

SECTION B

SOME EVALUATION STUDIES

AUSTRALIA - ASIA : Hodgkin, Mary C., *The Innovators: The Role of Foreign Trained Persons in Southeast Asia* (Sydney: Sydney University Press, 1972)

"THE INNOVATORS explores the influence that graduates, particularly from Australia, are exerting on the economic growth of three very different areas: the sophisticated, commercial city of Singapore; Malaysia with its industrializing towns and rural hinterland; and Sarawak, Sabah, and Brunei which are in the early stages of development. It looks also at the impact of the returnees in terms of their cultural background, traditional roles, opportunities for leadership, and abilities and inclinations. It makes some critical comments on the future of this form of cross cultural training and the role which the industrialized nations must play if future educational aid to under-developed countries is to live up to the claims of the donors".

*Dust Cover Abstract
of THE INNOVATORS.*

At the outset of the study it was planned to interview in their own country persons who had been trained in all States of Australia, but it was found that no complete records of these students had been kept (until very recently) either by Australian authorities, the overseas government or by any other agency. Therefore in order to draw random samples of persons in the major professions, Hodgkin had to use only Western Australian records.

It was possible, however, to interview some graduates trained in other states with the help of the Australian and New Zealand Graduates Association of Malaysia and the Australian Alumni of Singapore.

The author spent eight months in mainland Malaysia, Singapore and Borneo between July 1968 and February 1969 and travelled extensively in these areas interviewing many Malay, Chinese and Indian graduates.

A thirty-item interview schedule was developed which sought data on the graduates — their study courses, current level of employment, attitudes to work and the impact they see themselves making, both professionally, culturally and socially now that they have returned home.

The major discussion firstly considers the effect that the historical and cultural milieu of the country has upon the role of these graduates as innovators. With this as background the discussion develops in terms of the adjustments students need to make on returning home.

Of the 163 subjects who were interviewed, most had spent more than four years studying in Australia. There is a growing tendency for students to begin their studies in Australia at an earlier age.

Occupational status was found to be influenced not only by the type of training undertaken but also cultural factors such as ethnic origin. For instance,

most non-Malays (Chinese, Indian) dominated in the scientific, technical and professional occupations, the Malays in occupations where non-professional education is required. Part of this pattern the author ascribes to divergent cultural backgrounds. Malays do not place emphasis upon achievement and independence but rather upon familiar and local community ties. The Chinese also emphasize the ideal of parental dominance and filial piety; however associated with this, achievement in terms of family is highly desirable. Being a minority group the Indians are in a difficult position; they are forced to accommodate to the demands of government bureaucracies since they have limited alternative employment opportunities with the Chinese monopolizing commerce and the Malays the public service.

Economic trends also effect how the potential of students trained overseas can be utilized. Unemployment of young people is increasing. Although attempts are being made to overcome this through industrialization and education programmes which assist rural Malays, this inevitably is increasing the competition for tertiary level education amongst non-Malays.

Having discussed the factors which influence the employment patterns of the graduates, attention is given to the ways in which the graduates experience their roles as innovators upon their return home.

Innovators communicate ideas and seek access to authority and it is only through establishing a network of social relationships that this becomes effective. Contact of ethnic groups is often difficult because of cultural barriers and a rigidly defined social structure.

Contact tends to be maintained between the graduates either informally or through graduate associations which cater for returned graduates. Professional institutions are now being established although they do tend to set unrealistic entrance qualifications relative to those found amongst graduates in Malaysia-Singapore.

Acceptance of these qualifications is essential if these graduates are to be employed in decision-making positions. Generally overseas qualifications are accepted although there is a slight bias towards the British, which creates barriers between people of training in similar knowledge and skills. Most students were employing their acquired skills and knowledge in their jobs with more than two-thirds being employed teaching or training others. However, it became evident that the graduates needed assistance in knowing how to communicate their ideas to others, that is, understanding the cultural barriers to change. Students generally do not take courses in the social sciences yet these disciplines are most relevant in transitional societies where technological advancement and cultural change are having such an impact.

Overseas training tends to favour the graduate of urban origin therefore creates difficulty when consideration is being given to innovation in rural areas.

In spite of this type of weakness in the programme the author suggests that overseas training generally heightens an awareness of the process of change and offers students knowledge and skills that will eventually be useful.

AUSTRALIA : Hamilton-Smith, E. and Brownell, D., *Youth Workers and Their Education* (Melbourne : Youth Workers Association of Victoria, 1973).

This study, commissioned by the Youth Workers Association of Victoria, originated in a period of "rapid growth and recognition of youth work for its contribution to community development which has awakened a new interest in the role of the professional youth and community worker in society".

The aim of this study is "to provide some of the objective evidence upon which some re-assessment may occur, both within the educational institutions and the professional associations. The terms of reference for the study were to provide information upon:

- (a) The roles currently filled by salaried youth workers.
- (b) The relationship of those roles to education for professional youth work.
- (c) Identification of the factors likely to affect future youth work development and, in particular, professional education and practice.
- (d) Conceptualization and practice in other countries and its possible implication for Victoria."

To get a satisfactory sample of all youth workers in the state, a list of youth workers was compiled from the Youth Workers Association records and from a number of agencies whose staff were involved in providing youth services. Organizations such as the YMCA, YWCA, Churches, Municipalities and various miscellaneous organizations were considered.

A list of 173 youth workers was obtained. This was stratified into different work categories to ensure equal representation in the final sample. The categories used were:

- I Those responsible for overall administration of state or regional programs.
- II Those primarily responsible for training, consultation, liaison and other field duties.
- III Those primarily involved in direct service to groups of young people and in charge of other salaried staff.
- IV Those involved in direct service to groups of young people, and not responsible for other salaried staff.

A final sample of 100 workers was drawn from the above categories. A number of research techniques were used during the survey of these youth workers:

- A structured interview schedule which focussed on two areas: employment and education.
- An attitudinal inventory.
- A work diary which contained a record of work activities for a week.
- Two psychological tests.

A questionnaire was also distributed to major youth work agencies and focussed upon prediction of future demand, official job descriptions and specific employment policies.

The results of the survey on youth workers and their education was presented in five sections:

- Section 1 : Introduction
- Section 2 : Emergence of a Youth Work Profession
- Section 3 : Youth Workers Say
- Section 4 : Youth Work Agencies Say
- Section 5 : What of the Future?

A series of seven proposals were made in the final section.

BRITAIN : Evans, Alan: *Youth Exchange: The Way Ahead* (London: Europe House, 1970)

The terms of reference for this study were: "To examine the current provision of youth exchange facilities in Britain; to discover what information is available on youth exchanges between Britain and other countries, with particular reference to Europe; and to recommend whether any and, if so, what changes in the informational, structural and financial provision would bring about a more effective and comprehensive youth exchange programme between Britain and other countries."

The method used to implement the study was centred on the development of a self-administered questionnaire which was mailed to 50 organizations for completion and return over a two-week period in June 1969.

Completed questionnaires were returned by 12 of the organizations and, in addition, 17 British organizations were visited by the researcher "in order to discuss at length the issues that youth exchange policy raises". Nine of the 17 organizations were those which returned completed questionnaires, while the remaining eight organizations visited did not complete the questionnaires.

Fifteen of the 50 organizations approached did not fill in the questionnaire as part or whole of the questionnaire was not applicable to the youth activities of their organization; however, some did comment in letter form on those aspects of the questionnaire which were applicable to them.

The actual questionnaire was divided into six sections:

Section 1 : General identification of organization.

Section 2 : Sought details of membership, age, fees, etc.

Section 3 : Requested a table to be completed detailing the organization's activity in conducting youth exchanges both to and from Britain.

Section 4 : Sought details of how exchanges are financed.

Section 5 : Sought details of the briefing and follow-up of youths involved in exchanges.

Section 6 : Sought details of the organization's own evaluation of their exchange programmes and sought indication of continued interest by the organization in the area of youth exchange.

The questionnaire provided information which supplemented data from an earlier mail questionnaire prepared and administered by the British Council. No detail of sample or response is given on the earlier questionnaire; however, the text is reproduced as an Appendix to the main report. The British Council questionnaire was divided into sections each containing three or more specific "points" upon which respondents were invited to comment. The sections were tabled:

- A. Value of youth exchanges and visits.
- B. Types of youth exchange and visits.
- C. Future developments.
 - 1. Reception for incoming young people
 - 2. Travel
 - 3. Finance
 - 4. Dissemination of finance
 - 5. Recognition of bodies arranging exchanges
 - 6. Language courses
 - 7. Working holidays
 - 8. Centralization

The questionnaire also invited "further comments on the future development of youth exchanges and how public funds might be used".

THE RESULTS

There was no direct reporting in the text of the report of the compiled results of the 12 completed questionnaires.

The report was presented in 6 sections which consisted of:

Section 1 : Introduction

Section 2 : The present state of youth exchange provision in Britain

Section 3 : Some aspects of youth exchange provision in other European countries

Section 4 : Gaps in the existing provision

Section 5 : Towards a new structure

Section 6 : Conclusion

Within these 6 sections a series of 11 different recommendations were made, and these were described in a summary form at the front of the report.

In brief, the study recommended that:

- . The British Government should make it legally binding on employers to extend to their employees under 30 years of age the opportunity for an additional two weeks absence from work on full pay to enable them to attend a "serious educational, cultural or vocational event".
- . A National Office for Youth Exchanges (NOYE) be set up and be funded by a Treasury grant of £2 million per annum.
- . Existing grants to organizations involved in Youth Exchange programmes be increased significantly.
- . Existing organizations should concentrate their resources on leadership and highly specialized programmes, rather than contribute funds to existing programmes.
- . A more adequate reception service for incoming visitors be established and operated by the Central Bureau for Educational Visits and Exchanges.

BRITAIN : Payne, J., Drummond, A. W. and Lunghi, M., Changes in Self-Concepts of School-Leavers who Participated in an Arctic Expedition, *British Journal of Educational Psychology*, 40: 211-216, 1970.

Fletcher, Basil, *The Challenge of Outward Bound* (London: Heinemann, 1971).

Roberts, Kenneth and White, Graham, The Impact of Character-Training Courses upon Young People: an Empirical Investigation, *British Journal of Social Work*, 2(3) : 337-354.

These three works demonstrate an interesting contrast in style of evaluation and also indicate the complexity of obtaining a clear picture in any complex situation.

Payne et al. studied a group of young men taking part in an Arctic expedition sponsored by the British Schools Exploring Society. Questionnaires designed to measure some aspects of personality and of self concept were administered to 35 members of the expedition both prior to their departure and on their return. The same tests were applied at the same time to a control group of equal size.

The results of this testing showed that those volunteering for the expedition were more extrovert than the general population. Secondly it was found that those who participated in the expedition reduced the discrepancy between their image of themselves and their ideals about the kind of person they would like to be. This change did not occur in the control group.

However, the nature of this change differed from one category of participants to another. Those who came from public schools showed a lessening of their ideal self image while those from grammar schools and from a police cadet college demonstrated a marked improvement in their perception of themselves as they really are.

Fletcher studied the work of the Outward Bound schools by asking young people who had participated in the schools to make their own assessment of changes which had occurred to them. They claimed that they had increased in self-confidence, maturity, job performance, ability to handle inter-personal relationships and in the quality of their leisure activities.

Roberts and White interviewed young people from the various establishments of a major company who had attended various character-training courses. One sub-sample were interviewed after completion of the course and the other sub-sample were interviewed after they had been selected to attend the course but prior to the actual attendance itself.

The interviews were designed on a number of hypotheses:

- (1) That the social competence and achievement of trainees would be improved;
- (2) the trainees would demonstrate greater self-awareness, reliance and initiative as a result of the course;
- (3) that trainees' leisure time would be directly influenced and the quality of their leisure activities improved by the course;
- (4) that the course will develop leadership qualities that will lead the young people concerned to seek and obtain career advancement;
- (5) that young people would show an increased desire and capacity to use their talents in the interests of their fellows.

Of these hypotheses, only the third was found to be proven and no evidence was obtained to support the remainder.

It will be seen that of these studies, two have been based upon relatively small samples and have had limited resources available. They are suggestive but inconclusive as a basis for planning of character-training courses. That by Fletcher is insufficiently rigorous in its methodology to enable any conclusions to be drawn. This is clearly an area where more intensive and rigorous evaluation is urgently needed as considerable resources are invested in this type of youth programme.

BRITAIN: Thomas, Michael, *Work Camps and Volunteers* (London: PEP, 1971).

Three British groups involved in the organization of voluntary summer work programmes in Britain and Europe — the I.V.S., U.N.A. and Quaker Work Camps — saw the need for an assessment of their programmes with particular emphasis upon ascertaining the value of the work camps to the community, the effects of the camps upon volunteers and the relationship between camp organization and the overall success of the programme.

An initial analysis of the objectives of the work camp organizations, the volunteers and sponsors is presented. This is followed by a discussion of the four types of camps operating — manual, hospital, play scheme centres and holiday camps, assessing the effectiveness of each of their programmes in terms of their stated goals. This information was obtained in two ways, firstly by using a mailed questionnaire and secondly through an intensive study of 21 of the camps.

A questionnaire was sent to two volunteer samples in 1969. These two groups were selected proportionally from the three major camp organizations — the first being volunteers working in British camps, the second being volunteers based overseas. One-third of each group completed the questionnaire before attending the camp, the remainder when the camps had terminated. This provided data specifically related to the effects of camp experience upon volunteers.

Overall criticism of the programmes highlights inadequacies in preliminary planning, organization and selection of volunteers. This becomes most evident throughout the discussion of the work camps selected for intensive study. Within each category two camps were chosen, one to illustrate the features of a successful camp, with the second example highlighting the unsatisfactory aspects of the programme. Generally the manual work camps were successful

in spite of certain shortcomings within particular programmes while the play-scheme camps proved to be the most inadequate.

The study raised the question of the relevance of the work camps, as they are presently functioning, to the needs of the particular community they serve. It became evident that the contact with the community generally was limited. Official relationships with community bodies were established but beyond this liaison with local volunteer groups was not widespread. This problem was partly organizational. For instance, the availability and location of accommodation and financial support often dictated the nature of the camps. The desire to engender a group spirit and have volunteers working as a team often restricted the flexibility of the programme. The need to create group cohesion automatically placed limits upon the contact made outside the camp.

Most volunteers were single students of middle-class origin, reflecting a generalized awareness and interest in political, social and economic issues. This fact raised the recurrent issue of broadening the base of such programmes. The relevance of such programmes to people who presumably are aware and involved in matters of political, socio-economic concern is challenged. The work camp experiences did not alter their viewpoints significantly. There was some concern expressed about the quality of particular programmes; however, the ideal of the work camps was acceptable.

Preliminary camp organization and consistent support throughout the programme is posited as the determining factor in the success or failure of a programme. The major organizations are criticized here in several ways. Sponsors were often not given any idea of the type of volunteers to be allocated to their project, or the capacity of the camp site or the volunteers. The most effective projects had one representative from the sponsoring group liaising with the bodies organizing the camps.

The preparation and selection of volunteers was criticized. Effective recruitment of volunteers is hindered by the fact that volunteers select their own camps on a preferential basis. Little is known about the qualifications or interests of the group — which often leads to inappropriate placement of volunteers. In addition to this participants were poorly prepared for the task. Generally there was a lack of information about the types of camps and the nature of the work involved which therefore limited the extent to which the volunteers could orientate themselves to the task beforehand.

Camp routine suffered from the lack of organization too. Often leaders were supported by the camp organizations which reduced their effectiveness. When volunteers were not aware of the overall aims of the sponsor, or if work tasks were not defined the groups were confused. Social activities which were considered an integrated part of the programme were not always appropriate. Little account was taken of the fact that work patterns and the type of

accommodation had a considerable influence upon the type of organized social activity needed in any one project. Ongoing evaluation was rare, the communication between volunteers, sponsors and camp organizers generally being inconsistent.

BRITAIN: Bone, Margaret and Ross, Elizabeth, *The Youth Service and Similar Provision for Young People* (London: HMSO, 1972).

“The two broad aims of this enquiry which was commissioned by the Department of Education and Science were to describe the use made of Youth Service and allied facilities and to assess how far they met the needs of the young people for whom they were provided. It was therefore designed to yield a description of prevalence and style of use, and the differences between those young people who were involved and those who were not.”

The survey was concerned with the 14 to 20 year-old range, since this is the range covered by the Youth Service at present. To get an adequate sampling frame for 14 to 20 year-olds on a national scale, a probability sample of 18,000 addresses was drawn from the Electoral Registers. A postal questionnaire was sent to each address asking for the name, date of birth and sex of each occupant aged between 10 and 25 years. A final sample of eligible young people was drawn from the information obtained from the postal questionnaire. A total of 3,849 young people and 2,592 parents were interviewed. The parents were selected primarily because of their relationship to the sampled young people.

Because it seemed likely that leisure activities and interests would vary with the season of the year, the field work was carried out in two stages. The first half of the sample was interviewed in the early summer (May – July) and the second in late autumn (October – December).

The results of the survey were presented in the general report under eight chapter headings:

- Chapter 2 : Attachment to the youth service and allied activities.
- Chapter 3 : Degrees of attachment.
- Chapter 4 : Types of club and their attraction.
- Chapter 5 : Ideal clubs — What young people want from voluntary social organizations.
- Chapter 6 : Voluntary community service and residential courses.
- Chapter 7 : Leisure activities of the young people.

Chapter 8 : Other differences between the attached and unattached and members of different types of club.

Chapter 9 : Differences within the main school leaving groups.

The final conclusions and discussion were presented in Chapter 10.

CANADA: Lucas A. and Dorais, Leo A., *Study of 1967 Youth Travel Groups* (Ottawa: Citizenship Branch (Social Development), Secretary of State Department, 1967.)

In an attempt to assess the overall effectiveness of a Canadian summer travel scheme with particular emphasis upon attitudinal changes in the participants, six groups of students were selected for this study. Three of the groups served as an experimental unit and the remaining three as the control unit. Groups were differentiated according to age and the type of community that the students would be visiting. Since all students resided in the same province and were allocated to the same host province during the scheme, language and regional differences were generally overcome. Therefore a reasonable degree of group homogeneity was established in the sample.

A range of research instruments were used throughout the study. A questionnaire was administered prior to and upon completion of the scheme. The preliminary questionnaire sought information about the respondents and their families, their knowledge and attitudes towards Canada, and their estimates of the difficulties and benefits of the travel scheme.

The second questionnaire was similar to the original interview schedule, with the additional questions probing the opinions of the participants on various aspects of the scheme such as the orientation programme, the return journey, the host province, and possible improvements. Items from questionnaires used in the study of the previous year were retained to facilitate comparability with the results of the preceding groups studied.

Toward the end of the scheme a researcher visited each group in their host community. All local people involved were contacted and the researcher participated in group activities. The researcher also accompanied their particular group on their return journey home. During this time each group member was interviewed. The interview was informal but the areas of interest were — the attitudes each student expressed toward the host families and their particular group, the organizational aspects of the trip and their feelings about the overall benefits of the programme.

Finally the experimental group participated in an intensive orientation programme prior to the trip. Members of the control groups attended the standard orientation programme of one evening in their local community.

In concluding, five major areas are commented upon and this serves to highlight the weaknesses of the programme in the previous year.

The task of selecting both students and their escorts emerges as a most significant feature of the programme. Previous selection of students was narrow and consequently biased. In 1967 the project was given *wider* publicity throughout the schools with the result that a wider range and larger number of students showed interest in the project. Selection of escorts still reflected inadequacies. Many escorts were still uncertain of their role, with too much attention being given to the training of escorts rather than the initial selection of suitable candidates.

With regard to the organizational aspects of the programme, it became evident that a decentralized programme where local organizers were assisted by experienced co-ordinators was most effective. In this way allowances could be made for the diversity of social and educational needs. The selection of hosts was also more effective when operated locally.

An initial surprise was the fact that no significant differences arose between the experimental and control groups. The only major difference related to the assessment made of the group escorts. They were rated higher by both students and researchers in the experimental group. However this is attributed to the organizational features of the experimental groups rather than any incidental influences. It is suggested that differences do not emerge between the experimental and control groups because they had too much in common in terms of their regional origins and their experiences in their host province. The two provinces involved in this particular study allocated considerable resources to the organization and effective supervision of the programme. Other provinces did not give the same priority to these projects, therefore it was difficult to ascertain whether differences might have emerged in similar groups from other English-speaking provinces.

CANADA: *Evaluation of International Student Summer Employment Exchange Program – Outgoing Movement 1971* (Ottawa: Department of Manpower and Immigration, 1971.)

The Canadian Department of Manpower and Immigration launched an experimental programme during the summer of 1971 which aimed at placing Canadian post-secondary students in jobs overseas. Arrangements were made

with European volunteer agencies to collaborate in creating positions for the students in the 11 countries selected. This study attempts to evaluate the effectiveness of the programme and make suggestions about the areas that need improvement.

A telephone survey of the participants was conducted immediately following their return from Europe. The information collected related to these criteria of evaluation — student satisfaction with the programme, financial benefits, cultural benefits, perceived relationship between work experience and education, benefits of type of placement relative to provincial employment conditions.

The majority of students were satisfied with the programme. Criticism was levelled at the lack of detail given about the nature of the work, the conditions of employment, the type of accommodation available and the inadequate support available when in difficulties.

Financially the programme was not rewarding for the student relative to those students who worked in Canada during the summer. However, since the programme emphasized the socio-cultural benefits of change this was not a major issue. Yet the extent to which students participated in social and cultural activities was relatively small, either because students felt that the opportunity to participate was limited or their work-load was too demanding.

Since most jobs were manual, little was found that related to their academic training. In spite of the relatively high priority given to students from the central and western provinces who have economic problems, more students from the east coast participated in the scheme. This was probably related to the fact that students were responsible for their own travelling arrangements.

With minor adjustments it is concluded that the programme was successful and worthwhile continuing.

CANADA: *Evaluation of Canada Manpower Centres for Students 1971*
(Ottawa: Department of Manpower and Immigration, 1971)

In 1967 the Department of Manpower and Immigration launches a summer programme to deal with student employment problems. These projects attempt to involve the local community in creating and placing students in employment, with students controlling the 119 employment centres established as referral points throughout the country.

In evaluating the programme two areas were considered — firstly the economic viability of such a programme with respect to cost of placement

of students; secondly, the benefit of these placements to the particular community generally.

In terms of these two criteria the programme was successful. Approximately 64,000 students of the 200,000 plus who registered with the centres were placed at a cost of \$14 per student. Initial estimates of the cost of running these programmes was considerably reduced when the local communities provided many necessary amenities.

Generally the proportion of placements was actually higher than overall student unemployment with the exception of two provinces where employment conditions were not initially promising. The success of the centres themselves in involving students and the community in alleviating employment problems was most apparent. Generous assistance was given in the provision of physical facilities and publicity. Close liaison with local businesses, councils, federal bodies and local service organizations enhanced the creation of student projects in the community. Student employment officers by continually assessing the operational aspects of the programme provided invaluable information for future planning.

CANADA: *Student Summer Employment in Canada — 1971* (Ottawa: Department of Manpower and Immigration, n.d.)

In an attempt to utilize the tertiary student population for summer employment, the Canadian Government introduced an employment scheme in co-operation with the provincial and municipal governments, universities, student and community groups, as well as agencies such as the Canadian Chamber of Commerce.

Special student employment centres were established in selected areas in an attempt to involve the whole community in utilizing the local student labour potential. The Opportunities for Youth programme was launched and financial support was given to projects designed by and involving students. The Defence Department provided opportunities for placement of students in the armed forces. A variety of smaller supportive programmes were operating and included travel and exchange projects, an international summer employment scheme, language training, athletic scholarships and employment of students in the public service.

Apart from these indications of student employment patterns this report also utilizes information from the Department of Statistics September 1971 Labor Force Survey. Supplementary items were added to this standard questionnaire so that some assessment could be made of the summer employment

patterns of secondary students who returned to school the following year rather than entering tertiary institutions.

Each September the programme is evaluated by the Department of Man-power and Immigration with a view of assessing trends in the summer labour market and finding ways in which the programme of any particular year may be improved upon. Essentially the same sampling procedure is used. A stratified sample is selected and defined according to type of tertiary institution and number of enrolments. Questionnaires are then issued and completed by students during registration. Where it is not possible to survey students during registration mailed questionnaires are issued, although as expected the response rate is not consistent.

The major areas of assessment were the proportion of students seeking employment, the extent of employment and earnings, the particular areas in which students found work and the value of the work to both students and employers. Differences emerging with each of these areas were defined by sex, post-secondary institution attended, course studied and area of residence. Employment patterns of secondary school students are considered briefly along with a description of the monthly fluctuation in student employment throughout the summer.

By design the questionnaire accumulates a mass of quantitative data related to the employment patterns of students and provides extensive groundwork data for those bodies involved in evaluating specific features of the overall programme. Since the material serves as a resource there is no attempt to assess the implications of the emerging trends.

The major limitations of the study relate to the sampling framework and this has been acknowledged by the authors. Because the sample interviewed is restricted to students within a selected range of tertiary institutions, generalization to the total student population is limited because students returning to secondary institutions, or those who did not continue full-time education, were omitted from the study.

CANADA: *Report of the Evaluation Task Force to the Secretary of State: Opportunities for Youth 1971* (Ottawa: Department of the Secretary of State, 1972.)

The evaluation of the Opportunities for Youth programme used the goals of the programme as a basis for evaluation. These goals were as follows:

- (1) Provision of summer employment for young people, and particularly for post-secondary students who are most in need of money to continue their education.

- (2) Provision of employment which the participant-employees would see as "meaningful".
- (3) Extension, through the projects, of some benefit to the communities in which the projects took place.
- (4) The promotion of national unity.

An additional and over-riding concern was the method through which these goals were to be achieved, i.e., the structure and administration of the programme itself.

The research method used was a combination of interview and observation techniques plus documentary research and some special studies. The people interviewed included:

- a sample of project leaders.
- a sample of project participants who were not leaders.
- a sample of rejected applicants.
- a sample of community leaders in communities with Opportunities for Youth Projects.

Each interview schedule contained some pre-coded multiple choice questions and some open-ended questions. All accepted projects were interviewed in each community with the number of people interviewed varying with the size of the project.

The results were presented in the main report in three sections:

- (1) Administration and selection
- (2) Opportunities for Youth — In the field
- (3) Opportunities for Youth and Community and National Response

There were 13 recommendations made in the conclusion of the report.

JAMAICA: Milson, Fred, *Youth Programmes in Jamaica* (Jamaica, 1969).

This assessment was made by Dr. Milson during a month visit to Jamaica. He visited a variety of youth organizations ranging from camps to youth centres, maintained contact with officials from these agencies and organized a three-day training programme for youth organizers, camp directors and administrators of the major youth agencies.

After a brief account of the socio-economic background and the historical development of youth services in the country, the report concentrates upon his observations of the youth camps and centres and focusses upon those areas needing improvement within the limits of the available resources.

The Jamaican Youth Camps provide young unemployed people an opportunity to live for 18 months in a camp where training in agriculture and related skills is provided. In spite of the difficulty with resources the author strongly suggests that the camps should begin to direct their training programmes towards industrial skills, although not at the expense of other skills. The author observed problems with graduates from those camps whose low literacy standards hindered their progress in the acquisition of these skills. He suggested that this could be overcome by raising the standards of teachers affiliated to the camps and reviewing the literacy standards for prospective candidates to the camps.

Clubs and youth centres generally suffered from a lack of resources — equipment and voluntary assistance. The author suggested that part of the solution would be to involve the clubs more with community life by encouraging the public to utilize the available facilities more often and more effectively.

With respect to the youth organizations two points were made — training programmes needed to be increased and greater emphasis to be given to inter-departmental co-operation and partnership between the statutory and voluntary organizations.

KENYA: Wilson, Gordon M., *Evaluation of 4.K Clubs — Influence Among Kenya Youth* (Nairobi, 1967).

To assess the effects of introducing 4.K Clubs into Kenyan schools two surveys were conducted in 1965. These clubs were organized by the Extension Youth Programme in Kenya and concerned with farm management and practice.

Eight groups of young people — 242 members and 391 non-members — were used in the sample. They were interviewed prior to the introduction of the clubs and the interviews then repeated one year later. Within the group as a whole there was a most definite improvement in their knowledge of agricultural practices. A difference between members and non-members of these clubs did emerge although this was not significant. During the study curriculum changes in the schools were emphasizing agricultural studies. Therefore to assess the increase in knowledge which could be directly attributed to those clubs rather than the curriculum changes, a new sample was drawn up. Two new groups were selected as control groups (353 students) from two provinces where the curriculum was similar to that of students in the original sample. Since clubs were not formally established in these areas their influence upon these two central groups was expected to be minimal.

The final results supported the original view that the introduction of these clubs not only improved knowledge of agricultural management amongst students in the clubs but also among non-members in the school. In addition the knowledge gained by non-members in a school was greater than in schools where no such clubs existed in spite of their similar curriculum. Wherever the clubs were established, members and non-members alike were aware of and made more use of the services provided by the agriculture ministry than similar groups in schools which did not have such clubs. Attitudes towards farming as a livelihood were generally far more favourable in schools where 4.K clubs were operating, thus providing conclusive evidence that the clubs were a valuable addition to the school programme.

KENYA: Mbithe, Philip M. & Olewe, Joshua, *Report to the United Nations on Youth Service Programmes in Kenya* (Nairobi: Institute for Development Studies, University of Nairobi, 1972.)

Recent socio-economic developments in Kenya have accentuated the problems of education and employment for school leavers. Young people are completing their schooling at a relatively early age. The labour force is growing at a rapid rate yet these people are not being readily absorbed within the existing structures.

Thus the study commissioned by the U.N. focusses upon the ways in which the existing youth organizations are deploying young people for direct service in the development of social and economic plans. Two major groups — the Kenya Government National Youth Service and the Kenya Voluntary Development Association were selected for intensive study since these two were the only organizations whose main aim was to mobilize young people for direct involvement in national work programmes. A total sample of 90 people were interviewed — 40 from the K.V.D.A. and 50 from the K.G.N.Y.S. Of those selected from the K.V.D.A. 10 were administrators-planners and 30 were volunteers. The 50 chosen from the K.G.N.Y.S. were randomly selected on the basis of companies (each comprising 100 volunteers) and task area. The remaining youth organizations included similar work programmes yet these were generally not given top priority — emphasis is given to providing services for young people.

The K.G.N.Y.S. is under the jurisdiction of the Ministry of Labor providing a voluntary work and educational programme for people between the ages of 16-30 years. The 4,000 volunteers are paid a monthly wage and are expected to serve for two years although there are no penalties applied if a

volunteer terminates earlier. Only projects which are recognised as part of the National Development Plan are embarked upon. The K.V.D.A. is a non-government voluntary organization with 200-250 registered members at any one time. The organization is most active during school holidays. Projects are of a localised nature and are generally the responsibility of a particular community or self-help group. During their assignment the volunteers live in a community, run their own camp and work with the local population.

Although the K.V.D.A. and the K.G.N.Y.S. are involved in mobilizing young people for national development, there are fundamental differences in their organization and the type of volunteer programmes developed, and hence differences in the way in which the volunteers perceive their controlling organization. The K.G.N.Y.S. is tightly organized with a definite status and command structure. The K.V.D.A. however is loosely organized, control is delegated to the volunteers and localised to the work camp situation.

Both recruit volunteers from different age groups and educational levels. The K.G.N.Y.S. attracts younger people from 19-22 years and those who have completed primary school education, suggesting that volunteers anticipate opportunities for further training and employment within the K.G.N.Y.S. programme. The K.V.D.A. attracts older people who have completed more schooling. This draws attention to the current recruitment policies of K.V.D.A. since this type of volunteer is essentially employable and perhaps denies those young people with less education the opportunity for further training and work experience. Most of the volunteers in both organizations come from rural peasant families. This trend is a reflection upon the problems emerging from mass migration to the cities. The evidence suggests that the K.G.N.Y.S. in particular is helping to alleviate the problem since it recruits from primary school leavers and the rural areas.

Volunteers in both the K.V.D.A. and the K.G.N.Y.S. felt that their work contributed to the development of Kenya. However the differences emerge with respect to the ways in which people felt that they contributed individually, what they felt was the value of their voluntary work, the skills they hoped to attain and the relationships between peer groups and staff within their respective organizations.

Apart from this detailed analysis of the two programmes the study also highlighted other features of the youth service field generally. Perhaps the most apparent feature is the extent to which these services are directed toward the school population. Virtually none of the voluntary organizations direct their programmes towards the young person who has completed schooling and is unemployed or unattached. In terms of the current trends in Kenya this is discouraging and is therefore given priority throughout the recommendations, with particular emphasis being placed upon the terms of reference and organizational role of the Youth Council of Kenya.

MAURITIUS: *Admiraal, J.G.A., Evaluation Report: Training Course for Agricultural Youth Club Committee Members* (Mauritius: Ministry of Youth and Sports, 1971)

Every six months the Agricultural Extension Service sponsors a training course for agricultural youth club committee members. Areas covered during the programme are leadership, general club work and administration. Of the 107 participants, only 19 were sent a mailed questionnaire upon completing the training programme. The questionnaire sought detailed opinions about the daily programming and general questions about the course.

The programme was evaluated in terms of five criteria — the instructive and practical value of the course, the effect of the course upon group cohesion, the contribution made to the moral education of the participants and the recreational value. Each aspect of the programme is analysed in depth and provides some evidence upon which suggested improvements could be made. Participants saw the benefits of group discussion. They did not readily support the need for planning programmes in any depth, yet the authors place particular emphasis upon this area in their recommendations. Instruction in administrative skills was generally adequate and this is partly attributed to the fact that participants were already familiar with the material. The field work excursion which attempted to introduce participants to alternative recreational activities was less successful.

In conclusion the author makes an assessment of each programmed activity in terms of his five criteria by denoting "low", "reasonable", and "high" ratings and presents this in diagramatic form.

MAURITIUS: *Admiraal, J.G.A., Some Comments on the Third Training Course for Committee Members of Agricultural Youth Clubs* (Mauritius: Ministry of Youth and Sports, 1972)

This is a brief evaluation of the third training course organized for 128 committee members from 28 agricultural youth clubs in Mauritius. Objectives of the programme ranged from aspects of club organization to instruction in agricultural subjects and recreation.

Some preliminary detail is given about the setting, programme and organization of the course. During the last day of the camp each participant answered a seven-item questionnaire which sought opinions on the style of presentation, the time allotted to each activity, the nature of the activity and suggested improvement to the course.

After evaluating the preceding training course several alterations were made to the programme, but in spite of this difficulties arose because there were more participants in the programme. Therefore it was suggested that the number of courses needed to increase so that organizational problems would not become overwhelming.

Participants were positive about the instructive aspects of the programme. However, they preferred the lecture method rather than group discussion as a means to this end. The author suggests that the trainees were reluctant to participate in open discussion because of shyness or perhaps language difficulties. The sports programme suffered because of the limited participation of the trainees. Drama and song activities on the other hand suffered from a lack of structure and guidance.

Suggested improvements to the programme focus upon the methods of instruction and the organizational problems which emerge in response to increasing the number of participants.

NEW ZEALAND: *Recreation Patterns in Auckland* (Auckland Regional Authority, 1971).

The aim of this study was to identify Auckland's recreation patterns and the need for further involvement.

The method consisted of administering questionnaires to a cross-section of the population in five of Auckland's districts. A personal questionnaire was distributed to a sample cross-section in each district and a second questionnaire was completed by club officials and those responsible for administering recreation facilities in the districts concerned.

The personal questionnaire sought to establish the age group, sex, present recreational activities and desired recreational activities of the respondent. There were 2,942 questionnaires returned which represents 6.4 percent of the total population.

The results were presented in a tabular form, with the various recreational activities grouped under five main headings — sports and games, keep fit and personal grooming, social activities, the arts and hobbies. For each activity there were figures on actual participation and desired participation. There was also an age and sex breakdown for each group of activities.

On the basis of the above results, predictions were made about the current appeal and likely future demand for each activity in the survey.

NEW ZEALAND: *Survey of Membership Patterns of Three Auckland Community Centres* (Auckland Regional Authority, n.d.)

The purpose of this survey was: "To locate the distribution of the membership of three of Auckland's local authority community centres – Mont Albert, Manurewa and Onehunga – and the reasons for the particular distribution so that future community centre proposals may be assisted in regard to location, programmes and leadership."

The two areas looked at in the survey were the origin of the people who attended the activities at the community centres and their reasons for coming to a particular centre. In particular, it was suggested that there are a variety of factors which might affect the drawing power of a given community centre. The factors are:

- Distance from centres of population
- Range of alternative activities within the area
- Physical barriers to access
- The adequacy of the available public transport
- Age structure of the local community
- Socio-economic status of the local population
- Cohesion and integration of the local community
- Influence of local community leaders such as school teachers
- Variety of activities offered within the centre
- Drawing power of alternative activities within the area
- Structure of fees for the centre
- Permanent, professional management in the centre
- Parking availability
- Visibility of the centre from major transport routes
- Publicity in the local media

The method used to carry out this survey was centred around a spatial distribution on maps of the origin of members of the three centres. Differentiation of the various activities and classes of membership as well as residential locations were shown on the maps. The maps plus some sociological data on the relevant Auckland suburbs and open-ended interviews with the managers of each of the three centres formed the basis from which the conclusions were drawn.

The questionnaire consisted of 15 open-ended questions which were divided under the following headings:

- Age of centre
- Travel and distance

- Characteristics of local community
- Competition from alternative attractions
- Novelty effect
- Completeness of our information
- Publicity
- Fees
- Usage of centre

The results of the survey were divided into three sections, one for each community centre. The data was discussed under roughly the same headings used in the questionnaire. The conclusion described the effect on membership patterns of the 15 factors likely to affect the drawing power of a community centre. Trends where some of the factors like social cohesion and isolation affected membership patterns in the three centres were noted.