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Just Listen Awhile



**Voices
From a
Developing
Country**

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Lai-Chun Kan
Jean Kinsey
Jane Plihal**

**Office of International Agricultural Programs
University of Minnesota 1986**

Just Listen Awhile:

Voices From a Developing

Country

by

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Office of International Agricultural Programs
Caribbean Agricultural Extension Project
Women in International Development/Research Information Center

University of Minnesota
1986

Acknowledgments

We would like to thank the many individuals and organizations that contributed to the success of this project. We are especially grateful to the people of Barbados who generously shared their time and thoughts with us.

We would also like to thank the offices at the University of Minnesota that provided expertise and funding for this project: Women in International Development Research Information Center, Office of International Programs, Office of International Agricultural Programs, and Caribbean Agricultural Extension Project.

Contents

INTRODUCTION iii

THE VOICES 1

LASTING IMPRESSIONS 3

PERSONAL QUALITIES THAT MAKE A DIFFERENCE 5

RECOMMENDATIONS FOR PROCEDURES 9

Learn about the local situation first 9
Contact appropriate governmental agency 10
Avoid ready-made packages 11
Involve counterparts 12
Listen to what people say 13
Act ethically 13
Be sensitive to etiquette 14
Respect resource limitations 15
Avoid duplicating efforts 15
Conduct the study or project in phases 16
Disseminate results 16
Maintain contact after the project 17

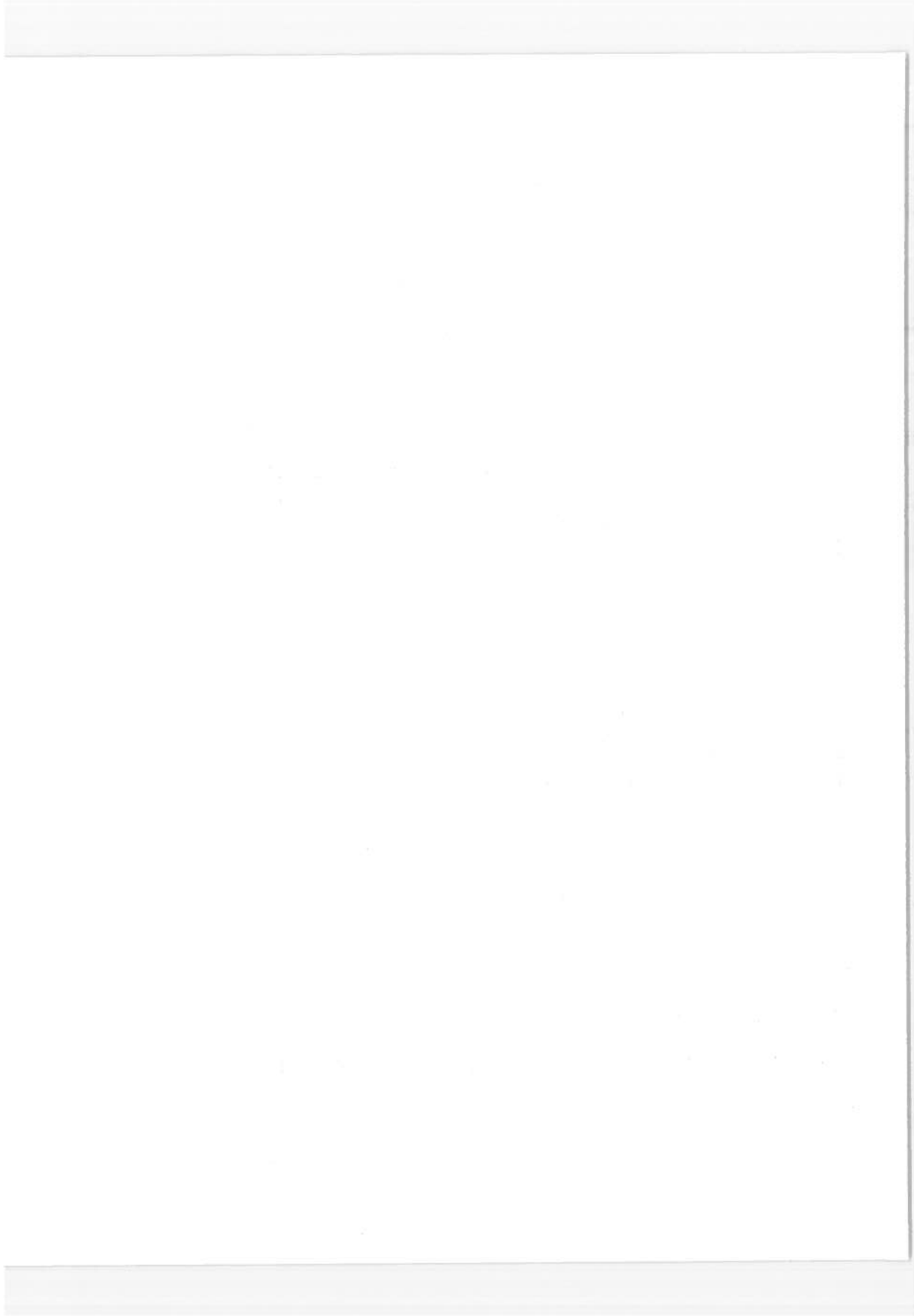
PROBLEMS TO ADDRESS 18

OTHER CONSIDERATIONS 20

Suggested arrangements before leaving 21
Suggested readings 24

APPENDIX A. Interview Structure 25

APPENDIX B. Important Problems to be Addressed 27



Introduction

In 1985, the Women in International Development/Research and Information Center at the University of Minnesota offered a graduate fellowship program on an experimental basis¹. The purpose of the project was to "develop scholarship and to make development efforts more inclusive and more effective by building a knowledge base about the roles of women that will strengthen the ability of the University of Minnesota to participate in U.S. A.I.D. development projects in food, agriculture, nutrition, and rural development." Jane Plihal from the Department of Vocational and Technical Education and Jean Kinsey from the Department of Agricultural and Applied Economics were faculty mentors on the project. Lai-Chun Kan from the Department of Agricultural and Applied Economics and Jeanette Daines from the Department of Vocational and Technical Education were the two graduate student fellows.

Working with the Caribbean Agricultural Extension Project, the four traveled to Barbados in July 1985. The students spent three weeks interviewing women administrators and researchers at Women in Development Inc. (WID), Women and Development (WAND), and the Institute for Social Research at the University of the West Indies. They also interviewed over 35 men and women connected with development agencies and government ministries about cross-cultural research efforts, problems caused or solved by outside consultants or researchers, and appropriate preparation activities for development workers.

The information presented in this handbook was generated from these formal interviews and from informal conversations with others in Barbados who have observed or participated in development

¹Funding was provided by the U.S. Agency for International Development (U.S. A.I.D.) through Title XII and the Caribbean Agricultural Extension Project at the University of Minnesota.

projects involving outsiders. The insights gained are the direct result of the experiences and thoughts that they generously shared.

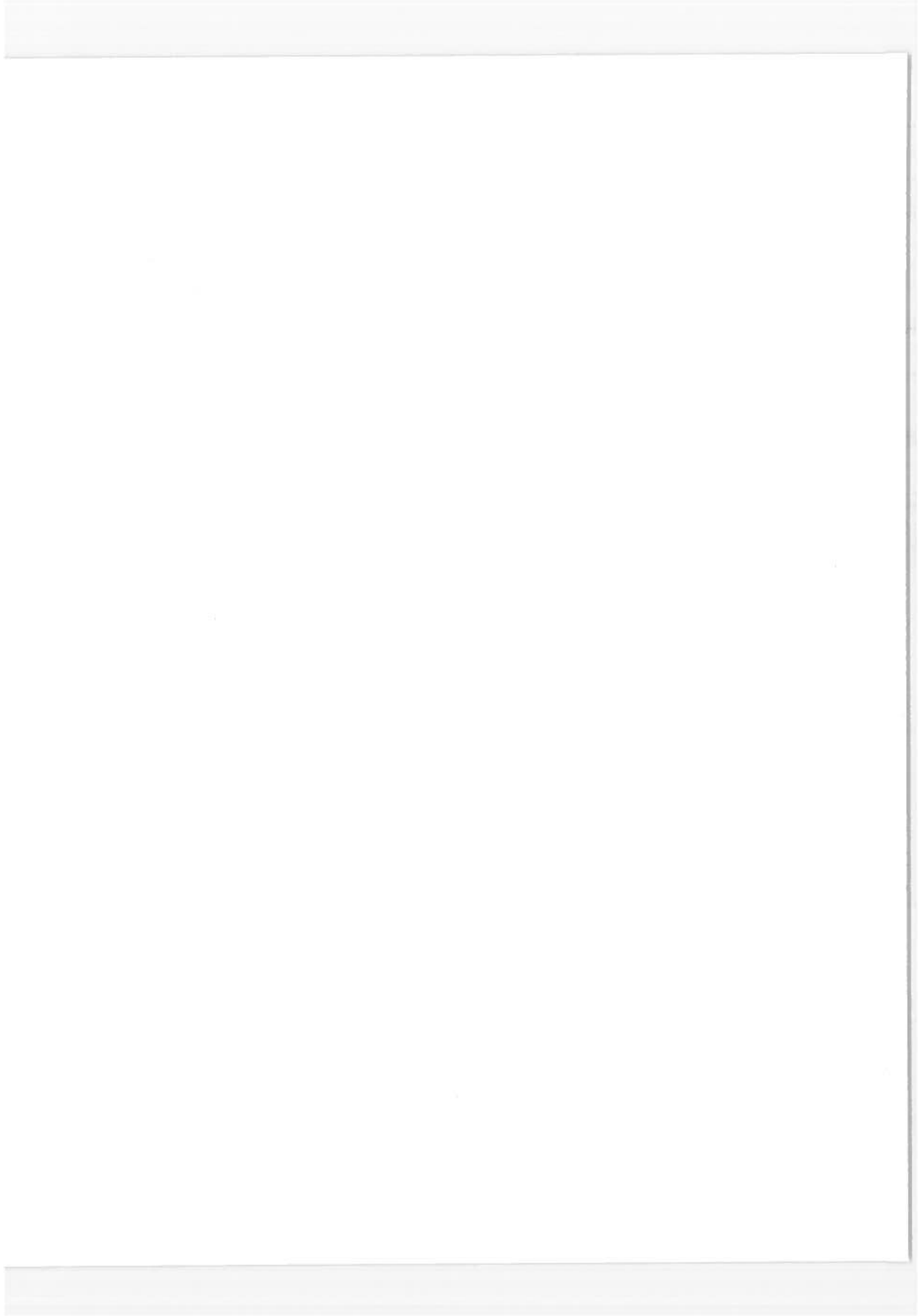
Comments and opinions in this booklet are organized around topics rather than people; quotes are unattributed. We tried to relay the messages accurately and to present them in their original context. The guidelines used to direct the questions are included in Appendix A.

The handbook is intended to help researchers, consultants, and volunteers become more aware of the cultural, attitudinal, and logistical considerations that are essential in undertaking a project in a developing country. The handbook focuses on impressions which the residents of one developing country (Barbados) had of outsiders, that is, development workers from the United States and other foreign countries. It discusses personal qualities of researchers and consultants that lead to the success of cross-cultural efforts, recommendations for procedures, and relevance of problems addressed. Also included are a checklist of reminders for preparing for cross-cultural work and a list of selected references for further reading.

Why We Have Listened?

In the unsettled and shifting context of global relationships, the most critical interactions are between individuals involved in cross-cultural research and technical assistance in developing countries. While learning about other societies and working to improve opportunities for the societies' people, long-lasting impressions are formed on both sides which set the stage for current and future efforts. Individuals and institutions who work in developing countries must realize that their attitudes and the way they carry out their responsibilities will impact their work and the work of those who follow. Understanding the impact of these factors will allow more sensitive and responsive work within other cultures.

As with many projects, the time and resource constraints of this project limited our opportunity to communicate and work with the people in Barbados. We were also limited by our own perceptions, interpretations, and knowledge. Yet, we hope their ideas are represented fairly and accurately, and that our efforts will be a useful resource for others interested in cross-cultural endeavors. We tried to stay close to the expressions of those with whom we talked. Although their experiences and perspectives may vary from those found in other developing countries, they contribute to our understanding of the complexity of cross-cultural work. Listening to their voices is long overdue.



Just Listen Awhile

The Voices

Just because we speak English doesn't mean we are communicating.

Just because a white face shows up, the whole town doesn't stop to throw a party.

How do you feel about coming to a place where the persons in positions of authority are Black?

Be a human being . . . When somebody comes and criticizes everything from the way you eat, the way you live, the way you stand, you go off and leave him, right?

Some people, Americans, come down here and expect to find a McDonald's around every corner . . . Accept things as they are and don't pass judgment.

It would be so easy to go into a country and say they're a bunch of idiots, a bunch of damned clowns.

You've got to be more eclectic; you have to use your judgment and your common sense. The United States is not the only country in the world.

[We need] people who have an understanding of the country and are prepared to live and work in the country . . . [and who] can conceptualize ways of developing programs so that local people have a part in determining what should be done.

We learn from each other and with each other . . . The more contact we have, the better.

Dialogue is always important—the cross-fertilization of ideas. Most projects are not designed for implementation; most projects are just designed.

To me, it looked like they had the project in their bag when they came down.

Don't go with a high hat.

Lasting Impressions

. . . On the whole, expatriate help has been very helpful.

After speaking with people in Barbados about their experiences working on research and development projects with people from outside the Caribbean, we learned that the personal qualities of these outsiders and interactions with them created lasting impressions—impressions about the outsiders themselves, their home countries, their organizations, and the value of their efforts. Impressions were both positive and negative. Opinions about the effectiveness of cross-cultural projects were favorable. Negative opinions, however, were expressed and remain in people's memories.

On the Positive Side

Generally, people in Barbados saw research and development specialists coming there as conscientious, knowledgeable, and fun to be with.

They were very hardworking persons; they were willing to go the extra mile, and they put fun into their work . . . everybody joined in.

They were interested in different aspects, not just what they were scheduled to do. Their influence could be felt.

. . . Their energies had not yet been sapped by the sun.

They had the enthusiasm, energy, and discipline to keep going.

On the Negative Side

In spite of the goodwill expressed concerning research and technical assistance efforts, unfortunate experiences led some Barbadians to question the motives and commitment of the outsiders involved.

A lot of hot air has blown from the North and South and East and West.

[In the past] we've had consultants come and spend six weeks on the beach—we've had to literally tie them down. Nowadays, we get a better quality consultant.

Overall

Opinions of outsiders are valued for their objectivity.

You are going to be more free, far less concerned with what may be considered positive and what may be negative.

In fairness, we have been very satisfied with our consultants . . . On the whole, expatriate help has been helpful.

Occasionally, outsiders' judgments are accepted too readily.

We are prone to take your reports more seriously than we should . . . People coming from the outside we listen to with more care than we do the people who are here.

Personal Qualities that Make a Difference _____

They talk to local persons, but they don't listen.

Speaking of their experiences with outsiders, people in Barbados identified several personal qualities that affect how collaborative efforts achieve goals and goodwill.

Psychological stability and physical health are basic requirements for international work. One individual who had extensive contact with volunteers from the United States made the following comment:

We're kind of negative, if you like. We watch for any bad signs. We like to know that people can adapt, for it must be a terrible culture shock . . . We can spot danger points—boredom, aggression, unpunctuality, other interests, constant complaints, health problems . . . The social aspect is very important.

A lack of appreciation or respect for the culture was said to cause many problems. In particular, concern was expressed about how local people were viewed and treated.

They (the local people) are not illiterate!

He played our questions down.

Some of our forms of behavior are different from yours, but they are not to be dismissed.

They talk to local persons, but they don't listen.

A certain consultant was described as a failure because of his attitude.

. . . He was failing . . . He stepped on so many corns—he didn't have the sensitivity about what you should say, what you shouldn't say . . . He looked down on people . . . and I don't think he learned from this.

A question posed by one person who we talked with aptly illustrates how ethnocentricity (being culturally bound by one's own experiences) can limit an outsider's comprehension of a situation and cause problems.

How do you feel about coming to a place where the persons in positions of authority are Blacks?

He recalled his own experience in another culture and the shock of realizing he was in the minority: "[When I first went abroad, I wondered] where did all these white faces come from? There should only be one in a hundred or so." Placed in a different culture, or as part of a minority, people find the power relationships are different from those they are accustomed to. Just because a person's opinions are accepted and valued in his or her own country doesn't guarantee automatic acceptance elsewhere. For example, the following remark was made about an outside consultant.

We had to tussle with him a bit so that he didn't impose his view.

Ethnocentricity also causes difficulties because other cultures value and arrange time differently. The timing of activities and statements can be critical to successful interactions. Outsiders tend to structure their work schedules and social activities as they would in their own country.

Americans get on a first-name basis very quickly. In the old British system, we're more formal than that.

Americans like to get straight to the point—locals like to talk around a bit.

When some U.S. people come in, it's pressure, pressure, pressure.

[The consultant] would call meetings at six o'clock Sunday morning . . . said it was the best time to meet.

We were reminded that the definition of time and protocol associated with punctuality is situational. For Barbadians:

. . . funerals are always on time; weddings are not . . . You shouldn't be late for an appointment with a doctor or an official, but he will probably keep you waiting.

Becoming aware of one's ethnocentric views is difficult. In particular, it is difficult to accept that different expectations and behavior stem from cultural norms and values—not from ignorance.

In contrast, outsiders who were flexible, open to new experiences, and accepting of the people and the culture contributed considerably to the development of positive impressions.

We like you to sample the local dishes—250,000 Bajans [eat or drink] it and haven't died.

. . . people who treat people as human beings . . . not patronizing, and [who] have an open mind.

I would advise people to come in like a blank page.

Take things the way you find them rather than imposing judgments on things as good or bad—they're just different.

It is important for outsiders to make a sincere effort to understand cultural nuances. Outsiders who make an effort to grasp the meaning of local customs and behavior patterns are more readily accepted and respected.

[It would be helpful if the foreigner had] a desire or ability to get below the surface to understand why we do the things we do.

Things are not always what they seem.

Adjustments seem to be made more easily if people take time to become familiar with the local practices, norms, values, and customs. When that happens, cooperation is, as one person put it, *"No bother at all."*

Recommendations for Procedures _____

Dialogue is always important . . . we learn from each other . . .

Advice about procedures for initiating and conducting development projects was sought and generously given. Barbadians have had numerous experiences with research and development specialists and various development projects. Many projects were successful; others were grave disappointments. What the people had to say is important and is hardly unique to Barbados.

Learn About the Local Situation Before Arriving or Planning a Project

Several interviewees said many problems arise when outside workers know little about the host country before arriving and/or before developing a plan for their work. One person said that the preparation of outsiders for work in a developing country should focus on "*minimizing the difference between a person's expectations and the reality of the country.*"

Resource materials from libraries, embassies or consulates, international agencies, local counterparts in the host country, international students, or people familiar with the country are useful sources of background information. In addition, insights can be gained by reading local novels, newspapers, or government pamphlets, and by talking with people from the country or region. International student centers, women in development centers, and international program offices at most colleges and universities, as

well as alumni organizations, can often identify knowledgeable people to contact in both the United States and the destination country.

Obviously, a working knowledge of the language or an interpreter will be needed in non-English speaking countries. Telephone books from other countries, although difficult to obtain, are helpful for locating individuals and understanding organizational structure of various institutions (for example, universities and city and national governments). They also indicate what businesses, industries, and agencies can be found in an area.

Although learning as much as possible about a country before outlining one's project and before arriving in the country are obvious steps, they are rarely followed. One Barbadian said with a mixture of frustration and sarcasm:

At least get a map . . . and learn to pronounce the names.

Contact the Appropriate Governmental Agency to Obtain Permission and Support for the Proposed Work

People planning to work or do research in another country must obtain legal permission from local agencies to do so. Obtaining permission can be difficult if the project is focused on sensitive issues, if it is of questionable value, or if the visitor's credentials and intentions are not clearly established. Working with a local counterpart and/or an international agency can simplify this process and lend credibility to the project. If these parties are interested and believe the proposal is worthwhile, they may be willing to contact the appropriate ministry or agency on one's behalf.

Informal communication with colleagues in the host country is important and often sets the stage for official working relationships and cooperative efforts; however:

[An] informal channel is going to come up against the formal structure sooner or later.

Research and development projects are more likely to be approved if the projects are consistent with government priorities and if the purpose and importance of the projects (especially to the local people) are clearly identified. The following comments illustrate this point:

I would like to know what you are going to do in writing.

It's like a game of chess; you have to play the game.

Setting up a project can take a considerable amount of time. Consultants and researchers are advised to make contacts early and to keep the communication open at all times.

Dialogue is always important—the cross-fertilization of ideas . . . We learn from each other and with each other . . . The more contact we have, the better.

Avoid Coming With a Ready-Made Package

A project or study can be well-designed theoretically, but *"useless as applied to the country."* Conceptualizing and designing projects on site, involving the local people will result in projects that are more likely to be mutually beneficial. Projects need to be designed for a specific country's conditions. Even within a region, cultural situations, resources, and the degree of development vary. International development agencies and individual outsiders often

make the mistaken assumption that projects can be transferred from one culture to another.

It may have worked in Africa, but this is not Africa.

Involve Host Country Counterparts in Planning and Implementing the Project

Working with local counterparts has several advantages. First, counterparts can help insure that projects take the local situation into account. They can help identify problems needing research and development. They can suggest appropriate approaches and may have access to knowledge and people which an outsider does not. Second, counterpart relationships provide opportunities for host country nationals to develop their skills and knowledge. Whether one calls it "transfer of technology" or "human resource development," training and educating host country nationals helps countries become less dependent on outside aid and more able to chart their own directions. Third, counterpart relationships can help people of different countries develop understanding and respect for one another.

The outside person can learn a lot as well . . . It must be a two-way process; one learns from the other.

Sometimes there are questions about the credentials host country counterparts should have. According to the people interviewed, it is unreasonable to expect local counterparts to have academic credentials similar to the outsider and, in some cases, such assumptions prove counterproductive to the project. It was noted that there may be:

. . . persons in the field who could run rings around you and they have no Ph.D.!

People in Barbados emphasized that truly collaborative ventures involved both parties (outsiders and local counterparts) in each stage of the effort. They said there should be openness in identifying procedures as well as purpose.

[There is a problem with] people coming in thinking, "This is it and nothing else will do."

They came in here with this inch-thick proposal—one that would use the resources of my office—and just asked me to sign it. That sort of sticks in the craw.

Listen to What People Say

Another recommendation is to listen especially to those involved with or affected by the project. *"Waiting a couple of minutes to listen"* can make a big difference in the effectiveness of one's work. Patience and willingness to spend time listening and learning can also help avoid inaccurate interpretations of events or findings. People who come for relatively short periods of time are more likely to misinterpret events, resulting in *"the problem of writing nonsense."* It's important to remember that concepts often have different meanings and applications in other cultures. An important example regarding the role of women in society was offered by a local scholar who pointed out that women's *"equality"* is culturally and historically defined. This concept means something different and actually looks quite different from culture to culture around the world.

Act Ethically in Conducting the Project

Although ethical issues permeate all of these recommendations, a few specific comments on ethical behavior are worth emphasizing.

When planning a project, it is important to ask the following questions: In whose interest is this project being conducted? Who will benefit from this project? Will the local people be better off because of this project? What motivations underlie this project? What will the short- and long-term effects—positive and negative—of this project be? Do I/we have the qualifications and resources to successfully achieve the project goals? Answering such questions requires coming to grips with the project participants' motives, goals, and skills and seeking a sound understanding of the cultural context of the proposed project.

As a result of some unfortunate experiences, Barbadians spoke strongly about the importance of obtaining permission to use names of individuals and institutions before including them in reports or other communications. In some countries, local persons' jobs or safety could be endangered by public association with foreign projects or ideas. Crediting local people for the work and contributions they have made to the project and providing accurate citations of ideas, data, and findings are equally important. This is especially important where efforts were truly collaborative. Local colleagues need to be acknowledged.

Be Sensitive to the Prevailing Etiquette and Professional Courtesies

Ethnocentricity often interferes with the awareness that etiquette is culturally determined. For example, in some cultures formal titles are used to a much greater extent than in the United States. Attire for work might be more narrowly prescribed and strictly observed. Appropriate channels and lines of communication vary from culture to culture, but are important to follow.

Paying a visit to the U.S. Embassy shortly after arriving in another country is always advised. Embassies often receive inquiries about the purpose and location of U.S. citizens working in

the host country and are notified in the case of a family emergency in the home country. Embassies also are unable to offer assistance in cases of medical or legal emergencies if they are uninformed.

Respect the Limitations of the Country's Resources

Outsiders are advised against assuming that valuable resources such as staff time and written materials are readily available or available at low cost. Generally, budgets are tight and workloads are heavy. Photocopying is expensive. Local staff suggested that outsiders request no more than one copy of any written material and offer to pay for it. On returning home, make multiple photocopies and send them back to show respect for local resources and appreciation for their help. Local staff people have to consider whether ". . . the persons who are coming are giving a contribution themselves of labor, time, or funds."

Resources should be matched, rather than drained.

Consultants also need to recognize the resource and environmental constraints faced by the people to whom they are giving advice. For example, agricultural consultants sometimes forget that the farmer doesn't work in an ideally controlled environment.

He [or she] can't tell the Lord, "Only send a half inch of rain this morning, Lord."

Avoid Duplicating Efforts Wherever Possible

The study or project one plans to undertake may be in progress or already completed. Early in the planning of a project, researchers are advised to check with local research institutions,

agencies, or individuals to avoid "*reinventing the wheel*;" local resources are too precious to duplicate efforts. Databases outside the country might also contain subject-specific information that directly relates to a particular topic or project.

Conduct the Study or Project in Phases Rather Than One Continuous Block

Several people recommended that, if at all possible, a visit be made to the host country to assess the situation and work with local counterparts in developing a project plan. The outsider might then return home to reflect on findings and continue to communicate with the counterpart in the host country, to make preparations for future visits. The remainder of the project may also be conducted through intermittent visits to the host country, with the local counterpart conducting the project in the interim. This approach makes it possible to work cooperatively and sensitively with the counterpart, allows the counterpart to develop expertise, and allows time for revisions as necessary.

Disseminate the Results of the Project

Because the recommendations of most studies or projects cannot be implemented without political action, policy makers should be informed of one's work and its implications for future planning. Send reports to those participating in the project as well as to other agencies or individuals who might benefit from awareness of the effort or of its findings. Dissemination not only contributes information, it also links people and institutions through their knowledge of mutual interests and goals.

If you identify a problem, make recommendations.

Why test 25 varieties of onions and keep the results all to yourself?

The most common criticism heard was that, far too often:

You never see the final report.

Follow-Up and Maintain Contact After the Project is Completed

Maintaining contact after the project is completed reflects commitment to the project's purpose. Often there are important details to complete after the project comes to an official end. Materials might need to be published, other information exchanged, or acknowledgements sent. Procedures that do not include follow-up arrangements or keep people in the host country informed after the project is over ". . . turn people off like a light switch."

Problems to Address

[Projects are] . . . always very good for you, but not necessarily good for us.

The extent to which an international project is successful is directly linked to the kind of problem addressed. Projects that help alleviate the fundamental problems of the host country are considered worthy of support. In tackling these problems however, outsiders are reminded that their role should be supportive and should encourage the self-sufficiency of the local people.

It's important to get the nationals to help themselves.

Research or assistance not attuned to the need or previous efforts of the host country is irrelevant, impractical, and a waste of resources.

. . . a particular man might have a bee in his bonnet about something and [he] can use public funds to prove his point on some abstruse thing.

Some of the fruitless efforts made in Barbados resulted from lack of understanding about the true needs. This happened when there was not an in-depth understanding of the local situation.

We have a number of small farmers who have traditionally produced vegetables. When big farmers have trouble and they diversify into vegetables, [then] small farmers have a problem. We can glibly talk about diversification, but the major problem is marketing.

If you cannot identify clearly that a need exists, it is like stabbing in the dark.

Going to a host country to conduct research that fits one's own interests or to test one's own theories regardless of the usefulness of the results to the host country is unacceptable.

Research should not be done for research [sake], but for [that of] the problem.

. . . always very good for you, but not necessarily good for us.

People in Barbados also emphasized the importance of taking the political dimensions of a problem into account before undertaking a research project. This includes being sensitive to the effects of the process of the study as well as making responsible recommendations. For example, unsolicited efficiency studies that evaluate a particular agency or department can provoke opposition because of the potential repercussions for local employees and institutions. In contrast, effective projects were seen as including a policy component.

. . . The project may be well conceived and implemented, but to be effective it must [lead to] political decision-making.

Findings will not help improve practices unless they are supported by policies of the country. Therefore, official cooperation in designing the project and using the results is essential.

In summary, local people believe that needs identified by people from the host country—rather than the self-interests of the outsider—should be the driving force in determining problems to be addressed, whether using inside or outside resources. When we asked the local people what problems would be important to address, they suggested variations on at least 16 different problems. A list of these problems is found in Appendix B.

Other Considerations

It must be a two-way process; one learns from the other.

Individuals and institutions that engage in international development work in a developing country expect to profit and learn from the experience. They also hope the local people will benefit from their efforts. Individuals and institutions in the developing country expect outsiders to be well trained and to leave them with workable technologies, ideas, and policies. They expect their contacts and work with an outsider to enhance their personal knowledge and status. Local individuals and institutions also hope that their people will benefit from their work. Mutual respect and support are critical if all parties' expectations are to be fulfilled.

Locals presume that outsiders possess the technical skills to do the prescribed job. Nothing in this handbook is meant to diminish the importance of those skills or the importance of using them to the best of one's ability. What this handbook does suggest is that numerous professional, cultural, political, and personal blunders can counteract the best technical advice. Anyone who has visited a developing country—from the curious tourist to personnel with the largest international development agencies—has committed some of these blunders. They can be minimized, however, by learning rudimentary facts about the country and its people, treating people with respect and dignity, and proper planning before arriving on the scene.

To assist in pretrip planning, a checklist of things to do before going to work in a developing country follows. Most of these items are routine to the experienced development worker and/or international traveler, but the first-time traveler to a developing country may find the list will save time, hassles, or misery later.

Suggested Arrangement Before Leaving for a Developing Country

I. Regarding the project:

- Identify and contact funding source.
- Identify and contact a local counterpart.
- Identify and negotiate with a sponsoring institution.
- Identify and contact appropriate ministry or governmental agency.
- Identify your goals and length of visit.
- Identify local resources and data sources.

II. Regarding immigration requirements:

- Obtain a passport from the U.S. Passport Service. Application is usually made in a local Post Office or county court house.
- Obtain a visa from the embassy of the host country (if needed).
- Obtain a work permit from the host country (if needed).
- Learn the health requirements and obtain necessary inoculations sufficiently ahead of departure. (Check with the State Health Department or an international travel clinic).
- When returning home, retain enough currency from the host country to pay airport exit fees.

III. Details that affect work:

- _____ National holidays/hours of work/days of work.
- _____ Sacred events/religions/taboos.
- _____ Weather/seasons.
- _____ Legal precautions/local law enforcement methods.
- _____ Local living expenses and arrangements.
- _____ Safety precautions such as the need for escorts or company when traveling or leaving your hotel at night or in the daytime.
- _____ Photography (acceptability, what should not be photographed).
- _____ Clothing (comfort and protocol, for example, shorts or sleeveless blouses may be unacceptable attire for women in Moslem countries).

I. Practical considerations:

- _____ Transportation (availability, special driver's license, safety).
- _____ Communications (availability, hours, cost).
- _____ Food and drink (safety, hours, availability, and cost).
- _____ Toiletries and sundries (availability and cost).

- _____ Electrical appliances (need for converters and adapter plugs).
- _____ Recreation (availability and customs).
- _____ Medications (availability and what to bring).
- _____ Monetary exchange rates (acceptability of specific credit cards).
- _____ Language (need for interpreter).
- _____ Marketplace transactions (are quoted prices to be accepted or is one expected to bargain).

Suggested Readings

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Appendix A

Interview Structure for the University Women in International Development Fellowship Project in Barbados, July 1985:

- I. Identification
- Introduction of ourselves.
Clarification of purpose.
Who are they, what is their work?
Have they been associated with any projects?
Have they been associated with research and development organizations?
- II. Attitudes
- What are their feelings about such efforts?
Are the efforts viewed as positive?
Negative? Useful? Beneficial?
Troublesome? Why?
What project(s) seemed to be most effective? Why?
What project(s) seemed to least effective? Why?
- III. Problems
- Who should determine what problems are addressed?
What research or development is most needed? What difficulties are involved?
What projects would be most difficult to accomplish? Easiest?
What resources or data would be available to persons undertaking such projects?

IV. Procedures

How are research or development projects initiated here?
Are there special requirements that persons from other countries must fulfill in order to do such work?
What procedures or approaches tend to cause problems when collecting field data, or working with governmental and educational projects?
What do you think would be the best way to approach and conduct a project?

V. Recommendations

What general advice do they have for persons wishing to begin a cross-cultural project?
What is the best way to learn about sensitive issues that may be political, ethical, cultural or that may be perceived as evaluative or critical?
What roles and responsibilities may be involved for research and development persons from other countries?
What should be considered first?
If you could change three things about the efforts you have observed, what might they be?

NOTE: In each of the areas of interest, extensions related to women in development were included.

Appendix B

Important problems that need to be addressed as suggested by interviewees in Barbados, July 1985:

Characteristics of attitude change

Opportunity structures for various constituencies

Differential impacts of development

Job labor market analysis

Effects of structural change in institutions

Characteristics and context of entrepreneurship

Critical evaluation of previous projects

Family adaptation and change

Effects of programs for school-age parents

Unemployment of youth

Opportunities for agricultural diversification

Foreign exchange problems

Assessment of agricultural industries to develop incentives for employment in agriculture

Relationship of price and demand for various agricultural commodities

Small-scale technology for use by women on farms and with food processing technology

Education for work