular in Africa, are still rare. The purpose of the project is to gather as much information as possible from universities or educational organizations, which operate study-abroad programs in Africa. Moreover, from the data collected, guidelines will be drawn about successfully operating student programs in Africa.

1.1. Goal of the project

The goal of this project is to determine the availability and type of student programs in Africa, being offered by universities or educational organizations, and to come up with recommendations for successful development of such

programs. In order to draw recommendations, the following sub-goals needed to be documented:

1. To interview randomly picked schools to obtain general data;
2. To construct a survey questionnaire carefully so that it is easy to analyze;
3. To make a list of merits and shortcomings of current student programs at other institutions and, from this data, draw effective recommendations;
4. To use Microsoft Access to obtain an effective data analysis.

1.2. Outline of the Report

This section provides a brief summary of the chapters that appear in the project report. The project report contains the following parts:

Chapter 1, *Introduction*, gives a brief summary of the report.

Chapter 2, Literature Review, consists of a description of books with topics that are related to this subject. It also provides the readers with an understanding of global education and international activities. This chapter also contains a detailed bibliography of schools that successfully organized international student programs.

Chapter 3, Methodology, contains the methods used to obtain the goal of project. It also illustrates both the assumptions and the criteria for judging the

best method of solving the problem, based on the listed decision variables. The chapter also illustrates how the survey questionnaire is constructed.

Chapter 4, Results, includes all pertinent tables, technical documentation, interviews and figures gathered in the course of the project.

Chapter 5, Analysis of Result, Conclusion and Recommendations, the information compiled in the result section analyzes the data collected and formulates both conclusions and recommendations for the project.

2. Literature Review

This section contains information to provide the reader with an understanding of global education, international activities and their planning. Based on this research, the project examined possible improvements to the project process, issues relating to designing a survey, and possible planning ideas for student activities in developing countries, especially in Africa. Concluding this section is a detailed bibliography, which supports the contained information.

2.1. Global Education

2.1.1. General

What does it take to bring a global perspective to the curriculum of a school? Without an understanding of global education, it is difficult for a school to organize an international student activity successfully. In this section, the

definition of global education is introduced in order to come up with effective recommendations to develop student activities.

There are many definitions of global education. The following will help understand the basics of global education. Robert Hanvey (1976) suggests the following five interdisciplinary dimensions of global education in *Planning for innovation through Dissemination and Utilization of Knowledge*.

- Perspective Consciousness: An awareness and appreciation for other images and ideas of the world, and recognition that others have views of the world that are different from one's own.
- State of the Planet Awareness: An in depth understanding of prevailing global issues, events, and conditions.
- Cross Cultural Awareness: A general understanding of the defining characteristics of world cultures with an emphasis on understanding similarities and differences.
- Knowledge of Global Dynamics: A familiarity with the nature of systems and an introduction to the complex international system in which people are gathered as partners; consciousness of global change.

- Awareness of Human Choices: A review of strategies for movement on issues in local, national and international settings.

This general definition of global education does not discuss the closeness and reshaping of the world. However, it allays the fear of the people who believe that global education has political motives. It is also important that the definition did not preclude any of the varied meanings given to global education by participants who are a part of the global education curriculum. Considering those issues, Tye (1992) states the following definition of global education. In our current age, not only to understand your own country, but also to understand the point of view of other countries is important.

“Global education involves the study of problems and issues which cut across national boundaries, and the interconnectedness of cultural, environmental, economic, political and technological systems, and the cultivation of cross-cultural understanding which includes development of the skill of perspective-taking – that is, being able to see life from someone else’s point of view. Global perspectives are important at every grade level, in every curricular subject area, and for all children and adults” (Tye, 1992, p.89).

It is important to keep these definitions in mind, in order to form a good recommendation for the development of student activities in a developing

country. It seems that many of the successful existing student activities in foreign countries have a strong understanding of global education.

2.1.2. Exchange Programs

To understand the actual situation of the students, who are a part of a program in a foreign country and international programs themselves, we investigated the basics of exchange programs. As we investigated student activities in foreign countries, we found that many cases of successful student activities are exchange programs.

According to Barbara B. Tye, every year, more students are leaving their home countries and studying abroad for a year or more with a family of total strangers (1992, pp.3-4). Bettina G. Hansel, the author of *The Exchange Student Survival Kit*, discusses how to survive and how to succeed in the country where lessons are taught differently from the one they speak and understand (1993).

Student Exchange Programs came into existence after the Second World War. By Japanese living in the United States or Americans living in Germany, feelings of familiarity might grow in place of abhorrence and distrust. Although an exchange program can help people to feel in that way, it could never bring peace to the world (Hansel, 1993, p.1-2). It only brings the cultural understanding to the individuals.

Culture by definition is the integrated pattern of human knowledge, belief, behavior that depends upon man's capacity for learning and transmitting knowledge to succeeding generations. Learning and knowing the culture and custom of different countries are one of the most important things for students studying abroad. By being able to learn about how other cultures see and react to life, people achieve a better understanding of their own cultures and visions on life. What is right or wrong for some people can possibly differ from others since these beliefs depend on what they have learned in their own culture. Hansel provides examples of problems and difficulties exchange students face. Jaime, a student from Colombia, experienced a difference that was not pleasing him. His host mother expected him to help in "women's work", such as washing dishes, cleaning house, taking care of a baby to name a few. He could only take it as if he was insulted because it was something he would have never been asked to do in his home country (Hansel, 1993, p.25-28).

Similarly, when Frances, a student from the United States, visited Sweden, she could not believe how much freedom she was given. Her host family treated her as an adult; in fact, they never set curfews. However, she was very uncomfortable with the religion matters. When she tried to explain about her belief, her host family never took the matter seriously; in fact, they never went to church with her. She found herself in tears trying to explain that she was right (Hansel, 1993, p.XII).

What does it mean to be an Exchange Student? Being an exchange student means that people are sharing themselves with other people. Hansel (1993, p.5) says, "It is very important to remember that you don't become someone other than who you are. You have your special strengths and these should determine what role you want to fulfill."

What do students need to know about culture? In the English language, the word "culture" can have several meanings. Hansel (1993) suggests that the word "culture" means the integrated pattern of human knowledge, belief, behaviors that are assured in each society as stated before. Culture is part of your body. There are certain unwritten rules people follow always. Something, that is usual for some people, does not mean the same for others. For instance, when eating noodles Japanese people make some kinds of noises, which American people never do. American people may think that making the sound is rude and ignorant, but it is a natural thing to do for Japanese. When something like this happens to students, Hansel (1993) suggests that they should first ask themselves: are they actually being rude or do they have other rules for politeness? What makes these people seem stupid or rude to me?

2.1.3. Advise for students studying abroad

This section talks about what students can do to make their foreign experience better. This is very important for us to give proper suggestions to make the development of student programs successful.

There are many things the students should take into account once they join a study abroad program. It is important for them to consider what does it take to make their experience successful. As explained in Hansel's book (1993) several steps need to be taken in order to achieve success in study abroad. The first stage is, of course, preparations. It is usually an exiting period. Nevertheless, you can never predict what is going to happen in the future. You should do several activities for your own sake. Learning the language is probably the first thing you have to do. If you do not know the language, you will probably have a very difficult time living in the other country because you cannot even communicate with other people.

Studying your own culture is also important. It is often asked what your home country is like. In some cases people ask about the history of your home country. This is more difficult than it sounds. An easy way to learn, as described in Hansel's book, about your culture is by noting what parents teach children, such as, "Look at me when I'm speaking to you.". By doing this you can figure out what is considered as "rude", "polite", or "proper"(Hansel, 1993, pp.45).

The culture shock stage comes as you make friends and as you start looking around you. Here is an example of culture shock that a student from Bolivia faced. At first, everything was new and exciting. She improved a lot in speaking skill. She made many friends. Everybody was nice to her. Everything was going great. "What is wrong with her?" Nothing is wrong, she just did not realize how much effort she had to put in during this short period. Thus, culture shock is often mentioned as "culture fatigue (Hansel, 1993, p.30)."

2.2. Existing International Activity Programs

2.2.1. Colleges

The following is a list of schools, which were picked from Ann Kelleher's Learning from Success, that successfully organized an international student activity program, and it includes a brief outline of the program.

Brookdale Community College: "Establishing an Overseas Learning Center for Local Area Students".

Brookdale Community College was founded in 1967. First classes began two years later. Brookdale Community College is located in New Jersey. Like other community colleges in New Jersey, the college's financial support comes from its county funding.

In 1986, Brookdale's Center in Guayaquil opened. This center offers courses for qualified Ecuadorian students. This center was established to bring an U.S. education to Ecuadorians. The growth of the program and its continuation provides ample evidence of its success.

Davidson College: "Runs a program which sponsors Individual Student International Projects"

Davidson College, a liberal arts college located in the small town of Davidson, was founded in 1837. This college and the town where the college is located were named after a general who died in the Revolutionary War. The land of the school was donated by the son of the general who died in the war.

Since 1985, the Dean Rusk Program has been sponsored by Davidson College. The Dean Rusk Program was named after one of the college's more famous graduates in the class of '31. According to Davidson's catalog, this program was established to "give students an informed awareness of our world, and direct knowledge of at least one foreign region".

The Dean Rusk Program has prepared thousands of students to discover interests in their own research projects or other international studies. Students have studied topics of their own interest in practically every part of the world. For

example, in Kakamega, Kenya, a biology major student has studied about insects and spiders, while another student went to Egypt to write a report on Islamic resurgence and Western ideas as reflected in contemporary Egyptian art. Students have also been involved in other valuable learning activities, such as an internship at the US Mission to NATO.

Some other colleges and universities give support for students who go to overseas projects. The school focused on the Dean Rusk Program from its beginning year in 1985. This program suits the Davidson importance on a selective student body with a high percentage, 70% or more, of graduates going on to professional or graduate school.

Kalamazoo College: Making International Study Available for All Students.

Kalamazoo College, a liberal arts college located 140 miles from Chicago and Detroit in Michigan, was founded in 1833. It is among the 100 oldest schools in the United States. It is a small school with only 1,200 undergraduate students. “The World is Our Campus” is the college slogan.

The Kalamazoo College Program provides many opportunities to study abroad or work off campus. About 85% of Kalamazoo’s graduates have studied in another country during the past thirty years. Since they have an international curriculum and overseas study program for more than thirty years, their program

is carefully constructed. To improve the Kalamazoo College program, they have reorganized the college calendar, and have added some senior staff for the Foreign Study Program Office. Seven modern languages, two classical languages, and five world regions have been added to the curricular program. Eighteen overseas centers and programs have been established on the supply side.

The purpose of the project, which started in '84, was to increase the international expertise of the faculty. Several staff took language classes on campus and went overseas. The success of the Foreign Study Program, which is part of the Kalamazoo College Program, provided faculty commitment to increase both the number and quality of faculty international endeavors.

Whitworth College: Coordinating International Education Programs.

Whitworth College, located in the northern edge of Spokane, Washington, was founded in 1890 to provide liberal arts education in a Christian context. This college has approximately 1,200 undergraduate students and 500 graduate students.

A central coordinating office has been used to expand its overseas programs. During the '80s, these programs increased steadily in both quantity

and in number of applicants. Therefore, Whitworth could provide approximately 50% of its graduates with an off-campus study. Of those, 30% go overseas. The operation was renamed to the Center for International and Multicultural Education in 1989. International student advisers were included in this center as well.

The main responsibility of the Center for International and Multicultural Education was “academic off-campus student programs, international student advising, and the negotiation and administration of international partnership agreements.” These activities provided a strong foundation for curriculum change, development of the staff, and outreach effort. At least five majors, originated in '80s, show what can be completed by a concentrated operation with the confidence of both faculty and administration.

The following is another list of schools, which organize study abroad programs. This time, the schools are picked from *The Student's Guide to the Best Study Abroad Programs (1996)*. Unlike the Kelleher list, this list does not necessarily include the story behind the program and its success. The following paragraphs are to bring the general idea of the list of schools chosen in this book. Studying abroad can often be an extraordinary experience, but sometimes it can be awful. Choosing the right program is the most important and the most difficult thing to do. This book provides the most extraordinary programs that the guide's authors could find in the academic years of '93, '94, and '95.

This book was written by interviewing students who were actually involved in the semester abroad program. These are the only people who can tell how good or bad the program really is, as Tannen and Winkeler say. This book was written to let other students know about the variety of choices available for them. Tannen and Winkeler not only tried to cover various locations, but also they tried to cover various topics.

There are more than 1,300 study abroad programs (Tannen & Winkler 1996, p.3). This book only contains only small portion of it, but the following organizations were selected for it presents a different look at the study abroad field.

School for International Study

- Study of east African society and culture
- Semester
- \$10300
- 20 students per year

School for international Study

- A program to learn Tibetan people and their religion
- Semester
- \$10000

- 22 students per semester.

School for International Training

- A program covering the ecology and conservation of local wildlife
- Semester
- \$10303
- 20 student per semester.

St. Olaf College

- Examination of Political and cultural achievements in Morocco
- Semester
- \$12000
- 25-30 per semester.

3. Methodology

The goal of this project is to determine the availability and type of student programs in Africa or any other developing countries being offered by universities and to come up with recommendations for successful development of such programs. This section contains the alternatives to achieve this goal. It also defines both the assumptions and the criteria for assessing the best method of solving the problem, based on the listed decision variables. Our tasks are detailed below.

3.1. Sampling

There are several thousand universities and colleges in the United States. Unless one can collect information from everyone, sampling is very important to obtain an accurate representation of the entire population.

3.1.1. Simple Random sampling

When random sampling is used, it is very important to keep in mind that every university should be included in the process (Doyle, p.5). One of the keys to achieve this goal is to construct a list of all the universities. College guidebooks can be used to construct the listing. In this scheme each potential sample has the same chance of being chosen. Conceptually, a simple random sample can be drawn as follows:

- Assign to each unit in the population a different number.

- Put each number on an individual slip of paper and place all of the papers in a hat.
- Draw out one slip at a time until as many as needed to be observed are drawn

The simple random sample consists of those units in the population corresponding to the drawn numbers. Observations are taken on these units (Petruccelli, 1996).

3.1.2. Stratified Random Sampling

This is a sampling scheme in which a separate simple random sampling is taken from each stratum. There are two reasons for taking a stratified random sampling rather than a simple random sampling:

- When the individuals within each stratum are more homogeneous than those between different strata, then gains in the precision of conclusions can be obtained by stratified random sampling.
- When it is desired to get information for different groups, even those with few representatives in the population, stratified random sampling will ensure adequate sample size for each.

3.1.3. Representative Sampling

Regardless of the data collection method used, it is likely that the data will be a sample from some population. One of the methods is representative

sampling. McClave and Sincich define representative sampling as “a representative sample exhibits characteristics typical of those possessed by the target population” (1997, pp155). For example, a poll is conducted during a presidential election. Assume a pollster wants to estimate the percentage of all 120,000,000 registered voters in the United States who favor the current president to be reelected. The pollster would be unwise to base the estimate on survey data collected from a sample of voters from the president’s home state. This estimate would almost certainly be biased. It would not be reliable.

To satisfy the representative sample requirement is to ensure that every subset of fixed size in the population has the same chance of being included in the sample (McClave & Sincich, 1997, p.11).

3.1.4. Clustered Sampling

Clustered sampling is used for some particular surveys. Assume a cable company plans to conduct a survey to determine the fraction of households in the city that would use the cable service. The company often uses clustered sampling. The sampling methods choose a city block at random and then survey every household on the block (McClave & Sincich, 1997, p.159).

3.1.5. Actual Process

The colleges are picked by the random sampling method. A college guidebook is used to collect the sampling. First, all listed schools are sorted into

public and private. Now, numbers are assigned to the schools listed, and according to the random numbers, sampling schools are picked. As the number of the schools meet the sampling size, telephone survey is conducted.

3.2. Methods of Survey

In order to obtain information to help construct recommendations, it often requires analysis of past experiences. Past experience can be analyzed by the collection and analysis of social data. One of the most common methods to bring them to fruition is to conduct a survey. There are several types of survey methods, such as face-to-face, written, and telephone survey, that could be used for this project. Advantages and disadvantages of different methods are illustrated, and one decent method for this project is chosen. A survey method is usually simple and straightforward according to James K. Doyle. He said that because people have had experience answering surveys, the procedure should be self-explained and simple to those who are answering the questions (Doyle, pp.1). The following are those possible kinds of surveys to obtain the needed information.

3.2.1. Telephone Survey

This section talks about Telephone survey and its significance. Robert M. Graves succinctly describes the significance of telephone survey in his book. A telephone survey by definition is to query people by telephone in order to collect data for the analysis of some aspect of certain problems.

Telephone survey is an increasingly liked method of conducting survey studies for not only many people have access to telephone today, but also this method is frequently being used for its cost-efficiency and pace of data collection (Frey 1995). The costs of mail surveys are expected to be high because of the use of envelopes and the stamps. They also require long response time. Face-to-face surveys require the most time consumption and cost because an interviewer has to travel to each interview location and conduct the interviews where telephone surveys only require telephone costs (Graves 1979). Another point in a telephone survey is that the interviewer knows to whom he/she talks (Graves, 1979, pp.77-79). In addition, telephone surveys have a higher possibility of getting more complete and accurate results than written and e-mail surveys because it is difficult for respondents not to complete the survey once they start answering the questions. This type of survey provides more control over the questions that respondents answer (Doyle, pp.10-11).

Disadvantages of telephone surveys are that visual aids cannot be used. In addition, sometimes, it is difficult for interviewees to understand longer and complicated explanation over the telephone. It also requires an interviewer for every interview conducted (Graves, 1979, pp.78-89).

3.2.2. Face-to-face Survey

Advantages of face-to-face surveys are that they can use any supportive items an interviewer wants, such as pictures, hand moves, etc. They are useful for longer, complex questions. The interviewer, in this method, knows exactly to whom he/she is talking. Face to face methods have a higher possibility of getting more complete and accurate results than written and e-mail surveys because it is more difficult for respondents to lie psychologically when facing an interviewer in front of them. This method also has more control over the questions (Doyle, p.15).

Disadvantages of face-to-face survey methods are that they require the most time because an interviewer has to travel to each interview location to conduct the interviews (Bradburn, 1979).

3.2.3. Mail (Written) Survey

One of advantages of written surveys is that visual aids can be used. Visual aids are very helpful to have respondents answer with good understanding of the question. Graphs and charts can bring better understanding of the question in many cases. Another advantage is they require much less interviewing time than any other methods. Because an interviewer has to write surveys only once, there should be less time for those who conduct survey. An interviewer does not have to repeat asking questions to every respondents (Bradburn, 1997).

Also, the written method is useful for complex questions because people have more time to answer. The respondents do not have to answer right away, therefore they have a better chance of getting the question right (Bradburn, 1979).

The costs of a written survey are primarily to make photocopies, envelopes, and stamps. The interviewer cannot control who is filling out the survey, and respondents could lie more easily. In other words, manipulation of the answers is easily possible with this method. This survey has almost no control over the errors, such as misunderstanding and manipulation of the questions, or the qualification of the interviewees (Bradburn, 1979, pp.22-23).

For our project the telephone survey is derived because of the time constraint, which is about 10 days of scheduled data collecting period. Also, the cost and the geographical distribution of respondents are constraints. There is no possible way to travel all over the country to visit all of the listed colleges.

3.3. Questionnaire Design and Forming of Survey

3.3.1. Design of Questionnaire

It is very important to understand how to create an effective survey questionnaire to make the analysis of the data useful. To make the task possible

the investigation of questionnaire design was necessary. Bradburn (1979) suggests the following information for the design of questionnaire in *The Improving Interview Method and Questionnaire Design*.

Constructing solid, convincing, and unbiased questions is necessary. When constructing a sample survey, try to design the questionnaire that makes it clear to respondents that responding to the survey is important, and the survey can easily be completed.

Formulating a decent questionnaire is as important as constructing solid, convincing, and unbiased questions. One has to consider carefully how the questions are organized and how they are presented. It is important that respondents get a good impression on the questionnaire. If the questionnaire seems very long and difficult, many people will just throw the questionnaire away without even reading it. Thus, the easier the questionnaire, the higher the response rate are expected to be.

In order to make an appropriate questionnaire, several steps should be taken to make sure that the questionnaire gives a good impact on possible respondents, and that the questions make respondents reply appropriately. Bradburn (1979) suggests the following steps.

In the first part of survey, include several things as follows:

- Define who is the interviewer.
- Present what the interviewers are doing, and explain why this task is important.
- State the purpose of this survey.
- Convince people to respond.
- Give the estimation of the time it will take to complete the survey.
- Lay out questions in logical order.
- Devide questions into several sections under relevant heading.
- Make the divisions arise in the order of either most to least or least to most related to the topic.

The first few questions are very important because these questions must grab the attention of respondents. If they think those questions are interesting and attractive, then they will probably continue to answer the rest of the survey. The format of the questionnaire should look easy so the respondents do not make as many mistakes as they would with a harder questionnaire format.

3.3.2. Forming of Survey Question

The process of constructing good survey questions is the most difficult and complicated part of the survey project. Many respondents seem to be very busy. Therefore, try to make the survey questions solid, convincing, and unbiased. Try not to make the questionnaire too long, but at the same time try to ask enough quality questions. The point where these requests merge nicely has to be found.

The questions for our project are constructed by using materials that were found in the literature review of this document.

The first task of the survey is getting information about the availability of international programs in universities in the United States. The second task is to find as much detailed information as possible about how other universities develop and are succeeding with international programs.

Before searching for people to interview in universities, information from the literature about international programs is needed, so that the proper questions can be formulated. When constructing a survey, try to design the questionnaire that makes it clear to respondents that responding to the survey is important and that it can easily be. Structure of the questions, length, and wording-familiarity are very important in making the survey questions. According to Ann Kelleher (1996), quality check questions may be helpful for constructing survey questions. For the current survey, the following questions are important:

- Do all the respondents understand the question in the same way?
- Does the question contain any words or phrases, which respondents confuse?
- Is it clear to respondents exactly what's relevant?
- Does the question focus only on a single topic?
- Are there any backup questions? (Doyle, p.10)

- Is the question easy enough to be answered based on their experience?

From the information, questions are created more specifically. Our survey questions are designed to be quite deep in order for us to capture the information, which is needed to answer the research questions. Now we have understanding of what to focus on and where to proceed with the survey questions.

3.4. Accuracy of survey

Surveys may be an effective and handy tool for gathering data from a population of people. However, survey studies contain a few elemental conditions, too. The accuracy of data collected from the survey all depends whether the respondents report honestly and correctly on their manners and distinctive features. Behind the error that respondents make, there are at least two opposite circumstances possible. One is simply that the topics produce "pure" errors of puzzlement, incorrect remembrance and so forth. It's a rare case, but it's still possible that some participants purposely answer the survey questions sarcastically or falsely. Egoism is one of the common reasons for them to answer the question incorrectly. These people and schools want to show themselves better for those who are studying them. Surveys can correctly symbolize the beliefs and decisions of society if conducted appropriately.

3.5. Importance of ethics

Ethical consideration is something that can not be forgotten on the survey study. It is very important to guard the happiness of the respondents, and therefore, all researchers must have an ethical agreement. Several major ethical principles should be followed in all survey studies. Researchers should never compulsorily ask for their participation. However, it is important that researchers encourage respondents for their participation. For instance, interviewers may present what they are doing and why this task is important. Interviewers may state the purpose of this survey. They may also give the estimation of the time it will take to complete the survey. To guard the privacy of respondents, satisfactory scale must be applied. If interviewers made any promises to the respondents during the process of survey, it must be kept secret. It is possible that entire survey results are submitted to the public, however, individuals or their private responses should never be found out by anybody else.

3.6. Project Schedule

Following is the list of the tasks needed to be accomplished during the course of the project. It is very important to keep track of what to accomplish to create an organized report.

1. Background literature search on the following topics

Global education development

Student activities in Africa

Sampling methods

Survey methods

Date for this task is March 25th to May 15th.

2. Questionnaire Development

As we study the method of survey, documentation of the survey questions is the task needs to be accomplished earlier stage of the project. This development of the questionnaire is the key to the entire project. What we ask is the major source of the project.

Date for this task is April 30th to May 20th.

3. Documentation of Literature Review and Methodology

This documentation phase takes place as we conduct the survey. As we document the method of sampling and survey, we should have better understanding of what we are about to accomplish.

The task should follow the documentation instruction of the Interactive Qualifying Project Report provided by the Project Center of Worcester Polytechnic Institute.

Date for these tasks are May 1st to May 20th

4. Pick samples of school and organization to survey

We should now pick the schools and organizations to take the survey from.

This task is performed by the method chosen in earlier section. Those methods are all documented in the task number three.

Date for these tasks are May 21st to 24th.

5. Execute Survey

After finishing the sampling, we are now ready to call the samples and conduct the survey. The survey should follow the instructions from the earlier section of the chapter.

The task should take place during May 25th and June 3rd.

6. Take the result

As the survey finishes, we take all the result and sort them for analysis. The better the sorting process, the easier the analysis later on.

This task should occur during the week of June 1st. (6/4-6/7)

7. Analysis of the result

The results collected are now to be analyzed. This task should also follow the survey methodology.

Date for this task is week of June 1st to the end of the week of June 8th.

8. Recommendation and Conclusion for future development

We make our own conclusion and recommendation according to the analysis of the result.

Date for this task is June 15th to June 17th.

9. Documentation of the report

This documentation phase takes place as we start to sort the data collected. As we document them, we should have better understanding of what we are analyzing.

The task should follow the documentation instruction of the Interactive Qualifying Project Report provided by the Project Center of Worcester Polytechnic Institute June 18th to June 22nd is the dates for the task. The following week should be reserved for all other minor tough up for the entire project.

4. Results and Its Analysis

This section discusses the result of the phone survey that we conducted. Two hundred and thirteen schools were picked randomly from a list of 2- and 4-year colleges and universities in the U.S. We attempted to contact all of these institutions for the survey. However, only 122 schools responded to our survey (response rate = $122/213 * 100 = 57.2\%$). To achieve a higher response rate to our survey, we called back up to 3 times without success. After the 3rd attempt, we recorded the school as "No Response" because of our time limitation. Also, there were some schools that we knew that had student activity available in developing countries, but we could not locate a person with any knowledge of these activities.

Most of the first contacts to any given school as the admission office of the institution. We asked for a person with knowledge of a foreign student program, and the office directed us to proper offices or departments. After the contact was initiated to the right office, we tried to locate a person in charge of the program, but often those people were unavailable.

4.1. Data Analysis

Analysis of the data collected is the main purpose of performing a survey. The data collected by conducting a survey must be systematized and pictured. Although, visualizing a data is convenient, essential, and significant, they are not

adequate to let conclusions to be drawn. If the response was 100%, then it is OK to draw conclusions straight out of the data collected. Otherwise, the data collected by surveys are just approximates of population variables. If this is the case, the conclusions drawn from the data are almost doubtlessly incorrect.

The sample size and the pattern of deviation in the data are simply the summary of the determination of confidence. Therefore, simply checking summary measures, tables, or graphs one cannot draw the conclusion: it needs further statistical computation, and it is unreliable to summarize sample estimates without fulfilling this additional stage.

The following formula was used for calculating a sample size 'n' for this survey project.

$$n = [(z^2) * p * q] / (\epsilon^2),$$

The following formula was presented for calculating an error, which was derived from the formula shown above.

$$\epsilon = (\sigma Z/n)$$

where 'n' is sample size, ϵ is error, and Z is the accuracy. In the process of calculation we let Z to be 1.96, which is 95% accuracy, p is equal to q and is equal to 0.5 ($p=q=0.5$). The sample size of 384.16 was obtained by substituting all these numbers. There were, however, only 213 schools and organizations that were surveyed for our time constraint. Only 122 of which responded to our survey questions. Therefore, the error came out to be 8.87%.

4.2. Total Availability of Student Programs in Developing Countries

The first question was, “Does your college have any student programs, such as, exchange, study abroad, experience abroad, in any developing countries?” The responses show the availability of student programs in developing countries. As noted earlier, 213 schools were interviewed, and 30 schools and organizations were referred by one of the interviewed schools.

There are 4 categories for the answers to this question (Figure 1). “YES” shows the schools which have one or more student programs in developing countries. “YES” also includes the schools, which have programs in developing countries but were not able to complete the survey because personnel who had the information were not available at the time of our calls. “N/R (No Response)” means that we are not sure if they have any such programs in developing countries. In these cases, it seemed that they were not interested in participating in the survey or the person we talked with did not know if there is one on his/her campus. Whenever a school requested to be called back later, we called back up to three times. If we were told to call back for the third time, we recorded the school under the “No Response” category respectively. “Past” means that schools used to have a program, but not any more.

The total number of school that have programs in a developing country are 39 out of 121, that is 32.2% \pm error. We can say that at least 32.2% of colleges and universities have student activities in developing countries. We believe that the percentage could be smaller than 32.2% because the calculation used here, 213, included those schools, which did not respond to our survey. However, it stands to reason that those with no response are less likely to have student activities in developing countries.

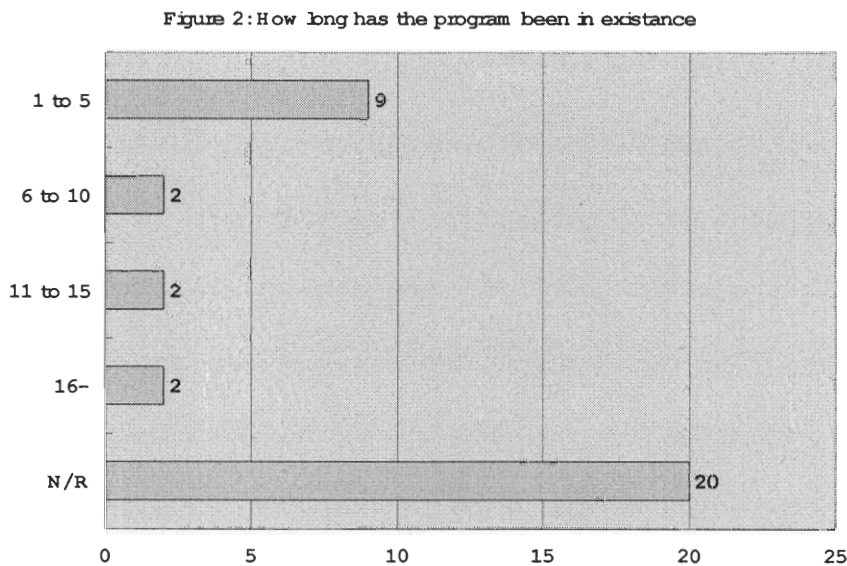
There were a total of 84 schools that cooperated with us by answering the survey questions in detail. Among the schools under the YES category, there are 14 schools with programs in Africa. That is 16.7% of the total schools completed the survey. However, the percentage of the actual population is expected be less than 17% because we believe that the “No Response” category is likely to contain more schools without a program in Africa. When we were conducting the surveys, many of the schools under the “No Response” category sounded in a way that they did have programs in non-developing countries, but they were not sure if they had any in developing countries. In other words, they seemed unsure about whether the country in which they operated an educational program could be deemed a developing or a non-developing country.

If we consider those “No Response” category, as simply, “No”, it would be only 8% of total sample have a program in Africa. So, it is safe to say that the

percentage of schools, which have a program in Africa, is between 8 and 17 percent of the total population.

4.3. History of the Programs

Out of those that replied, 9 have had programs running for 1-5 years, versus 6 that have been in existence longer (Figure 2). This may indicate that



the number of the schools with programs in developing countries is increasing. Before then there were fewer schools with this

sort of activities. But they could fail also very quickly. Movement towards student programs in developing country is relatively new.

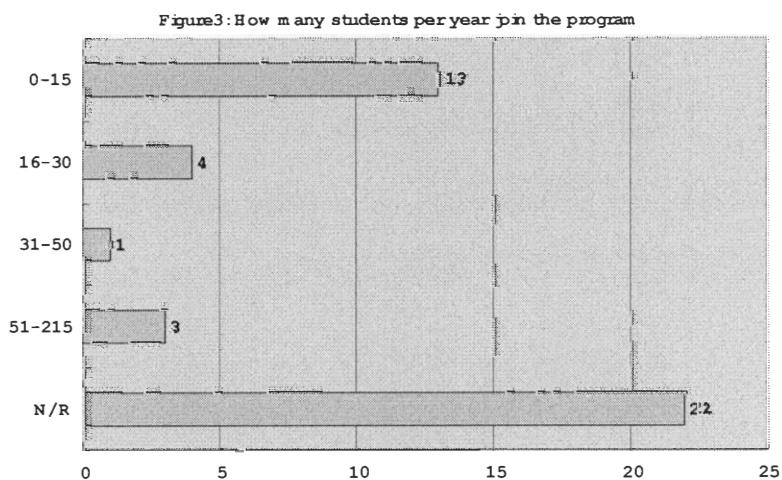
It is also important to mention that some schools could not answer because they were not sure. This means that their programs have been in existence a considerably longer time. Therefore, those people who started are no longer in the institution, or someone who knows the answer to this question

was not available at the time of the telephone call. Those schools with longer program history might be more than what can be seen in the data.

During the interview, we noticed that those with longer experience conducting educational program abroad have more confidence with the increase in years of operation. When we asked the question about the difficulty of management, those with longer existence tended to say that these programs were not so difficult to manage. Also, the way they answered the surveys sounded much more reliable. However, on the other hand, the schools with shorter experience answered that their program was hard to manage, especially during the first years of the initiation of their education program abroad.

4.3. How Large is the Program

Figure 3 shows how many students are sent every year. We found that most of the student programs are within 30 students per



year. This is a reasonable size to manage effectively student activity. One of the keys is that most of the schools require a class or some kind of prep course before sending students abroad. If the number of student is too many, then it will

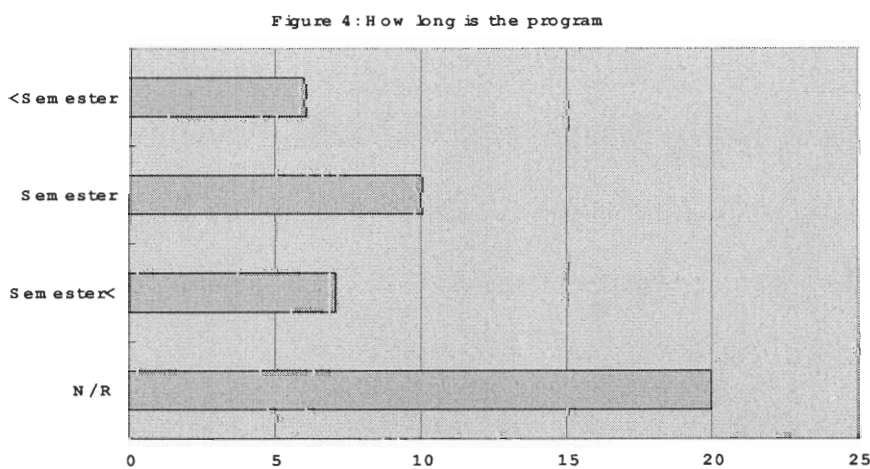
be harder for the school to organize a preparatory language class. Only a few larger schools and those organizations that were asked to manage the program have more students. We believe that in order to make the preparation of the program as effective as possible, the number of the student should be kept small.

The programs with fewer than 15 students are more likely to be managed by an outside organization rather than by the schools themselves. The school itself does not manage its own unless they have a program with sufficient numbers of students. In addition, these programs with more than 51 students are also more likely to be managed by the outside organizations.

It is also important to note that according to the research we did, the numbers of the student in the entire school does not represent the size of the activity program outside of the county.

1.4. Length of the Program

This question in figure 4 is to see how long students spend in programs in



developing countries. Most of the schools offer semester-long programs. However, there are

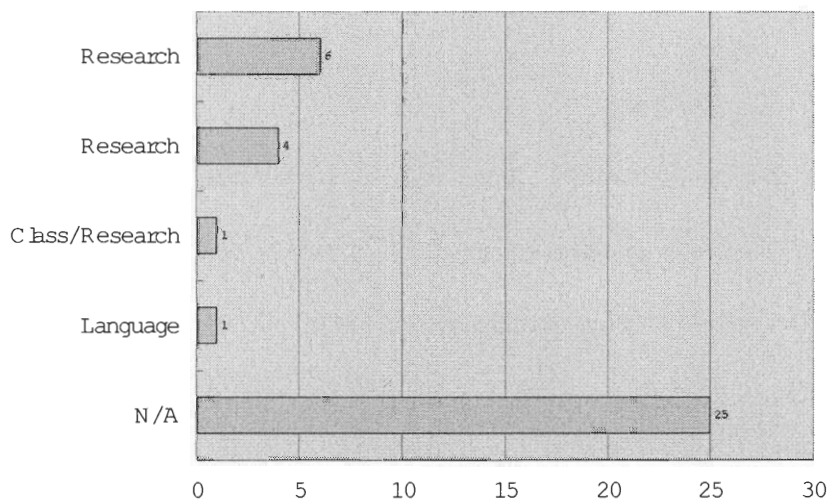
some schools with programs more than a semester, but schools with programs less than a semester to a semester combined are more numerous than those in the semester-long category. According to the people we spoke to, yearlong programs seemed to have more problems than a semester or shorter programs. The longer program is harder to manage, so schools try to stay within a semester as the amount of time they offer to their students going abroad.

The cost of the program is also significant. Those schools with a longer program schedule have such high costs that not many people can afford them. To make the program reasonable, length of stay is in fact an important factor.

4.5. Type of Activity Offered

This question shows what kinds of activities are run by those schools (Figure 5). As we expected, most of the programs offer classes to take at schools in the visiting country. Of those, seven schools offer classes and five schools offer research project. We also expected more language classes in the

Figure 5: What do students do in the program



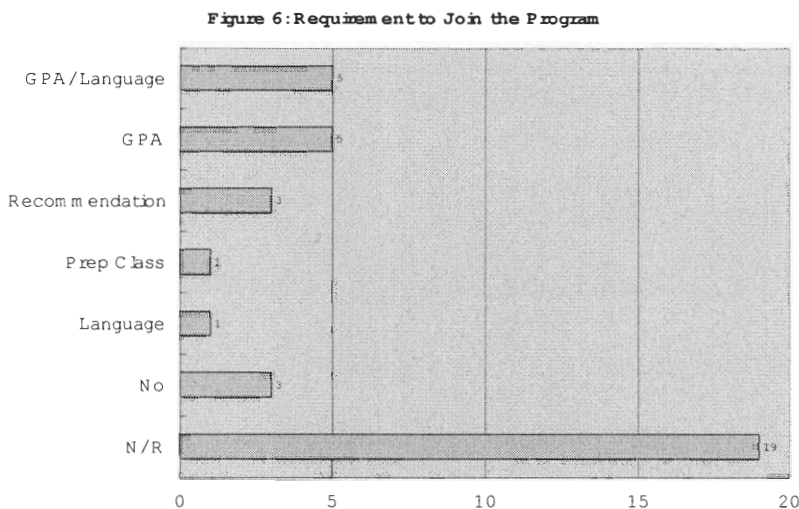
programs because the research we did from the literature suggested that many of exchange

programs offer language classes.

One of the most interesting bits of information found was that the most of the classes students take in the visiting countries are in English. This piece of information was totally unexpected because many of international students who visit the United States do not take classes in their own languages. We assumed the main purpose of those programs with classes in English was to have an “experience” in the countries the students visit, including gaining a facility in the local language to add to the richness of the experience abroad. We believed that learning the local language was part of the reason many students enrolled in these programs. However, our research proved otherwise.

4.6. Requirement

Almost 85% of the schools, which gave valid answers, have requirements to join this educational program. Most of the requirement is GPA. To make the



program successful,

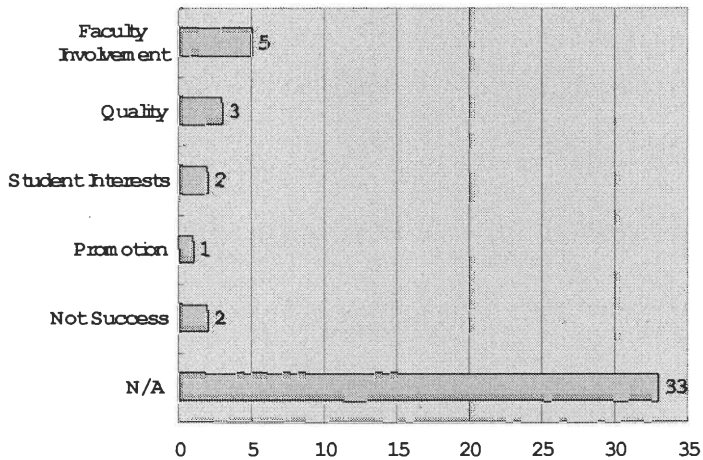
GPA was the solution for many of the schools. A total of 10 schools require high GPA, which ranged from 2.7 to above 3.0, to

participate in the programs, and 5 of the 10 schools require the language also. According to this data, the groups of the students who join this type of student activity in foreign countries are top, elite students. This way, there is no room in these programs for those students who are talented and original thinkers but not good at earning and maintaining a high GPA.

4.7. Successful Programs and Their Reason

Although not many participants were able to answer this question (Figure 7). Those schools that did answer showed that this type of student exchange program could not run well without strong faculty involvement. These programs have to have a strong and well-developed base to support itself.

Figure 7: What is the major reason for success



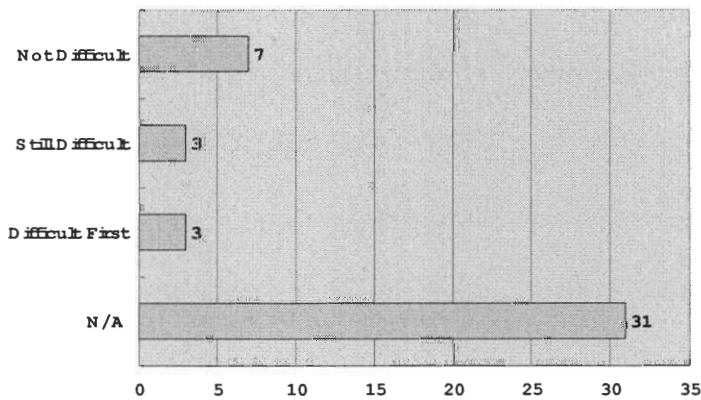
One of the examples from that the schools we talked to reveal a faculty member had a strong connection with the school in the country where the program had been developed. That was one of

the main reasons for the success of the school. Involvement of the faculty can provide the quality needed to be successful.

4.8. Difficulty of Management

Most of the schools say these programs are not difficult to manage. We really could not be sure from the telephone survey what they meant by not being “difficult to manage”. However, there are 3 schools that told us they had a hard time managing their programs first, but as time and effort passed and they got more experience, the program started to get easier to manage. These schools are found in the category of those with a long history, which means that the more time spent the easier the programs become to manage. Moreover, of course, these schools build up staffs that become more capable at such management.

Figure 8: How difficult is it to manage and maintain the program?

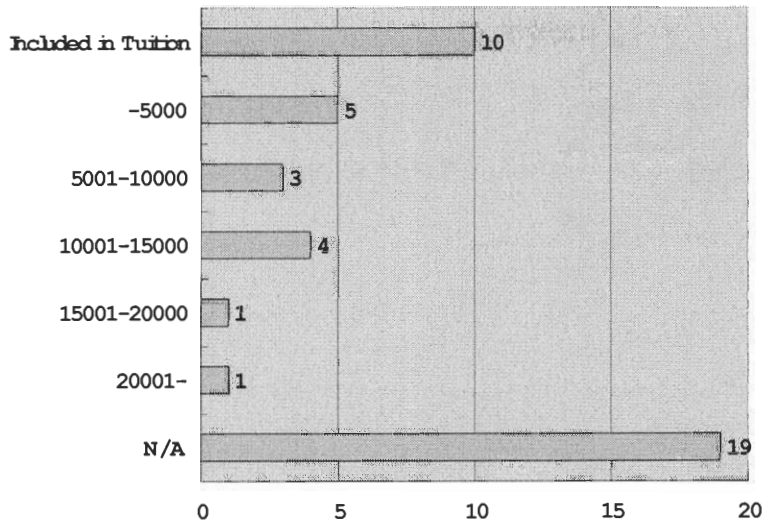


Two of schools answered that it is still hard to manage these programs. These are among the category of schools with less than 5 years since the program started. This piece

of information also shows that the more time you spend, the better the chance of survival becomes.

4.9. Cost of the Program

Figure 9: How much is it to join the program



As the data in Figure 9 clearly shows, more than 50% of the schools require under \$5000 to join the program. In fact, 10 schools in this category require no extra money to join the program. More

than \$15,000 is very rare. Unlike the requirement to join the program, the cost seems to be set as affordable as possible. It is fair to say that the schools are making as tough as possible in the terms of the quality of the students, but they are very easy in terms of the cost.

There are some cases in which the students have to pay from \$10,000 to \$15,000. This amount is often seen in the situation where the schools send students through an organization. Whenever organizations for study abroad come into the picture, more is involved beyond the cost of the tuition. The institutions that send students abroad through an organization tend to require more money to do so, but the programs tend to have more personnel involved beyond the regular staff, which tends to manage the programs where these organizations are not used.

4.10. Credit and Degree Requirement

Almost all of the schools did not require the program to be a part of their undergraduate degree program. Students have a choice if they want to join or not to join. Unlike the WPI Interactive Qualifying Project (IQP) program, which requires the project to be a part of the degree requirement, most of the program we investigated was independent from the degree program. We suspect that this is the reason there are several schools, which ask other organization to run the programs. If this type of international education program is a required part of degree, it most often will not be run by outside organizations.

We believe the main reason for these programs not being a part of degree requirement is that the typical program is considered to be an experience program. Just going to those developing countries is the purpose. What a student accomplishes there and how he does it is less important than exposure to cultural norms different for his or her own. Programs, such as the one WPI offers, have more depth to them. In these cases, they tend to be better organized and the student is held accountable for what he or she learns. In the case of WPI, not only going but also doing extra activities in the countries, all the student participants earn and comprehend the point of the program.

However in terms of credits, schools have different stories. Almost all of the schools with programs in developing countries offer credit to students joining these programs. Whatever students did outside of the host institution, they let

students earn credits. Although, it is not required for the degree, the schools treat the program like an elective class. So, students receive credits for it.

4.11. Problems

Most cases, the schools told us they do not have any problems.

However, we found some interesting problems.

A difference in the school system sometimes causes problems, especially with regards to the different types of credit received for efforts exerted. The credits students earned in different countries can be very complicated when transferred here to the U. S. A staff person at Michigan State University told us that her students come back from a few different countries in Africa. They all had different types of credits and it was very hard for them to be fair to everyone. One country offers more credit for the same amount of work. Although the process is hard, the individual schools always find creative ways to solve these credit issues.

Another story about operating student programs in Africa is that it is very common for the schools to have strikes. Because of many different reasons, including not having paid teachers, or having an unstable government, the schools just shutdown during the program. The schools in the U. S. have absolutely no control over these kinds of unexpected issues. Most schools had solution to the credit problems, but not many had one for these problems. They

all say that time and experience are the only two things can solve these types of problems.

5. Conclusions and Recommendations

According to the interviews with school staffs and organizations, from reading associated resources, and especially from actual talking experience, this chapter explains and summarizes availability of programs and makes recommendations for the development of new student activities in developing countries. There are also our thoughts on those student activity programs in developing countries.

5.1. Availability

Although, we expected not many programs during the interview, we did find a considerable number of schools, which responded that they have programs in a developing country. We concluded that there are many programs available for students to join. It also means that if a new school is to offer a program in any developing country, it is not something people have never heard of. We know now that there are a number of programs available for further research.

In this project, our major concern was to find out the availability and current situations of programs. We did not intend this research to be a complete analysis of these programs. However, as we investigated what is available and how they are currently doing, all of them can lead as a start for full individual investigation because now we know who is doing what and how they are doing in terms of success.

One of the keys to develop a successful program we recommend is to pick those schools with successful programs and do further and deeper observation and analysis. This way more about the actual development process can be seen. Our research should help as a guide for this next step.

In addition, we concluded that the number of schools with a program in a developing country might be growing. As we noted in the results section, we noticed that in the last five years there seems to be an increasing number of schools with this type of program. It seems now may be a good time for a new program to start something, as the economy is strong so that students can afford the programs also.

5.2. Size of Programs

The size of the program appears to be an also important factor of success. Larger number of students means more management skills are required. However, our feeling, after we conducted the research, is that if a school needs to send a large number of students, it may be a good idea to ask specialized organizations to run the international programs. Up to 30 students per program were seen among the schools that we interviewed, but many of those programs with more than 30 students are run by an organization. We recommend that the programs with more than 30 students should not be run by a school. A school-organized program should stay within the size of 30 students.

There may be two types of activity for programs. The research program is unnecessary if the program is just to have an experience in a developing country. All students have to do is to actually go there and take classes. That should be efficient enough for an experience.

Faculty involvement appears very important. Many of the schools who claim that they have successful student programs in developing countries told us that faculty involvement is the number one reason of their success.

5.3. Credit

Almost all schools we have talked to have procedures and policies in place for pre-approving program selection, participation, and credit. This protects both the institution and the student. It is important for the institution to give students clear guidelines and standards for earning credit for study abroad, so as to minimize misunderstandings after the fact. It is important for you to know in advance what is and is not possible. No two institutions have the same policies and practices. Further, pre-approval is not just a matter of deciding whether or not earning academic credit is possible in general, but in determining what sorts of credit and at what levels--graduation credit, elective credit, upper- or lower-division, academic major or minor credit will be available.

Programs wholly or jointly sponsored by own institution should be pre-approved for credit--which is something apart from applying for admission and being admitted, in order to avoid all of those credit problems. Beyond this, an institution should have a list of programs, which are automatically pre-approved for credit. If it does not, or students wish to enroll in a program not on this list, there should be some sort of program review and approval process set up by the study abroad office and conducted by the campus adviser, in consultation with faculty.

5.4. Requirements

Although many schools require high GPA, a student with low GPA still should have a chance to participate. The experience might make the low GPA student to be a better student. As long as a student has motivation and takes some kind of preparation class and do well there, he or she should be allowed to join the program. So, ideal requirements should be a preparation class and student motivation.

5.5. Cost

Unless the program is yearlong or it requires special research, costs should included. If the program is too expensive, there may be students that cannot afford to go. If cost can not be cut, the schools should arrange financial aid. But the opportunity to participate should be available to anyone, regardless of the student's means.

5.6. General

If one of purposes of the program is to have research done, there should be a preparation class. In order for students to have a research project done, they should have a good amount of knowledge about the country that they are going far better than those who are going for an experience. Those who go there for an experience, it is not too late to know about the country they are going as they go, but for those who are going for a research project, after they go is too late for knowing what they need to know about the country.

It is very hard to know what life is really like in a country or region whose culture one has never experienced directly. But it is very easy to have the illusion of knowing what it will be like—from images furnished by popular communications media, from reading, or perhaps having met a few people from 'there,' here on home ground. Simply 'knowing about' another culture, however, is not the same thing as knowing what it will feel like to be learning and living there, on its terms. Every culture has distinct characteristics that make it different from every other culture. Some differences are quite evident, even to the unsophisticated. Others can be so subtle that while foreign visitors may be vaguely aware of them, making adjustments is a complex process and one may remain uncomfortable and off balance for quite some time. (Kelleher, 1996)

One of the difficulties students and other travelers have in adjusting to foreign life comes about because they take abroad with them too much of their own 'cultural baggage'; misleading stereotypes and preconceptions about others, coupled with a lack of awareness of that part of themselves which was formed by U.S. culture alone. As a result, suddenly feeling like a fish out of water is a not uncommon experience. It is in fact something, which should be anticipated as normal and likely, at least for a while. (Tannen, 1996)

According to Robert Kohls, formerly the Director of Training and Development for the United States Information Agency, "Culture is an integrated system of learned behavior patterns that are characteristic of the members of any given society, ...the total way of life of particular groups of people. It includes everything that a group of people thinks, says, does, and makes--its customs, language, material artifacts and shared systems of attitudes and feelings. Culture is learned and transmitted from generation to generation." It is not identical with the genetic heritage that may differentiate one group of people from another. These differences in shared systems of attitudes and feelings is one of those more subtle areas of difference that foreigners experience when they leave 'home.'

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7. Appendix

7.1. Questionnaire

Survey: Telephone Survey for administrators of international programs at US colleges and universities.

Purpose: I'm a student from Worcester Polytechnic Institute. I'm conducting a survey on student programs in developing countries, in particular, in Africa. I'm interested in determining as much information as possible from universities or organizations that are successful with such programs. I wonder if I could ask you some questions on international programs. This survey shouldn't take more than 10 minutes.

If not, ask for someone else.

1. Does your college have any student programs, such as, exchange, study abroad, experience abroad, in any developing countries?

Can you list the programs for us?

Yes

- How long has the program been in existence?
- How many students are typically involved in any given year?
- How long do students have to stay?
- What types of projects have been on presented in past 5 years?

- What's the purpose of this student program?
- Why this particular country chosen?

No

- Have heard anything about it?

2. Was this program student or faculty initiated?
3. What are the requirements to participate?
4. Is the program a requirement for any degree program?
 - Do students get academic credit?
5. Has the program been considered successful?

Yes

- What were the key-points to success?
- How difficult is it to manage and maintain the program?

No

- What were the reasons for its failure?

6. What problems have you encountered with this program?
 - How have they been resolved?

No

- Are there any problems you anticipate with this program?

- Have there been any securities concerns?
7. How much do students have to pay?
 - Is there any financial aid available for program?
 8. Do you know of any similar student programs at other universities or organization?

Ask name, institution, e-mail, phone # if available.

Ask them if they are interested in the result.

Thank you for your cooperation

7.2 Other available schools and organizations

The following is a list of schools and organizations, which have run student programs in Africa. These institutions and organizations were picked from the web and some are suggested by the schools we interviewed.

Augsburg College-Center for Global Education, (800) 299 8889

African American Studies Program, (312) 443 0929 or (773) 684 7309

American Institute for Foreign Study, (800) 727 2437

American Universities International Program, (970) 495 0869

Brown University, (401) 863 3555

Drew University International and Off Campus Programs, (201) 408 3383

Earthwatch, (800) 776 0188

International University Endowment Foundation, (785) 272 1121

Institute for Shipboard Education, (800) 854 0195

International Honors Program, (617) 267 0026

Kalamazoo College, (616) 337 7133

Nassau Community College, (516) 572 7213

Round River Conservation Studies, (801) 582 0910

Semester at Sea

Seton Hall University Law School, (973) 642 8827

State University of New York College at Brockport (SUNY), (716) 395 2119

State University of New York College at Potsdam (SUNY), (315) 267 2792

State University of New York at Stony Brook (SUNY), (516) 632 7030

Syracuse University Division of International Programs Abroad, (800) 235 3472

University of Iowa, (319) 335 0353

University of Minnesota-The Global Campus, (612) 625 3379

Utah State University, (970) 259 4218

Utah State University, Forest Resources, (801) 797 2575

Wells College, (315) 364 3308