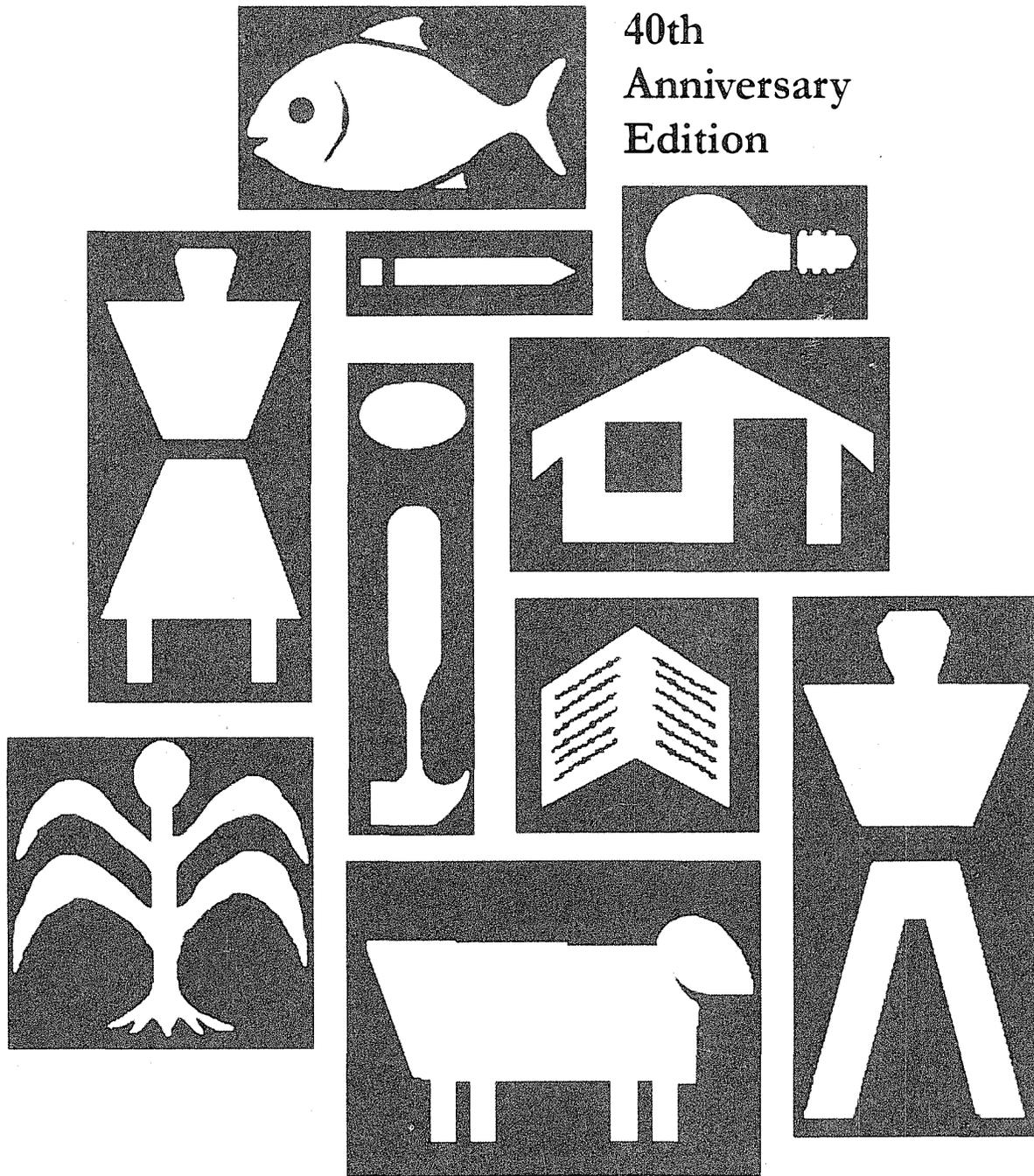




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Dissertation Abstracts 1971-2008



Center for International Education
School of Education, University of Massachusetts, Amherst

Dissertation Abstracts 1971-2008

Center for International Education
School of Education
University of Massachusetts
Amherst, Massachusetts 01003

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PREFACE

This is the Sixth Edition of the Dissertation Abstracts of the Center for International Education (CIE). It contains abstracts of all the doctoral dissertations completed from 1971 through the academic year ending in June 2008, marking CIE's 40th anniversary. As a program in the School of Education, CIE offers graduate level training for Masters and Doctoral candidates in the fields of Development Education, Nonformal and Adult Education, Literacy, Community Development, and Global Education in both international and domestic contexts.

The abstracts reflect the values that inform the curriculum, the research, and the practice of the Center: the theory and practice of liberation, consciousness-raising, literacy and popular education, empowerment, social change, the feminist perspective, an emphasis on qualitative, participatory and action research methodologies, and a developing interest in education in emergency situations or fragile states. The emphasis on the human component of development reflects the ongoing commitment of CIE to study and implement educational processes which increase the learners' control over their lives.

The abstracts are presented in chronological order based on dates of graduation and are numbered sequentially. Abstracts are indexed by the author's name in the Author Index, and by geographic location and also by topic in the Subject Index. To locate a particular abstract, find the author or topic in the index and then use the sequence number to find the abstract in the text.

The full text of the dissertations is available from ProQuest and other web services as well as in the W. E. B. DuBois library at the University of Massachusetts, Amherst. Several the dissertations have been published by CIE and are available from our publications department. The names of authors of dissertations published by CIE are marked with an asterisk in the Author Index. This edition of the CIE Abstracts may also be purchased from CIE Publications.

Thanks to Laureen Pierre who spent many hours adding the new abstracts, revising the indices, and cleaning up the format for this edition. We are also indebted to Darren Hertz for the new cover design.

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1. **Alternatives in African Education: The Need for a Synthesis Between the Traditional and the New Systems**

Chukwuemeka Manuwuike

Chair: George E. Urch 1971

At the present time, most African countries have achieved independence politically, and to gain cultural and economic independence, they look to their schools and the power of education to help solve some of their problems. But the schools, whether by design or by default, have been dysfunctional.

It is assumed that the present educational system in most of former colonial Africa is alienating the "educated" Africans from their heritage. It is such that it is divorcing its participants from the society it purports to be preparing them for. This is due in part to the "colonial mentality" which has conditioned Africans to think "white" and to look for some extra African *raison d'être* in their native African environmental phenomena.

The entire continent of Africa, blessed with historic cultural wealth, is a museum where priceless art treasures of ancient civilizations and untouched natural resources combine to form a "school." Oddly enough, colonial education has bypassed this, and has rather tended to ridicule the heritage of Africa's past.

It was hypothesized that:

- a) If the educated African is alienated from his culture due to his educational patrimony from Europe, an autochthonous educational system might help alleviate this problem.
- b) Since the term "education" means different things to different peoples, the traditional African educational systems are better suited to the Africans than the superimposed European ones.

The first portion of the study dealt with the zephyrs of change, focusing attention on the prelude to educational imposition on Africa. It explored how the foundations of African education were primarily designed to strengthen Africa's service to Europe. Based on European ethnocentrism, illusions, and myths of savagery about Africa, a purely paternalistic education was perpetuated. The next phase explored how this European "civilizing"

mission has failed and proven illusory in terms of contemporary African cultural renaissance. Africans are beginning to realize that in order to move faster in this modern world fashioned for them by Europeans, they must go back in history to recapture their originality and gain momentum. The alienation of the educated African was researched through African writings. To supplement this, groups of Africans were interviewed in informal sessions to find out if, and to what extent, their Western-oriented schooling has helped or hindered them from understanding their culture. The results showed conclusively that a majority of those interviewed felt that their education has not helped them at all in relating to their own townspeople and understanding their customs; rather, it has robbed them of their "Africanness." The few who said it has helped them in one way or the other mentioned that it has helped them to understand and cope with the Europeans and to appreciate the values in their own African cultures. The traditional education in pre-colonial Africa was examined, touching on the philosophy, the systems, the curriculum and methodology of teaching and learning, the educators, the cherished values, and the skills acquired.

In traditional Africa, the home and the community took care of many of the academic and professional subjects that are now commonplace in the schools. In order for the present schools in Africa to justify their existence, they owe it to themselves and more so to the African communities, to reorganize along purely African community lines to determine how best to meet or supplement those other needs of the community in a way some other agencies are not. The role of education will then be the most important one when everyone in the community is involved and feels compelled, in the most original African to devise, sponsor, and implement programs designed for the benefit of all.

2. **The Flexible Curriculum: A Practical Experiment in Restructuring Higher Education**

Philip R. Christensen

Chair: David R. Evans 1972

Since 1968 the School of Education at the University of Massachusetts has been committed

to innovation through alternatives. The formal educational system in the United States is based on a set of unquestioned assumptions which have locked schools into a single way of doing things. No one knows whether traditional approaches to teaching and learning are the best or the worst possibilities. At the moment, they are the possibilities.

Resolution of the problem requires two things: the vision to imagine and define new educational techniques, and the courage to test them even at the risk of failure. This has been the School's basic goal. The Flexible Curriculum is but one of the alternatives produced by this endeavor. It is certainly not the most radical, for it shares some very basic features of the existing means of packaging instruction. Yet it is not a trivial modification, either. By expanding on the simple expedient of dividing credits into smaller modules of credit, the innovation adds previously unrealized flexibility to the options available for faculty, students, the community, and the institution itself. Curricular format can be determined by content and individual aptitudes, instead of content and aptitudes strictly constrained by format. Furthermore, a carefully planned administrative system allows such freedom within the larger context of a traditional credit system. The translation of modular records into regular course numbers and credits means that this alternative is available to all institutions of higher education ready for change but unwilling to rush into a radical break with the past.

"The Flexible Curriculum: A Practical Experiment in Restructuring Higher Education" is a written description of a project dissertation. It is divided into two major sections. Chapter One is general background. It includes a historical perspective on the credit system in American education, an overview of the mechanics of modular credit, an analysis of the idea's advantages and disadvantages, a discussion of its development at the School of Education, suggestions about the concept's curricular implications, and proposed evaluation mechanisms. Chapter Two gives a detailed description of how the Flexible Curriculum is organized and administered. In essence, it is a blueprint for change. In its entirety, the document offers a plan for a workable structural alternative in higher education, one that shows promise of improving the quality of teaching and learning at this level.

3. **A Case Study of a Model Teacher Training School in Ivory Coast: Student Characteristics and Participatory Behavior**

Stephen Hall Grant

Chair: David R. Evans 1972

The study is based on a problem which is expressible as three research inquiries. They all refer principally to one population: the students training to be primary school teachers at the *Ecole Normale d' Instituteurs* in Bouake, Ivory Coast during the academic year 1970-1971. The first inquiry is of the descriptive nature: how can student participation be operationally defined and then measured? The second inquiry is partly descriptive and partly analytic. Little information is available on the student population. Who are they? More precisely, what are some of their demographic, experiential, and attitudinal characteristics? The third inquiry is exploratory: do some of these characteristics demonstrate relational properties with participatory behavior? That is, are there relationships between the students' levels of participation (dependent variable) and various other characteristics (independent variables) which they exhibit?

The Ivory Coast government has recently launched a massive program of educational reform centered around televised broadcasts to primary school classrooms. At least three specific reasons can be advanced for collecting data such as those in the present study in the early stages of the educational television project. Having launched the project, the Ivory Coast government's best interests are to help it succeed and be worth their substantial investment. Data can be used in a feedback process to help in decision making on the level of the ETV project authority. Second, other African and developing countries will want to learn all they can from the Ivory Coast experience if they are contemplating reforms in their educational systems. Third, the Ministry of National Education has formulated several objectives for its reforms: one concerns the active participation of students.

Student participation was defined by the total population of 125 students. Students contributed sentence-completion items describing the behavior or attitudes of the active participant in their training program. The author guided the development of fifty screened criteria. Students used this instru-

- B. We made agreements with six organizations to use the materials with our assistance. These included the Department of Adult Education, a co-op federation, an Ecuadoran volunteer organization, a training organization, community groups, and a radio school program. About a dozen other groups made use of the materials on their own after an initial demonstration. We then monitored the use of materials and results obtained in the course of the year.

We have reached the following conclusions after the first year of the Ecuador Nonformal Education Project:

- A. A felt need for literacy is a sufficient motivating force to bring a portion of the people in a *campesino* community together for daily meetings for a period of several months.
- B. *Campesinos* without extensive training can conduct meetings of their peers, and are acceptable to them as "facilitators" who eschew traditional leadership behaviors.
- C. Rural populations have little difficulty entering into dialogue and reflection on topics that arise from their literacy exercises.
- D. The combination of literacy and dialogue facilitates movement of these groups toward development planning and to action on concrete projects.
- E. Not only the facilitators but also other participants in the classes can change their behavior vis-a-vis authority figures, becoming more efficacious in their dealings.
- F. The above process is aided by games to reinforce learning, to conceptualize relationships, and to break down stereotypical images of the learning situation.
- G. Facilitators can design and run training courses for *campesinos* from other communities, thus creating new cadres of facilitators.
- H. The dialogue concept can be technologically extended to radio schools through the use of cassette tape recorders as a feedback device, allowing participants freedom to decide what they wish to do with the recorder. This seems to have some effect on self-image.

- I. Organizations and individuals involved in development education are open to new ideas and techniques, and will pick up on them for use in their own programs without external incentives.
- J. Basic educational needs in rural areas of the third world can be satisfied by non-professional educators using materials which promote participation and dialogue.
- K. A combination of *campesino* federations, co-ops, radio schools, and other institutions can lead to the formation of a complementary national network of learning situations, each institution serving different populations at the basic education level, and building on basic learning with specific information and skills pertinent to the institution's goals and the *campesinos'* choice of activities in which they want to participate.

These conclusions and implications will be of interest primarily to an audience already involved in development education activities in the Third World. Program administrators and ground-level practitioners should find it a compendium of useful ideas—some of them fresh, others simply new variations of existing approaches.

6. The Black College as a Contributor to the Intellectual Common Market: Readiness of Faculty and Students of the Black College for International Involvement

Cynthia Norton Shepard

Chair: David R. Evans 1972

The primary concern of this research is for the world crisis in education, defined as the great disparity which exists between the hopes of individuals and the needs of society on one hand, and the capabilities of the educational systems on the other. The problem investigated by this study is the lack of involvement of America's black folk in seeking solutions to the world crisis in education.

Both the purpose and the need of this study are to assist the black institution in an objective judgment of its own performance in terms of the stated problem.

The a priori assumption of the study is that institutionalized racism is as worldwide and as critical in proportion as the crisis in education. The focus is, however, upon the black institution in particular and the black scholar in general, in an attempt to pinpoint attitudinal variables within the population which may be significant contributors to continued non-participation of Black Americans in America's foreign affairs.

One black institution was selected from 111 for the research setting, the selection criteria being at least 4500 student enrollment; institutional vitality evidenced by increasing student enrollment, accreditation status, size of current federal grants, number of Ph.D's; percentages of rural, foreign and white students, types of degrees, etc. With regard to enrollment, types of degrees awarded and age, Texas Southern University is atypical; in terms of clientele, mandate, structure and lifestyle and geographical location, it is representative of most.

A random sample of 87 was drawn from among the 265 administrators and faculty through structured interviews; a selective sample of students was drawn from graduate students in education. The interview protocol took the form of an open-ended questionnaire, responses to which were recorded by the investigator in the presence of the subjects. Interviews ranged from thirty minutes to one hour. The student instrument also was open-ended, and was administered only once to 135 students in four classes meeting simultaneously. An average of thirty-five minutes was required to complete the instrument. The total data-gathering process covered a nine-month span, beginning with testing of the initial instrument in October 1970. The bulk of data was gathered from April to June, 1971.

Questions asked of the data were: What are the prevailing attitudes of faculty and students toward participation in the international field? What are the perceptions of faculty regarding the role and capabilities of college administration for international participation and how do these relate to faculty's aspiration for international involvement both for themselves and their students? Does a relationship exist between the knowledge and attitudinal factors of both groups and how do these factors relate to non-participation? How knowledgeable of international agencies and opportuni-

ties are faculty and students on a typical black college campus?

It was hypothesized that a significant interest in international involvement would be found within the sample population and that knowledge of foreign affairs would be limited, with little if any awareness of international agencies and their functions. The investigator expected to find a minimum of experiences among faculty especially among non-Western nations and that the majority of students would not have traveled outside the South. The factors of non-involvement as assumed by the researcher would be a preoccupation with traditional preparation and role counseling by faculty, a preoccupation of students with urban, racial problems in their immediate environment which precluded international participation, a disparity between the attitudes of faculty and students regarding international relationships and between faculty and administration.

Univariate distributions were attained for each questionnaire item separately by faculty and students. Cross tabs were established according to stated hypotheses and the chi square test was applied to each at the .05 level to determine whether relationships were significantly different from chance.

Data revealed 40.2 per cent of international experience among faculty, the greater percentage in Africa and Asia. Significant difference was found in positive and negative attitudes of faculty toward administration, in white and black attitudes and levels of knowledge among student sample and between faculty experience and geographic selection by students. All of these areas suggest the need for further research. In other relationships tested, the difference in frequencies approached significance at the .05 level, but was found to be too small to be significant for the sample size used. It can be assumed that for larger samples, significant differences would be found.

The researcher concludes from the data that reliable mechanisms must be established to investigate causation and to overcome the factors of suspicion and mistrust of administrative motives, the lack of knowledge and social consciousness among students, and to educate the private and federal benefactors of the black college to its particular needs with regard to institution

building and development. Although the conclusions are generalizable only to Texas Southern University, it is assumed that were this study replicated in another black college setting, the same conditions would be found. The major conclusion of the research is that the black college, as a major contributor of black potential to be utilized in finding solutions to the world crisis in education, is attitudinally ready for institutional participation in the international arena.

7. Black and Ethnic Studies Programs at Public Schools: Elementary and Secondary

Raymond H. Giles

Chair: David R. Evans 1972

(Unofficial Abstract)

This dissertation analyzes the effects of racism in the American school system and advocates for the introduction of Ethnic and Black studies programs.

Chapter I presents an overview of the problems of racism in the formal school system and looks at issues surrounding Minority Studies programs.

Chapter II presents selected case studies of 4th, 5th and 6th grade students in central Harlem elementary schools regarding their impressions and attitudes toward Africa after nine months of Heritage Classes.

Chapter III looks at the organization of Black and Ethnic studies programs in selected high schools in Cleveland, Ohio, in Madison, Wisconsin, in Detroit, Michigan, and in Los Angeles, California.

Chapter IV examines the methods and materials used in the implementation of a Black studies curriculum. Chapter V offers a summary and conclusions of the study along with recommendations regarding the improvement of Ethnic and Black studies programs.

8. Competency-Based Leadership: A Conceptual Model and Case Study

Ronald E. Bell

Chair: David R. Evans 1973

This study focuses upon the evaluation of a conceptual model for competency-based leadership. It is based upon the experiences of the Sixth Cycle Teacher Corps project undertaken jointly by the University of Massachusetts and the Providence School Department, Providence, Rhode Island, with the assistance of Rhode Island College, also in Providence, Rhode Island.

The project provided a competency-based training program for sixty-eight interns and team leaders in the areas of individual and team teaching, competency-based education, affective education, community-based education, African Studies and curriculum development, as well as other areas of individual interest. It began in July, 1971 and ended in August, 1973. Corps members worked in teams within eight middle schools in Providence, Rhode Island, principally teaching and developing new curricula in African Studies and cross-cultural education. Participants in the project included Black and White Americans with previous experience in Africa (principally through the Peace Corps), Black Americans with no prior African experience but very much concerned with the role of African Studies in American schools, and Black Africans, principally from non-independent areas of the African continent.

The study begins by describing the reasons for and limitations of the study, reviewing the state of the art with regard to competency-based approaches to education, and by summarizing the primary antecedent conditions among the project's institutional partnership which affected program planning. This section is followed by an analysis of the management assumptions and strategies selected by the planners in the proposal submitted for the project. The second major section of this study reviews the principal research literature about management theory and leadership models, and discusses their implications for educational leadership.

The third section of the study analyzes the strategies utilized by the project for building institutional partnerships and negotiating institutional conflict, and presents a typology of institutional conflict. Particular attention is paid to the emergent roles of competence and consensus as prime dimensions of project leadership, and the project's problems in the areas of goal-setting, assessment and evaluation.

The final section of the study sets forth a conceptual model for competency-based leadership. Included are a hierarchy of leadership environments, the roles and definitions of competence and consensus, the essential dimensions of a competency-based leadership model, and a discussion of the implications for educational managers in implementing such a model.

By sharing a conceptual model and case study, the author hopes to offer educational managers a unique alternative to traditional management systems, particularly educational managers interested in pursuing competency-based learning systems and/or adaptive modes of education.

9. "Education for Global Survival:" An Examination of a Curriculum Concept

Stephen Eves Guild

Chair: David M. Schimmel 1973

There are several basic themes to this work: that the world is a globe and that there is a systematic operation of its parts; that physical survival, as well as psychological survival and the quality of life, are major issues today and of the future; and that people can change and that education is an important part of that change.

Generations have learned to view the world in a particular way: one in which the various parts—land forms, nations, individual tribes and social groupings, animal life, etc. generally are seen as separate entities, with little relationship to each other. Another way of viewing the world, however, is through the "Spaceship Earth" image.

Many have spoken of a "world society," of a "global society," both of which have emotional and political connotations. A less controversial term is "global system." At present most individuals do not view the world as interrelated parts which are necessary for the operation of the system. A curriculum which prepares individuals for today and tomorrow should present the world in terms of a global system.

There are some basic ecological principles which are useful for understanding environmental relationships, and as an extension, the global survi-

val curriculum. These are "Everything is Connected to Everything Else," "Everything Must Go Somewhere," and "There is No Such Thing as a Free Lunch."

Some specific concepts, which are important in designing a curriculum, emerge from these ecological principles, from The "Spaceship Earth" image, and the idea of the world as a global system. These include interrelatedness, variety and similarity, finiteness, continuity and change, competition and cooperation, systems and patterns, and others.

A curriculum cannot be based only upon concepts. It must have related content. Five major issues, which are common throughout much of the current related writing and which promise to be issues of the future, form the areas of content of the curriculum:

- a) war, peace and world order;
- b) population;
- c) resources and their distribution;
- d) environmental deterioration and economic development;
- e) cross-cultural communication and conflict.

The content of a curriculum and the process of teaching and learning are related. A global survival curriculum should give as much attention to the process of learning as to the knowledge or facts that are being learned. A crucial element in such a curriculum is the way values and attitudes are dealt with. Any action resulting from an acceptance or rejection of the concepts and content of the global survival curriculum is an expression of certain values and attitudes. Students should be aware of what these values are and how they can make these choices.

There is a background of "international" education and ecological and environmental education in American schools. In addition, there have been a number of curriculum materials produced by public and private concerns which are valuable sources for both comparison with and use in a global survival curriculum. And finally, there are some original specific curriculum materials, including case studies, simulations, and critical incidents which can be used for in-service teacher training and regular classroom teaching.

Summary - There are five major foci to the work: (1) the rationale for the combination of "international" and environmental education concepts in a single curriculum (2) the definition and review of the content of a global survival curriculum (3) the attention given to the process, values and attitudes in the proposed curriculum (4) a survey of current "international" and ecological and environmental curriculum materials (5) specific examples of teaching materials for a global survival curriculum.

10. Societal Relevance: An Issue in Rural Primary Education

John D. Hatch

Chair: David R. Evans 1973

The reason for the lack of societal relevance in rural primary education in newly independent countries is developed in the first part of the dissertation. The second part explores what one country, Tanzania, is doing to combat this lack, and examines issues that must be resolved if the lack is to be overcome. The problem of the lack of societal relevance has its roots in the conflict between the formal educational systems inherited from colonial governments and the needs of the newly independent countries.

The desire for access to education is particularly strong in the developing nations. This is strong because schooling has historically led to salaried employment and concomitant escape from a peasant's life and increased prestige and wealth. The demand for an increased availability of schooling was one of the first met upon the attainment of independence by a country. Lower level government-sponsored jobs were rapidly filled, and primary education alone no longer assured the desired employment. The expectations of the schooled youth and their parents, coupled with the schooling process often succeeded in the alienation of the youth from traditional cultural values and practices. The youth did not desire to return to the life of a peasant. This conflict suggests that a basic examination is needed of the primary school process—what is taught and how it is taught.

An examination of the educational process should be made both in light of the needs of the government for an educated and productive population and in light of the needs of the individuals, and the

communities which may be providing the education for the students. Education which has societal relevance is education which maximizes the opportunities for achieving those defined goals and needs and which minimalizes non-goal directed processes.

National educational programs and attempts by individuals to develop educational processes which are more societally relevant than prior or existing programs are explored through short case studies. China, Peru, and the Israeli kibbutz system are the national cases examined. Selected schools and educational programs in Anglophone Africa are looked at for the goals and means by which the programs attempt to provide societally relevant education. These briefcase studies are followed by an in-depth presentation of Tanzania's educational history and present philosophy of *Ujamaa* Socialism. The presentation examines what Tanzania faces in the government's struggle to provide an educational system which is more societally relevant. The problem which one Tanzanian *Ujamaa* village might have with the development of a societally relevant educational program for a primary school are examined through the format of a play. The characters of the play are prototypical villagers who hold meetings as the village's School Committee. The concerns expressed and the programs developed in the dramatization are discussed subsequently. During that subsequent discussion, special attention is paid to the issues involved in planning and introducing alternative educational programs, and how those issues might be approached by educational planners.

Three models for a rural primary school's educational program in Tanzania are then delineated. These models reflect different points along a spectrum of societal relevance. The determining factor for the differences between the models is the degree to which the villagers have been successfully socialized to the new national norms and goals, and away from the colonial model of education. The final chapter examines both the differences in the extent of socialization amongst the models, and how those differences effect the design of the educational programs. The role that socialization to new national norms plays in the case studies is likewise briefly examined.

The author's conclusions are that a societally relevant educational program must be tied to

national norms and goals. A socialization program is necessary if knowledge about the national norms and goals are to be disseminated and rapidly accepted. The more successful that socialization process is, the more likely a societally relevant primary educational process will be adopted in rural areas.

11. Provision for Adult Literacy Instruction in England

R. Michael Haviland
Chair: George E. Urch 1973

The specific objectives of the Provision for Adult Literacy in England study are:

First, to establish a comprehensive list of the publicly and privately administered adult literacy programs in England;

Second, to collect data about the adult literacy programs and to analyze that data with a view toward indicating the major directions of the programs as regards their administration, teaching methods and materials, tutor training and financing.

These objectives are achieved through three activities: a library search of the published documents which treat the subject of adult literacy; the compiling of a comprehensive list of the adult literacy instruction programs in England; and, the collection and analysis of basic data about the adult literacy instruction programs on the basis of information obtained via questionnaires sent to each of the literacy programs. The background information indicates that there exists in England a substantial number of people, perhaps as many as two million, who can be classified as either "illiterate," that is, having a reading age of seven years or less, or "semi-literate," that is, having a reading age of between seven and nine years of age. It further reveals that since 1960 the reading levels of school children aged eleven and fifteen, which improved from 1948 to 1960, are no longer improving and that the number of fifteen year olds in England's supported schools who are classified as "illiterate" and "semi-literate" is growing.

There are privately and publicly administered adult literacy instruction programs in England which

seek to assist adults who have reading difficulties. Since no comprehensive list of these programs existed, a list of the individual programs was compiled as part of this study. In all a list of 384 programs thought to provide adult literacy instruction was compiled.

A questionnaire designed to obtain basic information regarding the administration, teaching methods and materials, tutor training and financing of the programs was distributed to each of the listed programs. There were 239 questionnaires completed and returned. From these questionnaires a directory of the programs was compiled and an analysis of the information contained in the questionnaires was completed.

Some of the important findings of the study are as follows:

- A. The number of adult literacy instruction programs has grown from less than ten in 1950 to more than 230 in 1973. Growth has been particularly rapid since 1967;
- B. During 1972 at least 5,170 adults received literacy instruction;
- C. There are approximately 1,900 tutors teaching adults. Of these half are teaching adults on the one to one ratio, and approximately one half are working as volunteers;
- D. The largest number of programs in the study provide two hours of instruction weekly. Few programs provide more than six hours per week;
- E. Classes for adult illiterates tend to be small, (5-10 students). The importance of individualized instruction is widely recognized and fifty programs utilize it exclusively;
- F. The tutors tend to depend on home produced materials for instruction but do use various books and reading schemes such as the SRA International Reading Laboratory and the Sound Sense Series. Tape recorders are the most commonly used audio-visual equipment;
- G. The training of tutors specifically for adult literacy work is not common. Where it exists it usually consists of a few evening discussions about teaching problems;
- H. The vast majority of the programs are receiving the financial support of their local education authority or from the Home Office.

There is an increasing awareness of the adult illiteracy problem at various levels in England but that the present provision is inadequate to deal effectively with the magnitude and complexity of the problem.

**12. School Beyond the Village:
A Study of Education and Society in
Northeastern Thailand**

Henry Cobb Holmes
Chair: Emma M. Cappelluzzo 1973

This is a study of the meaning of rural schooling to northeastern Thai villagers, as well as an exploration of the school's function in reducing the economic imbalances between the Northeast and the rest of Thailand. Intended as a contribution to a broader study of Thai primary education conducted by the National Education Commission, and assisted by the Ford Foundation, the study involved eighteen months of village field work in Thailand.

The background of the study was the Thai government's important program to extend primary schooling from four years to a minimum of seven for all children, based partly on principles of the Karachi Conference of 1959. At a time when the government scheme is now expanding rapidly in Northeast Thailand (a traditionally poor area), the study examines the attitudes among parents toward education in general, and in particular to the more advanced primary schooling being offered. The study findings were intended to illuminate (1) parents' aspirations toward an important educational program; (2) ways in which Thai rural talent is selected in (and out of) the potential mainstream of society at this stage, and why; and (3) the potential social effects from those who do take up this further schooling.

Principle hypotheses are that parents are basically satisfied with what their local school is doing for their children; but once they have aspirations for education above grade 4, they face certain Thai social-economic realities whereby they will want more than just the prathom-7 certificate; only a M.S. 3 (10th grade certificate)—or higher—will do.

Study methods were participant-observation plus some formal questionnaires. One questionnaire asked villagers to compare several types of Thai schooling on the basis of seven crucial Thai educational values: prestige, knowledge, disciplined behavior, improved farm skill, increased income, literacy, and religious merit. A second questionnaire compared children's academic rankings, socio-economic characteristics, and attitudes between a random sample of 30 families which had sent children *toprathom* (grade) 5, and 67 which had not done so. Socio-economic "profiles" were thus derived for both groups. Correlations were made among the characteristics, plus a multiple regression analysis.

Findings were as follows: Socio-economic factors (i.e., phenomena beyond a child's control) play a large part in the selection for further schooling, especially father's education, occupation and whether a male sibling has already had advanced schooling. But academic performance, as currently measured, was found to be more highly correlated to continuation than any of the environmental factors. Boys stood a better chance than girls for continuation.

Villagers appraised *the prathom-7* certificate as having little *prestige per se*, and of no value in finding a job. Every parent who had sent his child beyond *prathom-4* intended to support that schooling up to at least M.S. 3. No villager saw upper primary school as preparation for farming as a career.

The prospect of numerous *prathom-1* leavers unable to find satisfactory jobs until a much higher level, is not a promising one in a regional area where the economy and employment are growing more slowly than education. The society has also perpetuated educational values oriented toward civil service, which do not square with social and economic realities of modern Thailand.

**13. Through Middle Eastern Eyes: The
Development of Curriculum
Materials on the Middle East**

Robert P. Pearson
Chair: George E. Urch 1973

This dissertation documents the process of building curriculum materials on the Middle East by organizing and editing passages from a wide variety of Middle Eastern literature. The primary source material was evaluated and selected with both content and reading level in mind. The materials are presented with the intention of letting Middle Easterners discuss their own culture in their own words.

The first chapter of the dissertation outlines the present state of Non-Western studies curriculum development at the secondary school level. Criteria is established for the purposes of distinguishing the degree of ethnocentricity in textbooks, and principles are developed for the selection of primary source materials written by Middle Easterners. The emphasis of the dissertation is on the development for the selection of primary source materials written by Middle Easterners. The emphasis of the dissertation is on the development of two units based on the criteria developed.

In Chapter II a look is taken at the state of curriculum development on the Middle East. Curriculum materials from all the major publishing companies are examined and analyzed. The deficiencies of the various approaches are noted.

Chapter III is the first of two units on the Middle East developed according to the criteria outlined in the first two chapters. This unit focuses on the traditional family in the Middle East and the process by which children are socialized. An introduction precedes the unit, and short editor's introductions precede each reading selection. The selections are taken from Middle Eastern novels, short stories, anthropological studies and autobiographies. The materials represent various social science concepts such as the transmission of culture and the modernization of women. Each selection is carefully edited in terms of content and reading level.

Chapter IV is a second unit on the Middle East covering the process of modernization. This unit reviews some of the traditional beliefs outlined in the first unit and introduces others. The way in which these beliefs are changing and the difficulties of experiencing rapid cultural change are explored. As in the first unit, introductions precede the reading selections.

The last chapter of the dissertation recounts the initial testing of the materials in a Connecticut high school and summarizes the results of the student and teacher questionnaires. Recommendations for future use of the materials are made.

The basic response of both the students and teachers to the material was positive. The personalized nature of primary source material was valued. The reading level of the material appeared to be about right.

It is recommended that the curriculum material continue to be revised and evaluated. The development of a teacher's guide is necessary. The continued use of primary source material through which Middle Easterners can speak for themselves is recommended.

14. Education Through Manual Labor: A Comparative Study of Selected Self-Help Schools in the United States and Africa

Gordon L. Schimmel

Chair: David M. Schimmel

1973

This study of five manual labor programs in the United States and Africa focuses on institutions which make student handwork an official part of the educational program. Such programs have been developed to provide new educational alternatives to reduce costs, to equip students with basic skills and to minimize personal alienation.

The study has three purposes:

- a) To establish a record of the accomplishments and failures of selected self-help, manual labor institutions in industrialized and non-industrialized settings.
- b) To examine these programs' educational objectives, the nature of their skill training, and character development which result from them.
- c) To determine ways in which such programs enable students and institutions to reduce educational costs.

The study begins with an historical examination of early programs, from the early days of Pestalozzi, Froebel and Von Fellenberg, through the Manual Labor Movement in the United States during the

1830s, to the creation of Oberlin and Berea Colleges. Two of John Dewey and Evelyn Dewey's examples of 20th century manual labor schools are discussed, as are two rural community schools which were constructed in the American South.

Following this historical development of the European and American antecedents of manual labor institutions, three American and two African cases are discussed and analyzed. The Putney School, Berea College and Warren Wilson College are presented, followed by a description and analysis of the village polytechnic program in Kenya and the brigade program in Botswana. Differences in educational objectives, special characteristics of the institution, work program elements, types of supervision, methods of student remuneration, institutional "maturity" and economic setting are some of the dimensions which distinguish the programs in America from those in Africa.

Several tentative conclusions are discussed in the final chapter.

- A. While the American programs stress the character building aspects of manual labor, the African projects emphasize skill training and self-employment.
- B. The more a self-help program attempts to cover costs through student labor, the greater the need for productivity and on-the-job learning.
- C. Vigorous physical labor seems to be the norm for schools struggling for survival, but as the institution "matures," projects become less physical and more administrative or service-oriented.
- D. Simple construction projects are most appropriate due to lower costs, easier construction techniques and less time required for completion.
- E. Little information is available to indicate that any of the programs have achieved complete cost-covering and self-support through student labor.
- F. In both Africa and the United States, student motivation is likely to be higher if students choose a manual labor school rather than attending through financial necessity.

The study concludes with a preliminary checklist of questions to be considered by educators who might be interested in beginning a manual labor

program. These questions (which concern issues of skill training, instructional format, student and staff orientation and support, evaluation and systems of remuneration) are offered as a step toward the creation of a handbook—an inventory of options which could be adapted to numerous local needs.

15. Education and Development in Iraq with Emphasis on Higher Education

Falih A. Al-Shaikhly

Chair: David R. Evans 1974

Iraq is fortunate in comparison to many other developing countries. It has vast natural resources and capital formation which can be utilized to educate the public to aid the development of the national economy.

The objectives of the dissertation are:

- A. To explore the potential need for the integration of education and national development.
- B. To study the development of the Iraq higher educational system since the early 1950s in the following context:
 - a. Development of the demand for college graduates.
 - b. Analysis of college curricula and determination of the educational system's ability to provide graduates with appropriate skills to meet the needs for development in Iraq.
 - c. Proposing alternative curricula for higher education in Iraq.
 - d. A study of existing financing of educational needs.

The dissertation is divided into nine chapters which are directly related to the achievement of the above two major objectives. The first chapter is an introduction to the study and includes basic information about Iraq. The second and third chapters provide the relevant economic issues required for a general background for the study. Chapter II includes an analysis of the concept of human capital. Chapter III outlines in detail the major approaches to economic development. The first objective of the dissertation is to emphasize the importance of the integration of education and

national development in Iraqi government since 1950. Chapter V is essentially a continuation of Chapter IV and singles out the issues and problems of education and its importance as a leading sector in the development of Iraq.

The remaining four chapters are designed to achieve the second major objective of the study. Chapter VI provides background materials on education acquired prior to the elementary education. Chapter VII concentrates on the system of primary and secondary schooling prior to university education. Chapter VIII presents a conceptual analysis of the present organizational structure of higher education and its limitations. This includes college curricula, proposed alternative curricula, and financing educational needs. Finally, Chapter IX contains conclusions and recommendations. The dissertation also includes a discussion of regression analysis, cost-benefit analysis, linear-programming techniques and graphical analysis as alternative approaches to the integration of educational planning and economic development.

16. A Preliminary Evaluation of a Teacher Education Program: Application of an Evaluation Methodology to the Concept of Teacher as Intellectual Presence

Joseph Blackman

Chair: David R. Evans 1974

This study is an evaluation of the Graduate Internship Program, a teacher preparation program at the University of California at Santa Cruz in the 1972-73 academic year.

The study describes the need and rationale for "intellectual presence" in teachers. The concept was developed by Dr. Arthur Pearl, Chairman of the program being evaluated, as an analysis of societal problems, alternative solutions, and the need for education to prepare students to be able to make such analyses and pose solutions. The concept attempts to link the ends of society to the ends of education, and to analyze the extent of congruency between educational means and societal ends. The concept of "intellectual presence" became a major goal for the program in 1972-73, and this study was made during its first year of implementation. "Intellectual presence" is described in the first chapter, which attempts to focus on

the curricular implications and implications of the concept.

The specific purpose of the study is to determine whether the Fortune-Hutchinson evaluation methodology can be applied to the goals of a specific teacher preparation program. That methodology has as its goal the provision of data for decision-making. Linkage of means and ends is one of the most difficult problems educators face. The evaluation methodology being applied utilizes the operationalized goal statements of identified program decision-makers as the basis for generating data for decision-making. (Operationalized goal statements are general goals cast in terms of measurable behaviors.)

In the chapter entitled, "Description of the Study," the means used to evaluate accomplishment of program goals are described and limitations noted. The design of the study is limited by three central factors: first, the goals to be evaluated were new to the program. Second, the evaluation methodology itself was new. In contrast to the traditional research approach, the methodology does not necessarily posit cause-and-effect or correlational relationships. Rather, decision-makers in a program to be evaluated state goals in their own terms and then proceed to state the data which they would themselves find useful for making decisions. Third, while the evaluation methodology is designed to reach to criterion-referenced testing rather than standardized norms, the first round of operationalizations reaches possible criteria but does not quantify outcomes.

Outcomes were measured in terms of oral self-reports made by children being taught by intern teachers in the UCSC program. A random sample of children in Kindergarten through grade 6 in classrooms taught by program participants was interviewed orally by the evaluator, using questions developed by participants.

Results are given in the chapter so titled, and these are followed by conclusions and recommendations. In the concluding chapter, the author attempts to extrapolate and speculate beyond the data in terms of the program goals being analyzed.

**17. Characteristics of Nonformal Educators:
A Delphi Study of the University of
Massachusetts/Ecuador Project's
Facilitator Idea**

Arlen Wayne Etling

Chair: David R. Evans 1974

The purpose of this study was to determine the characteristics of effective facilitators of nonformal education (NFE) in Ecuador in order to:

- a) completely understand the nature of NFE;
- b) evaluate the success of the Project; and
- c) develop guidelines for training facilitators in other countries.

Thirteen experts (six Ecuadorians and seven North American staff members of the Project) brainstormed a list of skills, knowledge areas, and attitudes of effective facilitators of NFE in community-based learning groups. The responses combined with items found in a review of literature of NFE, the Ecuador Project, community development, and teacher effectiveness, became the Preliminary List of Facilitator Characteristics. This list, consolidated into sixty general characteristics, was divided into a) criteria for selecting facilitator trainees and b) characteristics of facilitators after training. The sixty items became a second questionnaire. Each expert rated the appropriateness and importance of each item. The results of this second questionnaire were resubmitted to the experts to reconsider and rate a second time. At least one half of the experts agreed to the degree of importance of all except one item. Weighing the experts' responses resulted in a rank order of the relative importance of each item.

Two comparison groups with similar experience but little or no knowledge of the Ecuador Project also rated each item. The comparison groups confirmed the ratings of importance given by the experts. Variations between groups which occurred in the rank order of items are apparently a result of experience with the Ecuador Project.

A process was also used to demonstrate how the general skills, knowledge areas, and attitudes can be stated as observable behaviors for particular settings. Through this process, the operationalization of a goal or intent, the results of the study can be adapted to diverse settings and facilitator training

programs can be elaborated for particular geographic and cultural situations.

The study also confirmed the utility of the Delphi technique in clarifying a group opinion. By providing feedback on the response to a previous questionnaire and by asking the respondents to reevaluate their individual opinions, a group consensus develops which research has shown to be more useful than an individual opinion, a single questionnaire, or a group discussion.

**18. Black Studies: A Challenge to the
American Educational System**

Jeanette G. Harris

Chair: George E. Urch 1974

Black studies has become an academic offering within the American schools. In the 1960s, a decade beset with racial turmoil, the black experience literally forced itself into the American way of life.

Having been denied a role in the socialization process which would have enabled them to enter the mainstream of American life, blacks were relegated to a subordinate position in the society and became continual victims of racism. The American educational system has been deeply implicated in the perpetuation of racism. Therefore, black challenge has been concentrated on bringing about change in the educating process in order to render education more relevant to black Americans.

In the past America's faith in its educational system as a solver of all problems has been profound. However, educators began to realize that the American educational system was not meeting the demands put upon it. Education had not only ignored the solving of social problems, it had helped to perpetuate them. One dominant social trend—racism—had a detrimental effect on black youngsters. The continuation of discriminatory policies not only deprived the black child of equal educational opportunity, but also caused many black youngsters to develop a negative concept of self.

In the late 1960's, as black students demanded change in America's academic institutions, the idea

of black studies became a reality. Could black studies act as a change agent to help eradicate racism? The aim of this study was to examine and to evaluate the effectiveness of the black studies program at Classical High School in Springfield, Massachusetts, as it evolved and developed from September 1969 through June 1973. The study, primarily based within a classroom setting, proposed a strategy which would describe and compare factors involved in the development of the program. The factors—goals, students, curricular design, social climate, and to an extent, school personnel—had varying influences on the evolving program. The black studies program moved through four phases. The curricular development of Phase 1 was based primarily on an original proposal and outline submitted by the students who had requested the program in April 1969. Phase 2 was characterized by the classroom application of an abbreviated thematic guide reflecting the black American's uplifting from Africa and subsequent movement through the American experiences of Colonization, Exploitation, Reconstruction, and Revolution. In Phase 3, a structural foundation was assured with the introduction of a formal guide for use in the black studies classes. The major point of concern presented at Phase 4 was the need for separate courses dealing with the black experience as well as courses integrated with the black experience.

The study concluded with an evaluation of Classical's black studies program. Major issues dealt with concerned black and white student disinterest and other teacher disinterest. Attempts were made not only to understand the basis of each problem encountered, but also to suggest a possible solution to the particular situation. Furthermore, conclusions were made with regard to the value and the direction of black studies at Classical. The program was seen to be of nominal effectiveness in the Springfield setting. The extent to which black studies—applied as a change agent to help eradicate racism—could penetrate the educating process would be limited until more classroom educators were better prepared to deal with the black experience.

The mid 1970's demands that developers of black studies programs place emphasis on bettering human relations. Therefore, black and white educators need to be involved in the educating process dealing with the black experience. The

design of a black studies program to meet the needs of the mid 1970s is viewed as one that will carry a student beyond the single classroom, and under the guise of experiential education, circulate the student through the school, into the surrounding community, and back into the classroom. The underlying process is one which can involve the student in a degree of individual freedom, the policy of decision-making, and the opportunity to know and understand one's fellow man.

19. Kenyan Higher Education Institutions and Their Social Responsibility

Beverly Joyce Lindsay

Chair: George E. Urch 1974

The primary purpose of this research is to examine the crucial role that higher education institutions can play in Kenyan social development. The basic hypothesis is that in order for higher education to contribute to social development, continuity must exist among the philosophies, policies and practices of the national government and the academic community. With such continuity the educational system will contribute to societal progress in an optimal manner.

This study attempts to test this hypothesis by collecting and analyzing data which may answer five sub-questions. They are: to determine the various philosophical ideals concerning a Kenyan higher educational philosophy; to view policy statements concerning the implementation of the philosophical ideals; to observe examples of actual higher education practices at specific institutions; to examine the opinions of higher education persons regarding philosophies, policies and programs which affect the academic community; and to discuss and analyze the roles that higher education plays in relation to the larger society.

The research methodology for this dissertation consists of two major sections. The first is a view of analysis of the literature from 1963, the year of Kenya's independence, until the spring 1974. The second section of the research includes interviews with administrators, faculty members and students from the University of Nairobi, Kenyatta University College and Kenya Science Teachers' College. Determining how various government and higher education philosophies, policies and practices are

perceived by persons involved on a daily basis with the academic community is the major purpose of the interviews.

That the government and higher education have discrepant views and interpretations of various philosophical ideals, policies and programs is the major finding of this research study. While it would be difficult to elucidate all reasons for the apparent discrepancies, some initial suggestions are presented. These suggestions include: lack of clarity of explicitness regarding the philosophical ideals; general philosophies, policies and programs that relate to several major institutions; failure to take complete cognizance of certain factors during initial years of independent higher education; higher education persons' tendency to relate various ideals to observable policies and programs just within the academic community; and divergent views within the higher education community.

Some succinct recommendations are put forth in the hope that they will help lessen the disparities in outlook between the government and higher education. The recommendations center around the need for explicit clarification of philosophical ideals; the need for awareness of contemporary and historical ideals; the need for awareness of contemporary and historical social factors; the need for dissemination of information; the need for cooperative endeavors; and the need for a new social-political orientation. It is sincerely hoped that these suggested recommendations will help shed some additional light on the complex issue of social development for a new nation.

20. Kenya and North America: Educational Comparisons of Their Black Populations

Ruth S. Njiri

Chair: George E. Urch 1974

Formal education has been a key factor in the evolution of black people in Kenya and North America. Colonialism in Kenya and slavery in America played significant roles in the development of education for the black populace in these two countries. The depressive systems engendered attitudinal behaviors which were of a long-term duration, and have contributed to educational dilemmas existing today in Kenya and America.

People of the Kikuyu tribe in Kenya have paid special homage to formal learning by viewing it as a panacea to their past and present problems. Despite the fact that they were especially victimized by British colonial administrators and white settlers, Kikuyus pursued formal education with a passion and dedication which surpassed all expectations of missionaries and the colonial government, who maintained control over the educational system.

Political independence was granted to Kenya in 1963. The new African government was headed by Jomo Kenyatta, a Kikuyu, and an innovator in African education during the colonial regime. Under this leadership, education has been prioritized in government spending. Community efforts, through self-help, have complemented government resources in order to meet the expanding demands for more and better educational facilities.

Tribes previously apathetic to the formal learning system under the colonial administration are now responding with increasing fervor to encouragement from the country's leadership to send their children to school. Formal education has gained status in these communities, and has raised hopes for a higher standard of living.

However, the nation's limited economy and industrialization portend to frustrate these aspirations. Such has been the case for vast numbers of school-leavers. Nonetheless, the surge towards academic proficiency continues to mount.

In the southern states of America, there were striking similarities in the educational development of blacks to that of the Kikuyus. Forced into a cohesive unit under the brunt of discrimination, southern black people heeded the doctrine of their leaders that they should grasp every available educational opportunity. They thus defied attempts by whites to deprive them of what blacks saw as their one hope of alleviating the burdens of subjugation.

Black people living in the northern states were more similar to tribes in Kenya who were less enthusiastic about formal education. Survival within a white-controlled society, which practiced overt and covert discrimination, was considered by northern blacks to be most likely if educational achievement did not manifest itself as a group

goal. Therefore, no northern black leadership emerged which gave strong sponsorship to formal education.

Thus, group cohesion and leadership have been fundamental to attitudes adopted by Black Kenyans and Black Americans in their assessment of the value of formal education and the benefits it would offer.

21. The Shanti Evaluation: A Study of the Fortune/Hutchinson Evaluation Methodology in a Public Alternative School

David Jules Rosen

Chair: Thomas E. Hutchinson 1974

The evaluation of Shanti, a public alternative high school in Hartford, Connecticut, was carried out from September, 1973 to May, 1974, using a new evaluation methodology developed by Hutchinson, Fortune, et. al. at the University of Massachusetts. The evaluation provided an opportunity to study the evaluation methodology in an alternative school setting.

The problem for this research was fourfold:

- a) to investigate the success of parts of the evaluation methodology by field-testing them,
- b) to investigate the success of a part of meta-methodology (a methodology for developing and researching methodologies) by field-testing it,
- c) to do methodological development work on some parts which were field-tested, and
- d) to investigate the feasibility of using this evaluation methodology to evaluate public, alternative schools.

In the first four chapters of this dissertation it is argued that the social sciences need systematic procedures to solve social problems, and that this is particularly true in education. Models, it is suggested, may be inherently inadequate for solving these problems, and "methodologies" may offer a better strategy for social problem-solving. The need is presented for appropriate evaluation of alternative schools, and the setting for this particular evaluation is described. The new evaluation

methodology and meta-methodology are introduced, and major parts of the evaluation methodology are described.

Two kinds of methodological research: decision-oriented (applied research) and conclusion-oriented (basic research) are defined, and the decision-oriented research problem of this study is posed. The potential for adding to knowledge, not only about the particular evaluation methodology, but also about meta-methodology is discussed. The problem is put in a context of continuing research on the evaluation methodology, and results from previous studies and recommendations for further research from earlier dissertations are presented. General procedures for doing this research are described, and Shanti is considered further as a site for methodological research.

The results of field tests of several parts of the evaluation methodology: "The Negotiation of the Contract Phase," the "Contract Decision-Maker Reporting Process," the "Allocation of Resources Section," and "The Goals/Parts Integration Process" are reported in detail and summarized in Chapters five through eight. Also, recommendations are made for further research and development. In the case of some of these parts, where pre-testing of meta-methodology was also undertaken to enable the design of better field-test procedures, and the results are reported in these chapters.

Chapter nine contains the results of the evaluation, and data are reported here on the feasibility of the evaluation methodology and its success in accomplishing its purpose—to provide data for decision-making. In the final chapter, the results of the research are summarized in terms of the problem for research, and recommendations are made for further research and development of the evaluation methodology, as well as for its proper use in evaluating alternative schools.

While individual parts of the methodology were found to have accomplished their purposes quite well, and while the judgments of the evaluator, decision-makers, and the Contract Decision-Maker were that it was feasible to use this methodology to evaluate alternative schools, it was also clear that in this application the methodology did not accomplish its purpose to the satisfaction of anyone concerned, and that this was due to an impractical apportionment of evaluation resources to the

earlier part of the methodology, and to the great amount of time needed by decision-makers to define their goals in operational terms.

22. Home-Based Education: A Radio Quiz Strategy for Nonformal Education

James M. Theroux

Chair: Dwight W. Allen 1974

During the past eight years, home-based education has gained international attention, largely due to several major curriculum development projects in this country. Two assumptions underlie systematic attempts to train parents to be more effective educators of their children: first, that the early years are critical to a child's later cognitive functioning; second, that parental influence to a large extent determines the child's development, especially during the pre-school years. To substantiate the first assumption, work of Piaget, Freud and Hull are considered. Empirical evidence from both human and animal studies corroborates their theoretical formulations. A wide range of studies support the second assumption—that parents play a critical role in the development of children. Studies which either compare monozygotic twins or institutional and non-institutional children indicate the magnitude of parental impact. Other investigations show that (1) optimal "parenting" patterns can be identified through research, and (2) aspects of these optimum patterns are found among parents of all socio-economic strata.

The special relevance that these facts may have for developing countries are presented in the context of three common problems: illiteracy, wastage and lack of education among women. A case is made based on theory and research for establishing a home-based alternative for children younger than nine years old.

The nature of such an alternative could be based on the extensive experience of home-based programs both here and abroad. The range of possibilities are outlined in terms of objectives, delivery systems, curricula and training methods.

Finally, the radio quiz show, a new and inexpensive way of delivering useful information to parents, is tested. The program designed and produced by the author was compared to a taped lecture

which communicated the same information. One hundred twenty (120) university students were randomly assigned to subgroups—one which listened to the quiz show, a second which listened to the taped lecture, and a third which took a test on the content of the two presentations but which received no instruction. Comparisons of the three groups revealed that the quiz show subjects were superior on the paper and pencil test, scoring 90%. The lecture group scored 80% and the control group 57%. These differences are significant at the .001 level.

23. The Peace Transformation Process: Toward a Framework for Peace Education

Susan L. Carpenter

Chair: David R. Evans 1975

Elementary and secondary peace education is being promoted by national educational and professional organizations, regional and local organizations and by individuals within state and local school districts. Because it is a new field much confusion exists about its basic goals and approaches. Expanding interest in peace education is not being matched by the development of guidelines for producing and organizing materials or developing programs. This study examines the growth of interest in peace education, identifies approaches currently in use and suggests a framework which may be used to develop and organize curriculum materials and programs.

Assumptions that peace can and should be learned in the schools is supported by ethnological, sociological, anthropological, psychological and educational research. Foundations for peace education are provided by a wealth of historical experiences in nonviolent social action, internationalism and pacifism extending as far back as recorded history. The field of peace research provides its most immediate roots.

Review of at least three-fourths of the available curriculum units on peace education for elementary and secondary schools reveals five major approaches to peace education—war and war prevention, conflict and conflict resolution, world order, development and social justice and non-violent action. Discussion of each approach includes

a list of basic assumptions, a statement of goals, possible content areas and general comments.

The peace transformation process introduces one possible guideline for developing and organizing peace education materials and programs. Peace is defined as a relationship between individuals, groups or nations which is characterized by collaboration for mutual benefit. The peace transformation process suggests seven basic components which will enhance the development of understanding and skills necessary to restructure less peaceful relationships into more peaceful ones. The seven components are description, analysis, imaging, education, confrontation, conflict resolution and development. In addition to these components the peace transformation process examines the context of a specific relationship or set of relationships and explicitly includes a systems perspective, a futures perspective and incorporates a consideration of all points of view. Classroom exercises accompany the discussion of each component.

Methodologies which are consistent with the content of peace education are briefly discussed. Supportive methodologies include research experiences, active learning exercises, application opportunities, informal learning opportunities, and personalized learning. Possible learning outcomes are mentioned. Directions for future efforts in peace education are offered.

24. The Social Bases of Educational Development in Africa: Social Structure, Policies and their Implications for Modernization

Kotsho L. Dube

Chair: George E. Urch 1975

The purpose of this study was to identify the socio-political properties of present African societies as a basis for analyzing various categories of African development problems. The study attempted to answer the following questions: What is the nature of African governmental structures? What is the relationship between governmental structures and societal structures in Africa? What approaches have dominated educational development in Africa? What educational and social factors can answer the problems of educating African society?

The study was divided into four complementary areas of emphasis. The first area categorized the problems in African development. African development was seen as involving political, economic, social and educational innovations. The innovations were analyzed within the concepts of modernization. Modernization was seen as a non-autonomous phenomenon that consists of a series of processes and changes that are induced by the imposition of Western institutions and values over traditional African social structures. The changes that are effected are supposed to lead to institutional and value behaviors that complement modernization.

The second area of emphasis examined African educational development during the early years of independence. Educational development policies were seen as primarily determined by the imperatives of manpower insufficiencies for the overall development of the newly independent states. The policies were also motivated by the social desire to increase the number of literate Africans.

The problems in educational development in Africa were caused by lack of financial resources for the expansion of school systems. Other categories of problems were the result of planning inefficiencies and the competition of sectors for much needed development capital.

The third area of the study treated educational development in Zambia since that country's attainment of independence. Zambian educational policy was considered suited to examination of the whole area of development education because Zambia possessed two unique positions at independence. First, it lacked the necessary indigenous skills for the development of its rich copper industry without expatriates. Secondly, Zambia, unlike most African states, was fortunate to be in a favorable budgetary situation for an ambitious educational development effort.

Zambia's basic problems in educational policy were those related to redirecting educational policy toward attaining an indigenous manpower infrastructure. Consequently, the educational system had to be consciously designed for national development.

The fourth section of the study dealt with educational and social factors that were considered

essential in designing national learning systems for African societies. Three categories of factors were outlined. There are the structures and values of the modern and traditional African society, and the levels of technology that can be associated with the types of learning systems.

This section is a proposition that subscribes to the existence of degrees of interdependence between traditional and modern value variables in the developing African society. The interdependence was seen as facilitating degrees of interface between the above mentioned learning systems and the levels of technology that are subsumed in the same learning systems.

The proposition does not subscribe to the idea of traditional African society as a change resistant type. It is suggested that patterns of exchange between modern values and traditional values can be promoted and that positive functional value interdependence can be generated for development. An educational design that is designed with this in mind can cater to the particular circumstances of the learning African society.

25. NFE-TV Towards a Model of Television Programming for Nonformal Education

Jonathan F. Gunter

Chair: David R. Evans 1975

This study develops guidelines for the use of television in nonformal education in developing areas of the world. Its recommendations are based upon analysis of three cases of television usage: in the formal educational system in El Salvador, in community development in village Alaska and in nonformal education for parenthood in Bogota, Colombia.

The study begins with a selective review of the literature on nonformal education. Three basic approaches to the selection of goals, objectives and methods for nonformal education are developed from the conflicting orientations of Philip Coombs, Ivan Illich, and Paulo Freire. Statements are drawn from the literature on the use of media in nonformal education. A list of dimensions are developed along which educational television varies. Analysis of the cases is made through application

of the dimensions and in light of the three basic approaches to nonformal education. The three cases have been chosen to represent a progression in time and in philosophical digression from the traditional concept of educational television. Increasingly versatile television production hardware is applied to objectives which are increasingly different from those of traditional formal education. The results of these trends are summarized in a list of tentative guidelines which are submitted for the consideration of designers of subsequent television projects for nonformal education.

26. Evolutionary Humanism: A Foundation for a Theory of Education

Khalil H. N. Khalil

Chair: David R. Evans 1975

Evolutionary humanism is a philosophical framework that describes the human phenomenon, its origin, developmental trends and finality. It is a synthesis of theories of evolution and humanistic philosophies. The scientific component of the synthesis is based on the biological theories of evolution as presented in the works of early evolutionists such as Darwin and Wallace. The philosophic component is based on the ideas of nineteenth century idealist philosophers such as Freuerbach, Marx, Nietzsche and Compe. The contributions of Bergson and Compe are presented as a bridge between science and philosophy. Finally, the modern synthesis of evolutionary humanism is based on the contributions of such modern evolutionists as Teilhard de Chardin and Julian Huxley.

Evolutionary humanism views man as a product of evolution, consequently, all aspects connected with the psychic and psycho-social phenomena are also viewed as evolutionary products. Language, science, technology, religion, culture, institutions and modes of psycho-social organization are all evolutionary phenomena. Accordingly, the thrust of human evolution progresses on the psychic and psychosocial levels. Human progress aims at the actualization of human potential on the individual and collective level to achieve qualitative advances in life and to affect global survival. Since intelligence and knowledge are new dimensions in evolution, man should consciously conceive of his own finality, plan it, and actualize it. Education is

viewed as a prime mechanism of psycho-social evolution because through education human potential is developed and cultures are transmitted and transformed. This perspective has, therefore, implications for many dimensions of education.

The evolutionary humanistic perspective helps define the field of international education and its philosophical foundation. The goals of global survival and qualitative advances in life require a large-scale educational effort. The formal and the nonformal processes of education can play a significant role in developing human and material resources and in raising consciousness about the essential global problems of population, resource management, ecology and world peace. Education can also enhance cross-cultural understanding and communication to affect world peace and survival through the universalization of man.

Evolutionary humanism has many implications for the formal processes of schooling. The school as an institution is viewed as an evolutionary phenomenon. A theoretical model of the school is then presented in order to analyze schools, their educational processes, and their determinants. The results of this analysis will enable educators to transform the school in order to achieve evolutionary humanistic goals. A general theory of education as ontogenic recapitulation of phylogenetic development is then presented to facilitate the conceptualization of education in an evolutionary perspective.

Science and science education are used to illustrate the theory of education as recapitulation. Guidelines for science education are defined by first exploring the role of science in cultural development and then by exploring the educational potential of science in the development of the individual. In a similar fashion, other curricular dimensions of education can be explored.

This study demonstrates the relevance of evolutionary humanism as a philosophical and sociological foundation of education. The theoretical model of education facilitates the organization of knowledge in the field and enables the educator to plan education in order to achieve educational goals that are compatible with the finalities of human evolution.

27. A Feasibility Study for Measuring the Intensity of Self-Disclosure between American and Japanese Populations

Yoshiya Kurato

Chair: Ronald H. Fredrickson 1975

The principal purpose of this study was to explore the feasibility of measuring the intensity of self-disclosure by employing Guttman's scalogram analysis and Kendall's rank order correlation coefficient test, with an emphasis on the cross-cultural validation of such a measurement.

A total of 656 subjects consisting of high school students, college students, and adults in the United States and Japan served as the population for this study.

The instrument was a 24-item modified Jourard Self-Disclosure Questionnaire, consisting of six aspects of self: Attitudes and Opinions, Tastes and Interests, Work and Study, Money, Personality, and Body. Modification was done by the investigator. Reliability and validity on the instrument were tested prior to the study. The split-half reliability coefficients were .91 with American college students (N=20) and .95 with Japanese adults (N= 18) for the Japanese translated edition. A limited validity study was also conducted (N=8). The validity coefficient between the subjects' test scores on the questionnaire and the subjects' verbal behavior during a one-hour discussion session was .81.

The intensity of self-disclosure was examined through rank ordering the questionnaire items from the easiest item to the most difficult item for disclosure of self by Guttman's scalogram analysis. Guttman's scalogram analysis including two statistical tests (the coefficients of reproducibility and scalability) was done by the Biomedical Computer Program 055 (IBM7094) at the University of Massachusetts Computer Center.

The results revealed that the modified Jourard Self-Disclosure Questionnaire items were ranked according to scalability (all 16 coefficients of scalability attained the sufficient level). According to reproducibility, sex, nationality, and their relations to target-persons (the closest persons to whom the subjects were disclosing) were determinants as to whether the questionnaire items were ranked (5 out of 16 coefficients of reproducibility

attained the sufficient level). However, considering the coefficient of scalability as being a more satisfactory indicator, it should be used in preference to the coefficient of reproducibility. Thus, it appeared feasible to conclude that overall, the study indicated a possibility of measuring the intensity of self-disclosure through Guttman's scalogram analysis. The content analysis indicated that there were items which were easily disclosed and items which were disclosed with difficulty to specific target-persons, sex, and nationality.

Kendall's rank order correlation coefficient for sex comparison showed that both sexes had similarity in the intensity of self-disclosure to Mother and to the Opposite-sex friend. Both sexes differed to Father and to the Opposite-sex friend. Nationality comparison indicated that the intensity of self-disclosure to Mother and to friends of both sexes was cross-cultural. Age group comparison showed that the intensity of self-disclosure to Mother and to the Opposite-sex friend was similar across age groups.

Both American and Japanese college subjects, of both sexes, except American males, indicated that the "money" aspect was the topic the least or the next to the least talked about with friends. Also, the least similarity between American and Japanese subjects took place in college age to Mother.

Thus, Kendall's rank order correlation coefficient tests for both total subjects and single category subjects resulted in finding that the intensity of self-disclosure, when categorized into six aspects of self, was positively or negatively, related to dependent variables such as sex, age group, nationality, and their relations to target-persons.

The reasons why the study fell short of reaching the sufficient level of reproducibility were discussed, along with the problems of sampling and faking that are inherent in any self-report study. Also, limitations of the study and suggestions for further research were stated.

28. *Conscientização: An Operational Definition*

William Arthur Smith

Chair: Alfred S. Alschuler 1975

This study describes the creation of an operational measure of the theoretical concept *conscientização* ("C") developed by the Brazilian educator, Paulo Freire. The measure consists of an instrument which elicits a sample of verbal behavior plus an objective system for classifying the resulting statements as evidence of magical, naive, or critical consciousness. The field work for this study was done in Ecuador; however, it is not a socio-political study of that country.

Initially, a list of hypothesized verbal behaviors related to "C" was developed based exclusively upon the published writings of Paulo Freire. Then several groups of Ecuadorians were selected to participate in a protocol collection process, designed to produce a wide range of "C" related verbal responses. One result of these experiences was the creation of a formal protocol collection instrument (PC) which was later used to validate the code.

The responses collected during the first protocol collection process were compared with Freire's theoretical framework. The task was to look for parallels, to add new coding categories, to expand existing ones, and in sum, to make the theoretical framework precise and complete in terms of verbal behavior. The variety of coding categories which resulted was then compiled into a single coherent coding system.

The coding system divides *conscientização* into three basic levels (magical, naive, and critical) which describe characteristic ways in which individuals name, reflect upon, and act to solve their socio-political problems. For example, magical stage individuals typically conform, while naive stage individuals focus on reforming individuals who deviate from accepted norms, and critical stage individuals are concerned with transforming roles, rules, policies, and procedures. Each of these characteristic stages is divided into a series of specific coding categories which define precisely how different individuals conform, reform, and/or transform.

In order to validate the coding system, a list of non-verbal "C"—related criteria was developed and used to select two criterion groups of rural Ecuadorians. One group was identified as naive and one group identified as magical. The PC was used to collect verbal responses from each group

which were then coded and scored. The differences in C-scores between the naive (n=9), and magical (n=8), criterion groups correlated positively with the non-verbal determinations and were statistically significant. In fact, there was no overlap of C-scores between the naive and magical groups (Mann Whitney V Test = 3.41, p .0005). The code is useful as one way of understanding consciousness-raising processes, particularly as they relate to oppressed peoples. As a diagnostic measure, it can be used to develop and evaluate consciousness-raising programs and materials, and to train consciousness-raising trainers. The pedagogical implications of the coding system are far-ranging and particularly applicable to nonformal educational programs which focus on broad behavioral change.

As yet, however, the coding system needs to be more rigorously validated using different cultural settings and a larger number of individuals. A number of important issues remain to be addressed before the coding system described in this study can be considered a reliable, valid measure of *conscientização*. The potential uses of this measure for educational purposes (diagnosis, setting objectives, evaluating effectiveness) should await the completion of more extensive study.

This study is organized in six (6) chapters and five (5) appendices whose general content is as follows: Chapter I, introduction to the problem; Chapter II, case studies illustrating magical stage consciousness and consciousness growth from naive to critical stages; Chapter III, developing the coding system; Chapter IV, the theoretical definition of the stages of *conscientização* and a comparison of Freire's theory with Lawrence Kohlberg's characteristics for a structural developmental theory; Chapter V, validation of the study; Chapter VI, the limitations and applications of the coding system and its development. Appendix A outlines how the protocol collection instrument was developed. Appendix B provides detailed coding and scoring rules. Appendix C contains the validation statistics Appendix D, copies of the initial coding systems, and Appendix E, copies of visuals used during the development of the coding system. A set of 22 practice stories expertly coded are available upon request from the author, but do not appear in the dissertation.

29. Beyond the Nonformal Fashion: Towards Educational Revolution in Tanzania

Arthur L. Gillette

Chair: David R. Evans 1976

A critical analysis of the current fashionability of nonformal education leads this study to suggest that a reformist approach to educational change, featuring the separate development of formal and nonformal education, seems unlikely to provide adequate solutions to major educational problems in the Third World. It asks whether a revolutionary approach is likely to result in the emergence of new and more productive relationships between formal and nonformal education. In this conceptual framework, the experience of Tanzania, an avowedly revolutionary Third World nation, is described and analyzed during the period since the declaration on *Education for Self-Reliance*, which was issued in 1967. After outlining the development of education in Tanzania from its origins to 1967, this examination focuses on and compares major trends and highlights of the respective responses of formal and nonformal education in seven crucial issue areas: the goals of education (existence, sources, collective vs. individualistic orientation, meaning with regard to knowledge); the amount of education (numbers and kinds of learners, lengths and sequences of learning); the kind of education (curricula, methods, language problems); resources for education (human and material, plant); financing of education (national expenditure and sources); organization of education (planning and evaluation, distribution of responsibility, coordination); and foreign influences on education (chief sources of technical assistance and recipient sectors, external influences on concepts and policies).

From this examination emerge a number of tentative conclusions. With regard to the relationships between them, it appears that formal and nonformal education seem to be tending to converge in important aspects, although important contradictions between them remain. This convergence seems to express itself in the emergence of two kinds of education that overlap, but cut across, the traditional formal/nonformal dichotomy. The first kind includes post-primary formal education and a small number of nonformal programs that appear to serve as para-schooling. The second kind is comprised of a majority of nonformal programs

and much of primary schooling in addition to certain aspects of formal education at other levels.

There are secondary contradictions within each of these kinds of education. Nevertheless, a major characteristic of them is the existence of primary contradictions that oppose them. These primary contradictions cluster around the opposition between the socio-economic models respectively reflected in the kinds of education. It would seem that the first kind serves essentially an urban-oriented and "modernizing" concept of development, of Western origin. The second, in contrast, appears to serve the authentically Tanzanian rural-oriented and *ujamaa* socialist concept of development.

More broadly, with regard to the contemporary evolution of the Tanzanian revolution, the study points out that a complete merger of formal and nonformal education has not taken place. Nevertheless, important and unmistakable moves toward convergence of formal and nonformal education have happened since 1967, and tend to bear a revolutionary imprint. Thus if complete merger has not (yet) taken place it may be because the Tanzanian revolution itself is an ongoing process that has not (yet) been fully victorious.

30. **Essentialism in American Education**

T. L. Woolmer

Chair: George E. Urch 1976

This dissertation attempts an analysis of the traditionalist versus progressive educational debate. It presents a conceptual and historical analysis of the essentialist or classical tradition in American educational philosophy. It seeks to show the identity of views among twentieth century American essentialists, and to link this to the educational philosophy of nineteenth century American educators and to the classical tradition of the Greco-Roman and European World.

The tradition is seen to be consistent with itself, and consistently opposed to the progressive educational philosophy. This opposition is best described in terms of a model that assumes a continuum from extreme progressive to extreme traditionalist, with the essentialist striving to maintain a central or moderate position between the two.

The tradition is described historically, to demonstrate the existence of what amounts almost to a covert club, membership of which comes by way of an identity of views and by way of constant mutual quotation. Each essentialist tends to read and quote his favorite authorities within the tradition. This study attempts to see this in broader terms, and to collate all these authorities into a greater or perennial tradition. An appropriate metaphor is that of the "saints" of the tradition and the "heretics" out-side it. To exemplify this "apostolic succession," Dewey is examined as a source of great "heresy." The review of literature finds that there has been little appreciation either of the history of this tradition or of its conceptual structure.

Philosophically, the central concept of essentialism is seen to be anti-absolutism or moderation at all points. The conventional view of essentialists as conservative extremists is belied by their moderation on such epistemological issues as the supposed opposites of the disciplines versus integrated study, of sequential versus incidental learning, of liberal versus vocational education, of abstract versus concrete learning, of work versus play, of ends versus means; and their moderation on such metaphysical continua as those of idealism versus realism, of naturalism versus supernaturalism, and of value systems versus nihilism.

Politically, the same anti-absolutism obtains. Education is seen as the initiation of man into his culture, ideally, in a democracy that is liberal but also highly Jeffersonian or meritocratic. Essentialists take an appropriately central stand on such assumed opposites as elitism versus populism, anarchy versus statism, the individual versus the society, and on communism versus capitalism.

Psychologically, they seek a moderate position, opposed to progressive extremes as they see it, on the value of psychology, on determinism, heredity versus environment, intelligence, creativity, learning theory, developmental theory and motivation.

Pedagogically, their moderate views on the curriculum stem from their moderation elsewhere, not vice versa. Language and literature are chosen in this study for special discussion, as they are seen by essentialists to be central to the culture of mankind. Essentialists are not die-hards for the study of Greek and Latin; the initiation into civi-

zation is best conducted through the scholarly analysis of English language, literature, and by scholarship in all the disciplines.

31. A Model for Inservice Teacher Training in the Caribbean: Curriculum Development for Teaching the Educationally Handicapped in the Regular Classroom

Esla V. Lynch-Richards

Chair: David R. Evans 1976

The islands of the Caribbean all share some aspects of a historical and geographical bond. Because the area was ravished by European colonialism, European languages are today spoken in the area. In most instances the language spoken is indicative of past and present colonial administrators. Regardless of the language spoken, the people of the area are West Indians. The term West Indian, however, is generally utilized to refer mainly to the people from the islands and Guyana that were formerly or are still colonized by the British. It is therefore the English speaking territories, excluding the United States' Virgin Islands and including Guyana, with which this document is concerned.

The Caribbean area, confronted with limited economic resources, a high birth rate, and an increasing demand for education, is faced with a severe shortage of trained teachers. As a result, when teachers do receive training, minimum attention is provided to meet the needs of the special child. Teachers, both experienced and inexperienced, often find themselves inadequately prepared to meet the challenge of educationally handicapped children, whose needs differ significantly from the majority of children. This document develops an in-service teacher training model geared to teaching specific methods and techniques for working with the educationally handicapped. The educationally handicapped, as defined within this study, may be classified as the slow developer, the partially handicapped, and/or emotionally and socially disturbed.

The document presents in its review of literature an analysis of educational trends in the West Indies, and then pays specific attention to the development of education in Trinidad and Tobago— sites of the field test. It examines the reasons

why and how education first emerged in the area, developments in the twentieth century and recent innovations. It describes the content of the teacher training curriculum as found in Trinidad and Tobago, the educational background of primary school teachers and demonstrates why the need for in-service teacher training exists.

As the curriculum model is presented, the writer explains how decisions were made as to the selection of topics, and provides a rationale for the curriculum and a list of objectives stated in behavioral terms. Subsequent to this, the writer provides ideas for activities whereby the objectives can be achieved and criteria that can be utilized for evaluation purposes. A description of the field test follows, including the activities, outcomes, and a chapter on evaluation. The final curriculum is then discussed in detail. In so doing the writer explains why the original curriculum was expanded, proposes plans for implementation and discusses the supplementary materials. The curriculum content, along with teaching specific skills and techniques for teaching educationally handicapped children, also includes a sub-unit that focuses on teachers, their self-concept, and the importance of their role in society. The writer feels that this challenges the present view of teachers and will result in more positive contributions by teachers to the benefit of all children and society.

The document ends with a number of appendices which provide the original and final curriculum, the pre- and post-evaluation materials, supplementary reading materials and a recommended reading list for teachers. From evaluation of this study, the writer feels that the results give positive reinforcement to continuing this type of training process and recommends that similar programs be developed to minimize other problem areas found in the total educational spectrum.

32. Self-Concept and Cultural Change in the Hausa of Nigeria

Ramatu Abdullahi

Chair: Ellis G. Olim 1977

"Self-concept" is used here to mean the organized configuration of perceptions of the self, which are admissible to awareness (Rogers, 1951). It is composed of such elements as the perceptions of

one's personality characteristics and abilities and is influenced by others' perceptions and evaluation of one's traits. Self-concept includes self-esteem, self-awareness, level of aspiration, and self-image.

The purposes of the present study are to trace the elements of the self-concept to their original source which lies largely in the cultural values of a society and to relate cultural values to psychopathology. In order to do this, the literature in these areas was reviewed historically, and a study was made which attempted to measure and compare differences in self-concept in adolescent girls who were either living in their traditional culture or in a setting in which Western standards and values were imposed on them. The major aspects of self-measure were: affiliation, ambition and work-achievement, psychopathology, and traits indicating traditional and religious values.

Subjects in the study were 200 rural adolescent Hausa girls (aged 13 to 18 years), half of whom attended a boarding school situated in a rural area near their homes and half of whom lived in an urban school some distance from their original home and traditional culture. Both groups of girls spent four months vacation in their original rural environment with their extended family, although most of the parents of the girls in the urban school worked in the city.

The subjects were administered Ghiselli's Self Description Inventory (translated into Hausa), and their teachers (who lived in the schools) also described each girl on this instrument.

Hypotheses were that:

- A. The girls in the urban school would describe themselves more often as having traits indicating psychopathology (for example, extreme hostile aggression, depression, and anxiety), while the self-descriptions of the girls in the rural school would indicate more affiliation and social traits (such as friendliness, kindness and generosity).
- B. The girls in the urban school would see themselves more in terms of Western values related to ambition, achievement, and competition, while the girls in the rural school would see themselves more in terms of cooperation and of traditional Hausa

religious values such as trust, loyalty, kindness and generosity, patience and modesty.

To analyze the results, the data were grouped into the following trait clusters: psychopathology, affiliation, cooperation, ambition, and work achievement, honesty and trust, traditional values and religious values. Differences between numbers of rural and urban students checking a particular trait were analyzed by using Chi Square tests, and differences between students' responses were compared using percentage differences.

Findings were that urban students described themselves significantly more often as having traits indicating psychopathology, such as instability, irritability, aggression, resentment and depression (but not anxiety) than did the rural students, and their teachers' description agreed with theirs. Urban students also more often checked traits related to ambition and work achievement. The rural students more often described themselves as having traits related to traditional Hausa values, such as affiliation, cooperation, and trust, and the traditional religious virtues mentioned above. All of the students described themselves as "honest", but only 31% of the urban teachers described their students as honest, compared to 100% of the teachers of the rural students. The urban teachers tended to describe their students in more negative terms than the students described themselves.

It was concluded that the pressures on the students in the urban school based on frustration of their needs for affiliation plus the frustration engendered by the substitution of the Western values of ambition, achievement, and status based on material possessions for their traditional values may be leading to anomie, which is creating more depression and aggression in these students. The discrepancies between their judgment of themselves and their teachers' judgment of them and the differences in expectation that these imply may explain their lower self-esteem as indicated by less affiliation and trust and more depression. These traits might also result from separation from their friends and from their familiar cultural background which stresses the values of affiliation, cooperation, and mutual support and trust in each other as well as in God.

It was proposed that the state Ministries of Education take measures to modify the school buildings,

schedules, and school administration in ways which would allow the students the opportunity to form friendships. They should also (with the advice of traditional leaders, parents, teachers, and students) modify the curriculum in ways which would make it more meaningful to the students in terms of their culture and what they themselves want to do with their lives. It was suggested that some of the students might need counseling to help them make these decisions wisely.

The conflict between Western and traditional Hausa culture might be solved if only those parts of Western culture were adopted which would be most advantageous to the people but which would not destroy the most valuable aspects of the traditional culture.

33. The Effects of Federal Policy on the Small Independent Liberal Arts College

Priscilla J. Angelo

Chair: William Lauroesch 1977

The purpose of this research has been to study systematically the effects of federal policy on the management of the small independent liberal arts college. The problem was examined and analyzed using a conceptual framework which focuses on the college as a complex organization. A descriptive research technique, the case study, was used. The design included studying four operational effects of federal policy at three independent liberal arts colleges in New York State: Hobart and William Smith Colleges, Skidmore College, and St. Lawrence University. These colleges were selected because they are similar in many ways, and each has a reputation for being well managed. In addition to on-site visitations and key-informant interviews, other major data sources were written college documents.

Although the research was designed to study the effects of federal policy in general, two specific provisions of the 1972 Education Amendments have been examined as cases-in-point: Title IX-Prohibition of Sex Discrimination and the Student Aid Provisions. Four questions guided the study:

- A. In what ways have federal policy and its regulations affected the written goal statements of the college?
 - B. In what ways have federal policy and its regulations affected the organizational structure of the administration?
 - C. In what ways have federal policy and its regulations affected the administrative governance of the college?
 - D. In what ways have federal policy and its regulations affected the administration's involvement with the college's external environment?
- The response to federal requirements was not always similar at the three colleges studied due to differences in the presidential leadership styles, in the specific written objectives, and in the degree of independent zeal at the colleges. Patterns did emerge and the findings can be summarized in this way:
- A. There was little evidence that written goal statements were influenced by the federal presence, but there were indications that institutional policies and procedures had been affected.
 - B. Of the four variables examined, the administrative structure of the colleges was most affected by increased federal activity. The following changes were noted: a) alterations in responsibilities and roles of administrators; b) increases in the number of professional staff; c) expansion of paraprofessional staff; d) greater formality in procedures; and e) development of new communication networks to accommodate organizational changes.
 - C. The internal administrative governance of the colleges was somewhat influenced by increased federal involvement. Specifically, the following changes were noted: a) new roles for the president-negotiator, lobbyist, business manager, strategist; b) an increased dependency on the staff by the president; c) a greater dependency on the institutional data base; d) alterations in the daily calendars of senior officers due to increased federal business.
 - D. The presidents and senior officers had grown to depend and to interact a great deal with their external communities, given the increased federal involvement in higher education.

- E. Administrators considered federal aid to the campus worth the effort, although they acknowledged that they may not have any choice but to accept the federal presence.
- F. This study generally corroborated the messages found in the literature.

This study did not purport to demonstrate a causal relationship between the federal presence on campus and the changes occurring within the colleges. Nevertheless, it does note the influences of federal involvement on the colleges. The findings of the study are soft in that the interview procedures are eclectic, the findings are based on the judgments of those interviewed, the data are for the most part non-quantitative, and the analysis has been conducted in qualitative terms. Although the analysis and findings do not have great predictive value, they do provide a better understanding of the effects of federal policy on the small independent liberal arts college.

34. Population Education in American High Schools: Towards a Theory and Application

Leon E. Clark

Chair: George E. Urch 1977

The field of population education, as it applies to American high schools, is scarcely more than 10 years old. As a result, many of the questions that accompany the introduction of any new subject into the school curriculum are still being asked about population education. What is population education? What are its goals and objectives? Where does it fit into the school curriculum? What materials exist for its implementation? This dissertation attempts to answer these questions and to respond in a modest way to some of the needs that are identified.

Chapter I states the problem and outlines the procedure and the limitations of this study. Chapter II traces the historical development of population education in the United States from 1962 to the present, including a review of the two dominant views of population education found in the professional literature, identified here as the "persuasion" approach and the "exploratory" approach. It concludes with a summary of research

evidence on teachers' attitudes toward these two approaches.

Chapter III offers a critical appraisal of the two approaches and finds the "exploratory" approach more consistent with the values of American education. It suggests, however, that a slight modification of this approach, identified here as the "integrated" approach, would make population education more compatible with current school practices and therefore more easily integrated into the school curriculum. It then offers 12 reasons why population education should be included in the high school curriculum and concludes with further supportive evidence based on students' needs and interests.

Chapter IV begins with an examination of the pros and cons of various strategies for introducing population education into the curriculum. It then analyzes existing curricular schemes, finds them wanting, and offers an alternative design. It concludes with an analysis of inquiry as a teaching/learning method and argues that inquiry would be the ideal method for implementing the goals and objectives of the proposed curriculum design.

Chapter V contains three inquiry modules that could be used in the proposed curriculum or in any course dealing with population issues.

Chapter VI summarizes the conclusions of the dissertation, makes recommendations for further study and suggests a technique for creating inquiry modules.

35. Planning Some Practical Models for Short-Term Training of Rural Teachers in Asia

Dariusz Dehghan

Chair: David R. Evans 1977

The numerous and increasing size of the rural population of the world, the reality that most rural people of developing countries are deprived of the minimum conditions for decent living, and the belief that the lack of proper education plays an important role in creating this situation, comprise the reasons for designing this study.

The study specifically focuses on short-term training of teachers for rural areas, because developing countries do not have the financial resources nor the skilled human resources needed to develop quickly to compensate for their long period of stagnation.

In addition to the shortage of financial and human resources, these countries do not have the time to train college level teachers for rural areas. At the same time educational planners, while pushing for more rapid progress and achievement, forget to plan for properly trained volunteers to teach in the rural areas. The result is often the waste of the few financial resources without achieving the desired educational goals. This study presents two models for rural teacher training in developing countries of Asia. These two short-term training models can provide teachers in a shorter time to compensate for the shortage of college trained teachers and to answer the rising demand of the rural population for more basic education.

Considering the needs of rural people, these two models not only train people to teach in the schools and evening classes, but also provide them with the skills required to play the role of propagandists, facilitators, change agents, helpers and counselors in development programs.

The specific areas of focus in the study include the following questions:

- A. What are the needs of the target population for whom teachers are going to be trained?
- B. What are the goals and objectives of such training?
- C. What are the needs of the trainees?
- D. What subjects must trainees study during training?
- E. What training methods should be used?
- F. What are the desired characteristics for directors of training programs?
- G. What are the needs of trainers?
- H. What educational aids and resources should be used?
- I. What are the best sequences for the training program?
- J. What are the ways by which the trainees will be motivated?
- K. How should the program be followed-up?
- L. How should training programs be evaluated?

In addition and tied to the above mentioned areas, this study provides some suggestions for modification and adaptation of the training models in various communities with different cultures.

Given the situation of developing countries and the lack of education in their rural areas, this study suggests which aspects of education planners should emphasize more and what they should do to make educationally productive citizens out of educational clientele.

Also in connection with rural development some suggestions are presented for making adult education more relevant and effective, and reasons are developed to convince educational planners to devote more attention and priority to the education of women.

36. Formal and Nonformal Education for National Development in Indonesia

Charles Lamont Jenkins

Chair: George E. Urch 1977

The purpose of the study was to demonstrate that there are critical aspects of educational programs in the United States which can be utilized by Indonesia in meeting the country's national development objectives. The relationship between education and nation building was examined and educational programs proposed, based on American models and on the concept that educational development is a key factor if Indonesia is to become a self-sustaining nation. Based on the writer's hypothesis that the educational problems faced by the United States are similar to those being faced in Indonesia, it is contended that the techniques used in the United States to solve many of these problems can effectively be applied in Indonesia.

The study was based on a thorough search of the related literature including books, government reports, educational journals, current newspaper accounts, reviews of important speeches and official statements, interviews and conversations with Indonesian educators, and conversations with Indonesian officials. Part of the study was based on the writer's personal experience and knowledge gained while serving as an official of the United

States Government in Indonesia and in other parts of Asia.

The study reviewed the critical problems of higher education in Indonesia, and related these problems to announced national development objectives contained in the Indonesian Five-Year Development Plan. A thorough examination was made of Indonesia's national characteristics, including geography, culture, and historical background, to illustrate their effect upon national development and how they have contributed to current educational problems which must be solved if national objectives are to be met.

The strategy proposed in the study for assisting Indonesia in its education and national development objectives is the incorporation of a United States education model designed to strengthen the institutions of higher learning in Indonesia so that they may assist in the educational development of the country.

The model consists of the establishment of a Presidential Commission for Institutional and Manpower Planning and Program Development to study educational problems and recommend long-range changes to existing institutions of higher learning. Consortial arrangements among institutions of higher learning would be established in Indonesia to focus on three areas: cooperative education, adult education programs, and community services and continuing education programs. These programs are designed to produce both the skilled manpower needs for national development, and strengthen institutions of higher learning so that they become directly involved in solving community problems which will impact on Indonesia's ability to meet national objectives.

37. Radio for Rural Education in Developing Countries: A Critical Review of Strategies

Muhammad Azam Khan

Chair: George E. Urch 1977

The general purpose of this study was to determine what role radio can play in the educational development of rural people in developing countries and how this medium can be effectively and economically used to overcome the problems being

faced by the governments of developing countries in their rural development efforts.

The specific objectives were:

- A. To determine the major uses of broadcast media, especially radio, in education and development with particular reference to developing countries.
- B. To find the advantages and potentials of radio in relation to other mass media, such as television, in rural development.
- C. To investigate and analyze the educational radio strategies presently being used and to identify the problems this medium is facing in its effective use as a change agent.
- D. To find ways and means of overcoming these problems and to recommend strategies for most effective and economical use of radio in rural development.

Broadcast media, especially radio, were found very effective in the developing process in rural areas of developing countries. Researchers have found a very high correlation between the development of media and economic and social development of rural areas. Broadcast media have been found to help in the development process by establishing a favorable climate for change, enriching the interpersonal channels of communication and thus accelerating the decision making process, and by spreading education and training. Radio was found to have certain advantages over television, especially in its use in developing countries. These advantages were in terms of time, cost, effectiveness, and "localness."

In this study five different strategies used in educational radio projects have been analyzed. The review of these strategies revealed that there are more obstacles to successful operation of radio educational projects than the theoretical attractiveness would predict. Based on the analysis, it was concluded that most of the efforts to use radio for rural development have been largely fragmented. There were a few projects that were involving a significant number of people and even this effort was not on the part of the government. Most of the projects were reaching only a minute fraction of their potential audience. A lack of careful planning and administration was also found in most of the cases reviewed. This study has certain recommendations for the future use of radio in

rural development. These are: that the radio should be tied into a multiple media approach; adequate financial resources should be made available; training of technical and production personnel should be emphasized; program materials should be flexible; and the use of open-broadcast should be considered and implemented.

38. A Case Study of Learning Transfer in Cross-Cultural Teacher Training

Dale E. Kinsley

Chair: David R. Evans 1977

This case study of the Teacher Corps/Peace Corps program involving the University of California at Santa Cruz, the Salinas High School District, the Peace Corps/Malaysia, and the Malaysian Ministry of Education is designed to compare and contrast issues in domestic and foreign cross-cultural teaching, to identify components of learning transference and interference between the two contexts, and to assess implications of the learning relationships on programming and public policy for cross-cultural teacher training. The study was conducted between 1971 and 1974 by a participant-observer of the project. The project included one year of Teacher Corps training in Salinas, California, and two years of Peace Corps teaching in Malaysia.

At the outset a general conceptual and theoretical outline of important factors in cross-cultural teacher training and differences of philosophy and approach within each component area are presented. In addition, theoretical background for learning transfer and "third-culture" training are offered. The issues and themes of cross-cultural teacher training presented in the conceptual outline are then utilized in describing and analyzing cross-cultural teaching in both a domestic, minority school-community context and a foreign school-community context. Component areas of the analysis include teaching skills, pedagogical methods and knowledge, cross-cultural communication and adjustment, and social and institutional expectations and change.

The study includes some historical background on the objectives and development of two major cross-cultural teaching programs, the Teacher Corps and the Peace Corps. The contradictions in

policy and goals between these two programs are explored and the purposes of the joint TC/PC program examined. In addition, aspects of the cross-cultural teacher training process are analyzed—particularly the use of experiential learning, learning for problem solving, learning-how-to-learn—and evaluated in light of their apparent impact in enhancing or interfering with learning transfer from one cross-cultural teaching context to another.

In the study the degree of learning and learning transfer has been viewed as a complex, dynamic relationship between the learner and various factors of his/her social context. In order to capture and examine the complexity of these relationships, the case study is drawn from multiple sources of data and evidence, including direct participant observation, project documents and correspondence, evaluation questionnaires, taped interviews with participants, and related research material.

The general findings of the study fall into two areas. First, the factors which influenced learning transfer, both positive and negative, seemed to be the following. Conflicts and contradictions between Teacher Corps and Peace Corps goals, and purposes for cross-cultural teaching interfered with transfer. The Teacher Corps experience involved substantial involvement of teachers in institutional innovation and reform while Peace Corps required acceptance and adjustment to the host country society. Further, lack of effective program planning, coordination, and continuity impeded transfer. Moreover, lack of a consistent theory for the causes of socio-cultural problems and an over-abundance of "doing" without generalizing insights and realizing consequences for future learning in the Teacher Corps weakened transition from Salinas to Malaysia. Because the two teaching settings required some similar behaviors, skills, and performances both in and outside the classroom, adjustment was facilitated from one setting to the other. Finally, the Master's degree process in which volunteers participated while in Malaysia seemed to have the most positive impact on transfer. This appeared to be the case because the M.A. degree process provided the instrument to participants, being engaged analyzers in their cultural context, for ascribing meaningfulness to past experience, and for influencing their environment in a systematic fashion.

Second, general areas of emphasis and concern for effective cross-cultural teacher training are identified as a result of the case study on transfer. Particularly stressed is the importance of having cross-cultural theory and purpose govern the practical experiential aspects of training. Furthermore, prospective cross-cultural teachers must be provided knowledge, insights, and analysis of pressing cross-cultural problems in all arenas of the society's life and connect this analysis to implications for public policy governing schools, for pedagogical decisions and behaviors of teachers, and for learning theories and expectations applied to students. Finally, the study seems to indicate the importance of teachers being able to take effective and acceptable political action to influence social and educational priorities that affect the cross-cultural setting and should be challenged to articulate and defend alternative priorities and strategies for social and educational problem-solving, connecting proposals to their logical consequences if implemented.

39. Complementary Functions of Formal and Nonformal Education in Lesotho
Ramoshebi Ishmael Maboe Moletsane
Chair: Richard O. Ulin 1977

The study has identified, in the country of Lesotho, three areas of education that have a strong bearing on the lives of people. They are formal, nonformal and indigenous education. An attempt has been made to find out how these three areas relate to each other in terms of their structure, content and contribution to the national goals of that country as specified in the National Plans.

"Education" here means more than classroom learning experiences as it is often regarded in Lesotho. Any learning experience, whether acquired inside of or outside of a classroom, is considered education.

Findings of the study are based on library research, interaction with top government officials such as the Prime Minister of Lesotho as well as other nongovernmental people interested in or directly involved in the affairs of the educational system of Lesotho. Government reports and personal experience played a major role during data collection.

The study is divided into five sections. Chapters I and II outline the problem, the approach to the study and the geo-historical setting of the country. Chapter III focuses on the two National Development Plans—the First (1969/70-1974/75) and the Second (1974/75-1979/80). Here an analysis is made of how far the education provided in Lesotho since independence assists in the achievement of the set national goals. Chapter IV describes and analyzes education in Lesotho, and the three areas of education mentioned earlier, formal, nonformal and indigenous, are scrutinized. Chapter V, the fourth section, describes several exemplary efforts in other developing countries of groups of peoples who have managed in some aspects to practice complementarity of formal and nonformal education as an attempt to make education reach more people and assist in speeding up development. The last section, Chapter VI and VII, focus on Lesotho. Here the study specifically identifies facilities and resources that can benefit disadvantaged people outside the formal schools as well as those inside the classroom. The end of this section recommends several ways in which formal, nonformal and indigenous education could reduce the isolation they have maintained for so long. Suggestions are made on how each educational sector can draw from the other to be more effective.

To achieve maximum complementarity of the three areas of education suggested involves the utilization of facilities and resources within government ministries, the society, voluntary local organizations and primary institutions such as chieftainship. The study concludes that such an approach would make it possible for education to reach many more people than was ever possible in the past. In so doing many Basotho, especially the rural folk who form eighty-five percent of the population, would have their skills enhanced and improved in various ways. Education would thus make a significantly larger contribution to the achievement of Lesotho's national goals as delineated in its planning documents.

This kind of approach to education would definitely meet problems. Foreseeable constraints are mainly financial and socio-political, and many of them have been faced by formal educational systems in the past. Despite these constraints, the investigator is convinced that education in Lesotho

will change for the better and the country would have a brighter future in the area of education to the extent that complementarity of all three areas of education can be implemented as suggested in this study.

40. *Animation Rurale:*
Education for Rural Development

Jeanne Marie Moulton

Chair: David C. Kinsey 1977

This is a study of *animation rurale*, an out-of-school adult education program which has been implemented in most nations in French West Africa. The purpose of the study is to define the problems and issues of nonformal education programs designed to enhance rural development, as exemplified in the two cases of *animation rurale* in Senegal and Niger.

The study begins with a discussion of these problems and issues in the context of non formal education, and of the research methods and analytical framework employed to draw conclusions about them. The development and educational theory of *animation rurale*, from which the plans and programs were derived, is described. Subsequent sections are devoted to an account of the historical and philosophical roots of *animation rurale* and the events that occurred in the programs of Senegal and Niger. In a concluding analysis, the results of the programs are assessed in terms of the goals stated by the program planners, and the programs are analyzed within four different conceptual frameworks. Six assumptions which have been identified by the researcher as implicit and explicit in the theory of *animation rurale* are tested in accordance with their application in the two cases studied. Based on conclusions about the effectiveness of *animation rurale*, six hypotheses are formulated about the pre-conditions necessary for implementing a comprehensive educational program for rural development.

The study is of value to practitioners and students of education for rural development. The actual implementation over sixteen years of a comprehensive educational theory is traced. From an examination of the theory in light of its application,

strengths and weaknesses are made apparent in the original concept, and influences on the course of its evolution and their effects are clarified.

41. **Nonformal Education and the
Development of Self-Reliance: Third
World Experiences and Implications for
Urban African-Americans**

Colden Murchinson

Chair: George E. Urch 1977

A critical analysis of the nonformal approach to education and the development of self-reliance in new nations leads this study to suggest that the approach to nonformal education coupled with the idea of self-reliance may prove useful to the African-American learner population in urban America and therefore should be considered by urban educational planners in designing models for African-Americans.

In this conceptual framework, the experiences of three selected nonformal education models, whose aim was to help their learner population to become self-reliant, was described and analyzed. The three models were: the Village Polytechnic Movement in Kenya, East Africa; the Nonformal Education Project in Ecuador, South America; and the Adult Education Program in Tanzania, East Africa. This examination focuses on and compares major trends and highlights of the respective responses of non-formal education in seven crucial issue areas: the goals of education, that is, their existence, origins, collective and/or individualistic emphasis and meaning with regards to knowledge; the kind of education, that is, curricula and methods; the amount of education, that is, lengths, sequence of learning, and the number and kind of learners; the resources of education, that is, human and material resources; the financing of education, that is, national expenditure and sources; and the organization of education, that is, planning and evaluation, distribution of responsibility and coordination.

From this examination emerge a number of tentative conclusions. For the sake of convenience they may be grouped as answers to the primary question raised in the introduction of this work. The question was:

What are the most important considerations that might be gleaned from a study of

selected nonformal educational programs that deal with self-reliance, that might prove useful in planning to meet the educational needs of African-Americans in urban United States?

A first conclusion emerging from this study would seem to be that there is a need for an examination of purpose of education for African-Americans in general and for African-Americans in urban America, specifically. An attempt was made in this study to show that there is a great discrepancy between the purpose of education as it is related to the goals of national development and the purpose of education as it is related to African-Americans.

Another conclusion emerging from this study would seem to be that there is the need for more of an overt commitment on the part of the federal government to the African-American community in general and more specifically to their educational needs. The role of the federal government could be broadened to include such elements as: a more effective assessment of needs of the African-American urban community with a closer relationship between urban needs and the needs for national development; a more effective evaluation plan of the adult education programs that are already in existence in urban areas to determine new directions for old and new planning. Programs for urban African-Americans came into being after a "crisis" situation in urban areas, rather than as the result of meaningful planning. These types of programs' life expectancy was usually short-term, rather than becoming an on-going part of national developmental planning. Other elements would be: a more effective system of coordination to maintain consistency, and a greater commitment on the part of the private sector of society. The federal government could play a role in creating interest within the private sector and by maintaining direct linkage with the private sector.

Another conclusion emerging from this study would seem to be that there is the need for some other type of educational delivery system: a delivery system that provides a "liberating" process and general benefits for African-Americans, not a system that simply provides training skills needed for employment.

Another conclusion emerging from this study would seem to be that there is the need for an

educational process that would help people to achieve self-reliance. Education must liberate both the mind and the body of man.

42. Curriculum Development: Toward Effecting Improvement in Kenya Schools

Gilbert Paul Oluoch

Chair: George E. Urch 1977

One of the most urgent tasks facing education in Kenya, or in the other newly independent countries in Africa, is that of curriculum development. The country has many nation-building needs to which the pre-independence education did not adequately address itself. The present study was, therefore, aimed at determining ways and means by which curriculum development in Kenya could be brought about even more effectively.

To this end, the following research questions guided the investigator:

What is the present educational system in Kenya?

What is a school curriculum? What is meant by curriculum development? What procedure should be followed in developing school curricula in Kenya? What kind of curriculum development organization should be set up in Kenya?

Research procedure. The research procedures consisted primarily of a systematic library search, interviews with thirty-three selected educators and national leaders, and data collection by means of the participant observer technique.

Having noted that curriculum development was coordinated centrally through the Kenya Institute of Education, the investigator proposed curriculum and curriculum development conceptual schemes that could lead to the improvement of the curriculum development process in the country.

It was also recommended that curriculum development should:

- a) be based on findings of continuous evaluation and research;
- b) concern itself with all the curriculum dimensions and elements;

- c) be a team effort; and,
- d) be organized on the basis of well formulated projects.

It was further recommended that the setting up of a curriculum development organization in Kenya should be based on the following major guidelines:

- * The structure of the organization should enable curriculum workers to attend to all the dimensions and elements of school curricula.
- * The structure should facilitate team-work in curriculum development.
- * The organization should be able to attract the services of the best talents in Kenya.
- * The organization professionally should be an integral part of the Ministry of Education.

Four major implications of the study were identified as follows:

- * The decentralization of curriculum decision-making should be implemented in a manner that complements the competencies of teacher participation in curriculum decision-making.
- * Teachers should play a major role in the determination of national goals of education.
- * Pre-service and in-service preparation of teachers should include training in curriculum development.
- * The universities in Kenya should address themselves more squarely to the country's nation-building needs.

In conclusion, it was hoped that an attempt would be made in Kenya to implement the proposal made in the study and that further investigations would be undertaken with a view toward continued curriculum improvement.

The Kenya Institute of Education is a salient organization concerned with the continual educational accomplishments of all youth and adults as the country moves toward realization of its national goals. The incorporation of the findings of the present study into the existing Institute would result in even more effective and compelling service to the most important resource of the country—its people.

43. Examination of an Alternative: A Look at Primary and Secondary Education in Namibia

Mose Penaani Tjitendero

Chair: David R. Evans 1977

The dissertation traces the historical roots of the educational system in Namibia and demonstrates the relationship of these roots to the current system which continues to provide sharply different quality and amount of education for Europeans and Africans. The analysis of the role of education in an independent Namibia focuses particularly on the character of the existing curriculum and the kinds of changes which will be necessary. The current curriculum is shown to be the product of missionary education, of the German colonial period, and the apartheid policies of South Africa.

In seeking models for future curriculum change, the study looks at the Tanzanian education system for guidance on relating education to development in a poor, rural environment. For suggestions on language policy, the study turns to the Ghanaian example as a possible model where a European language is to be used as the national language. The conclusion highlights both the characteristics of the process and the kinds of curriculum which will have to be developed in order for education to play an effective role in developing a viable, independent state of Namibia.

44. The Counselor's Dilemma: A Unique View of Secondary School Counseling Based Upon the Notion of Complementarity

Alan K. Bridges

Chair: David R. Evans 1978

By now, there is broad acceptance of the fact that secondary school counseling as a profession is in a state of crisis. The absence of a definitive professional identity, conflicting role expectations, new needs and demands within the school community, and drastic cuts in school budgets have painfully created what we call the counselor's dilemma. It is the purpose of this study to describe and *analyze* the elements and forces that caused this condition, and to suggest some possible strategies for overcoming the counselor's dilemma.

In the literature, there are masses of hopeful recipes for increasing counselor effectiveness in secondary schools. Generally, the counselor is being called upon not only to meet the needs of students but the needs of the total school community as well. Although these writings are intended to address the critical issues and problems in the profession, they are, unfortunately, of little help to the practicing counselor. For example, the major recommendations and strategies coming from the literature are more appropriate for the ideal rather than the real world of secondary school counselors. Furthermore, these writings rarely, if at all, look at counseling as a whole experience. Counseling is mainly discussed in terms of its parts which overlooks what most practicing counselors experience as professional and personal reality. Today, counselors need a new kind of help—a help that will take into consideration the counselor's professional as well as personal needs.

In order to overcome the counselor's dilemma, we propose that: (1) the counselor choose self as the primary source in the counseling process; and (2) the counselor becomes a more effective problem-solver in secondary schools. To help counselors accomplish these goals, we introduced the notion of complementarity which is a phenomenon first discovered in the atomic physics laboratories of Niels Bohr and Werner Heisenberg. Essentially, complementarity teaches us that "any two points of view are complementary." In this study, we try to show how this rather simple idea can become a very powerful problem-solving tool for counselors working in secondary schools today. We call it a tool for change.

Staying consistent with the perceived need to look at the counseling experience as a whole, we created a simulation of the counselor's average school day, based upon the writer's experience, highlighting the "realities" of being a secondary school counselor. In Part II of the simulation, we have attempted to weave the various aspects of complementarity into the fabric of the counselor's school day to demonstrate the ways in which complementarity can help, and some of the ways it cannot. We also hinted at the possibility of the notion of complementarity providing the basis for a counseling system throughout the school community where counselors are only one part—the "hub"—of that system.

In the long run, only the practicing counselor will be able to determine the potential usefulness of the notion of complementarity in secondary school counseling. Due to the descriptive nature of this study, we had no conclusions. At best, this study is a call for action—more research, more experimentation in practice, more mutual sharing of school experiences among all members of the school community. We know that counselors cannot solve the many problems in today's secondary schools alone. At the very least, it will take a concerted effort involving the entire school community. On behalf of our students who are entering a world where change is the only constant, we must meet this challenge together. Hopefully, the notion of complementarity can help this happen.

45. **A Comparison of Several Algorithms for Maximum-Likelihood Estimation of Parameters in Unrestricted Common Factor Analysis**

Michael Patrick Hagerty

Chair: Thomas E. Hutchinson 1978

The purpose of this study was to compare a set of nonlinear minimization routines within the context of the unrestricted factor analysis model. It was anticipated that the outcome of the study would provide researchers with recommendations concerning the efficiency of the various algorithms for minimization in this context.

To this end, eight routines which had either been used in factor analysis before, or had demonstrated high levels of efficiency in other problems, were collected and tested. The set included Joreskog and van Thillo's NWTRAP, van der Voort's MINIM, Powell's VAO6A, Fletcher's VAO9A, Shanno's MINFUN, Browne's FACTOR, Gruvaeus and Joreskog's STEDE/FLEPOW, and the author's reworking of NWTRAP. The data used in the test procedure were matrices which had been previously factor analyzed in published reports.

A program was written to serve as the environment for the testing of the individual routines. The unrestricted factor analysis model proposed by Joreskog and van Thillo was implemented in the form of a standalone function to be invoked by each of the routines under test. The resultant solutions

were compared against the solutions produced by the widely-used UFABY3 program. Information was collected on the robustness and accuracy of the routines, as well as the CPU time, number of iterations and evaluations, and amount of memory required.

The information collected by the test program was tabled and examined to determine the parameters which would allow the individual routines to be included as part of a general factor analysis package.

In summary, the study indicated that the choice of a minimization routine does make a difference. To select an inefficient algorithm is to guarantee the needless waste of large sums of computer time. The recent availability of efficient algorithms for non-linear minimization provides the means by which efficient programs can be produced for increasingly complex factor analytic problems.

46. A Study of the Self-Concept of Basotho Male and Female Adolescents in Secondary Schools
Mercy Rapelesega Montsi
Chair: Norma Jean Anderson 1978

The study investigated patterns and trends of the self-concept of a sample of Basotho adolescents, comparing scores across age and across sexes and grade level. Data were obtained through the administration of a structured verbal self-concept scale, the Tennessee Self-Concept Scale. Analyses of the self-esteem scores were also done with different combinations of these independent variables to test their interactional effect. The following hypotheses were used to test the relation between the dependent and independent variables:

- A. There will be no significant difference between self-esteem scores by sex;
- B. There will be no significant difference between self-esteem scores by age; and
- C. There will be no significant difference between self-esteem scores by grade level.

A few of the subscores supported the hypotheses but some did not. There were also significant interactional effects for many of the subscales.

The conclusion arrived at for the study was that there were significant grade, age and sex differences for self-esteem scores. Generally when the independent variables were individually considered, there was a linear relation between grade and age and self-esteem scores. The girls' scores differed significantly from the boys' scores for some sub-scales. But two-way and three-way interaction results show some other instances where this relationship was reversed. For example, a group of young girls (aged 14 to 17 years) scored significantly higher than the rest of the groups, and the older girls (aged 17 to 24 years) did the reverse. Significant differences were observed with the same age subgroups across sexes and grade level.

The study recommended that further and follow-up studies be done to better assess the appropriateness of the measure used and if need be, to develop a scale specific to this society or to adapt an already existing scale accordingly.

47. Recasting Gandhian Basic Education in Light of Nonformal Education
Vasudevan Nair
Chair: David R. Evans 1978

The concept of Basic Education identified with Mahatma Gandhi was adopted and implemented as a national system of education in India for nearly two decades before it was abandoned in the face of implementational difficulties as well as opposition from parents and teachers. Craft training formed the score of this educational approach that sought to instill in the learners the values of self-reliance, cooperation and respect for manual work. Gandhi's educational ideas were closely related to his vision of India as a nation of autonomous, self-reliant village republics in a non-violent and non-exploitative social order. The concept of self-reliance also meant that every individual would be skilled in a productive activity for economic independence. The Gandhian approach to craft and industry is based on the notion that "appropriate technology" will maximize work opportunities for the teeming populations of India, largely concentrated in the villages.

Educational and development planners now endorse the very same approach of Gandhi in their advocacy of non formal education, combining "mi-

nimum essential learning needs," with occupational skills. The promotion of out-of-school (non-formal) learning and training on a worldwide basis, as well as the existence of case studies that focus on the wide range of nonformal educational activities, provide perspectives with which Gandhian Basic Education can be recast as a workable system.

The study examined four aspects related to the field of Basic Education, and with these as a lens, a review was undertaken of the general field of nonformal education. Attention was given to the contributions of Philip Coombs, Paulo Freire and Julius Nyerere for possible planning strategies and perspectives. The four factors considered were: (1) the role of education in social development; (2) teaching-learning strategies; (3) organization; and (4) personnel.

The review of nonformal education and the contributions of its chief protagonists has highlighted the futility of attempting social change through a change in the curriculum, since the basic motivation for schooling was the opportunity for jobs. The success of the Basic system would depend on the relationship between the training it offers and opportunities for gainful employment created by the pattern of national development. The existence of the modern sector in the Indian economy, as well as the recent emphasis on rural and agricultural development, call for redefinition of craft-based education to include various employment-related skills.

The study suggests a two-part curriculum and an out-of-school component of skills training. Participatory mechanisms involve teachers, development officials, and local leaders identified as key personnel for effective planning. Also identified was the need to marshal and deploy scarce resources.

Change strategies to orient Basic schools toward learner-centered methods and process orientation are suggested by the review of teaching-learning processes undertaken in the study. Further, the use of non-professional staff and the induction into the Basic Education system of development agency personnel to complement school instruction is recommended. The creation of regional centers to evolve self-motivating learning materials and innovative processes are suggested for effective

implementation of an integrated system with formal and nonformal components.

**48. Bilingual Desegregation:
School Districts' Responses to the Spirit
of the Law Under the Lau vs. Nichols
Supreme Court Decision**

Victor Alberto M. Ochoa

Chair: David R. Evans 1978

The purpose of this study was to identify the basic characteristics of the planning process, and organizational and motivational characteristics of the school districts in Southern California which support or hinder the implementation of a compliance plan under the Lau vs. Nichols Supreme Court decision of 1974.

The study begins with an intensive review of the literature of organizational development and planning change. The review of the literature identified four stages of a planning process applicable to the context of Lau compliance. In addition, the review of the literature suggested two dimensions of characteristics—planning process and organizational climate for effecting educational planned change.

The four stages of a planning process for Lau compliance were used as a framework for identifying and operationalizing characteristics of a district's planning process and organizational climate. For each state of the planning process (Determination of Legal Requirements, Initiation, Implementation, and Incorporation) and dimension (planning process and organizational climate) specific characteristics were identified. The identified characteristics were then used as criteria for assessing the planning behavior and organizational climate of sixteen school districts in Southern California involved in the four-stage planning process of Lau compliance. In addition, a Likert-type questionnaire was sent to ninety-four school districts (with a 73 percent response) to obtain their perceived opinion on what impact the Lau decision has had on their district and the level of district involvement and support involvement and support in complying with the Lau decision. To illustrate the planning behavior of districts throughout the four-stage planning process of Lau compliance, four case studies were examined.

Four questions were posed in Chapter 1 to facilitate the identification of basic characteristics of the planning process, and organizational climate characteristics that could guide school districts found in non-compliance under the Lau decision in their efforts to meet Title VI requirements. The results described in Chapters 3, 4, and 5 allow for some generalizations.

The study suggests that most school districts complying with the Lau decision meet compliance requirements through minimal efforts that have little affect on the existing district curricula. The administrative leadership of most districts does not involve community persons in the development and implementation of educational master plans. It also does not take an active role in the implementation of educational strategies. Finally, it fails to reallocate resources and to defend negative political forces opposing bilingual desegregation. In enforcing the Lau compliance process, the United States Office for Civil Rights generally exerts its legal power on the developmental stages of Lau compliance rather than on the implementation and incorporation stages. The study also indicates that a receptive district setting toward bilingual desegregation is a necessary but not sufficient condition for effective implementation of Lau compliance.

The study concludes by identifying the planning process characteristics, and organizational and motivational characteristics that are most crucial to the implementation of bilingual desegregation plans under the Lau decision.

49. An Emerging Problem for Educational Planners in Zaire: Unemployment Among the Educated Causes and Tentative Solutions

Radja S. bin Saidi

Chair: Richard O. Ulin 1978

This study is both a critique of the policies of educational reform put into effect in Zaire since independence as well as a definitive statement of how the objectives of social, political, and economic development as defined by Zaire's leaders can be implemented through a coherent national education policy. The Zairian pre-colonial philosophy of education, together with the Belgian colo-

nial educational assumptions, objectives, and policies are discussed in order to put the present educational issues in Zaire in their proper historical and cultural context.

In its conclusion, the study describes the importance of a political culture or national ideology as the proper foundation and template for the development of cultural, political, and economic objectives in the schools. The democratization of education, when it is not based on a solid Zairian ideology, is doomed to fail to meet the objectives of authentic national development.

50. Agricultural and Educational Development in Rural Ghana

Howard L. Steverson

Chair: George E. Urch 1978

During the United Nations' First Development Decade (i.e., the 1960's), there was more concern with industrialization than with problems of the rural poor. Consequently, the latter had lower than normal nutritional intake, higher than average mortality rates, and the like. The U.N.'s Second Development Decade on the other hand included a number of undertakings in rural development that indicate problems of the rural poor are to be given ever-increasing attention. This research study investigated conditions of poverty in general in the developing world and more specifically in Ghana, and summarized the following:

- * An exploration, by the literature review, of the root causes of and alternate solutions to poverty in under-developed rural societies.
- * A field investigation in Ghana of current efforts in agricultural and educational development in one developing country for enhancing the life of that country's rural masses.

The major problems uncovered were (1) lack of sufficient food production in the hands of rural peasants, coupled with insufficient income-earning opportunities to purchase what food was available; and (2) over-dependency on costly formal approaches to education that provided limited outreach to the majority rural poor, that were further generally irrelevant to rural learning needs.

Since 1970, underemphasis on agriculture and the rural areas in a number of countries seems to have reached its lowest point. In selecting Ghana for this study, it was considered that the government had in 1972 initiated policies and investments stressing increases in agriculture and assistance to small holdings. The latter further included improved credit facilities, marketing outlets, and farmer cooperatives for effecting greater savings when purchasing inputs—all supported by international assistance projects.

The following summarizes recommendations applicable to developing agrarian societies in general, and to Ghana in specific. The recommendations regarding Ghana are based on the results of interviews of and review of reports published by both Government of Ghana and multilateral assistance officials:

- * General: Adoption of a balanced rural-urban growth policy—supported further by investments—with special attention to small-farmer development, and placement of agricultural production in the hands of rural, agrarian peasants.
- * Ghana-specific: This adoption in Ghana has occurred, but is adversely affected by continued attractions of the rural poor to urban areas; and pressures by urbanites' need for subsidized food, precluding pricing policies for farmers. Government's efforts to augment small farm production via government-run large-scale farms often detract from development of infrastructural support for small farmers. Government's failure to complete irrigation schemes, for example, meant that recent droughts had severe implications.
- * General: Redirection of multilateral assistance should promote production, agricultural research, and other subsidized inputs for small holdings in lieu of food give away/relief.
- * Ghana-specific: Major support to Ghana by the World Bank and other external assistance agencies is directed mainly to the rural areas and the agricultural sector, with emphasis on small-farmer development and supports.

General: There must be productive employment of skilled rural masses in increasing agricultural production and developing rural areas. This is essential to generate sufficient income for more adequate food purchases as well as for improved agricultural storage and marketing, rural health care, and the like.

- * Ghana-specific: Economic development policies set forth by the government stress the importance of productive employment as essential to national development.
- * General: "Formal" adoption of non-formal education techniques for imparting to rural masses "crash" skills training and other minimum learning needs is essential to a full and productive life in these areas.
- * Ghana-specific: Formal education in Ghana still excludes eighty-four percent of age-eligible rural youths, and is not oriented to minimum learning needs for rural living. Hence, NFE benefits are now being considered by government agencies concerned with rural development. However, inter-agency coordination has only recently been initiated, and the technology for "crash" training has not been fully explored or developed.

This research includes suggested refinements in Ghana Government policies on small farmer development, integrated rural development, the youth, and education.

51. **Developing a Strategy for Analyzing Sex Role Stereotyping in Reading Skills Material**

Yvonne Villanueva

Chair: Sheryl Reichmann 1978

The purpose of this study is to develop a set of questions or a framework to help in the analysis of sex role stereotypes in reading skills materials in Spanish America using Venezuela as a case study.

The emphasis of the study is on the process used to arrive at the final set of questions rather than the

results obtained by their application to selected Venezuelan books. Because of this, the results obtained are not to be generalized to any other but the books used in the study.

After a review of the appropriate literature, several attempts were made to design the framework using as a basis studies done in the United States. The majority of those studies used traits or appropriate norms of behavior as a basis. Those attempts were considered too difficult and inappropriate for use in Spanish America because of cultural and language differences.

The final design of the framework is divided into three parts: bibliographic information, individuals in the illustrations and the portrayal of society in the narrative. The researcher used this framework to analyze five primary school books from Venezuela and determine if the results obtained showed evidence of sex role stereotyping. After the results were presented and discussed, conclusions were reached as to the usefulness of the analysis framework.

The next step was to test the design by having an outside rater apply it to three of the books used by the researcher. The differences between the results obtained by the rater and those obtained by the researcher are discussed and analyzed at length. Basically, the ratings were alike and the questions were considered to be easy to work with and adaptable, with minor alterations, for use in other Spanish American countries.

The study ends with a discussion of the specific issues related to possible ways to expand this process by formulating questions keyed to specific areas such as economic participation, family portrayal, et cetera. A number of classroom intervention strategies are given to help people using this process to deal with the sex role bias at different levels in the educational system. Suggestions for further areas of research are also included.

52. Collaborative Programs in International Education: An Analysis and Appraisal

John Whipple Bing

Chair: David R. Evans

1979

This is a study of international collaborative programs in education, which, it is argued, are a particular consequence of global interdependence. The focus of this study is on programs developed by the Center for International Education, School of Education at the University of Massachusetts (Amherst), in cooperation with counterpart organizations in three other countries. A survey of U.S. foreign assistance programs is undertaken, with a special emphasis on programs involving U.S. colleges and universities. U.S. foreign assistance efforts are considered to have three distinct phases: the early period (to 1939); foreign aid and the politics of power (1939-1969); and the diversification of power-foreign aid and interdependence (1970-1978). A key finding is that the relative significance of traditional foreign aid programs is declining within the third phase as conditions of interdependence strengthen.

Theoretical issues in collaborative international programs are studied through a comparison of three approaches to the analysis of cooperative and conflictive behavior. The first involves an analysis of the prisoner's dilemma game; the second, a study of altruism; and the third, an analysis of behaviors in "commons" systems. An intergroup behavior matrix is developed and described.

The relationship of group cooperation and conflict to conditions of global interdependence is then explored. One finding is that cooperative enterprises require groups of relatively equal strength, equitable rewards for both parties, and guarantees against "cheating," or the attempt at unilateral gains through coercive behavior. Further, it is likely that collaborative programs are made possible under developing global interdependence, although such programs are not inevitable under these conditions.

Nonformal education programs in Ghana, Ecuador, and Thailand are reviewed to identify their fundamental components and their unique and common characteristics. Specific criteria and a working definition of collaborative programs are applied to determine what if any relationship exists between collaborative programs in international education and the values reflected in the materials, methods, and techniques produced by these programs.

Recommendations to improve the planning and implementation of collaborative programs are then made. Possible future directions in the development of collaborative programs are discussed, with emphasis on the need for institutions to adapt to conditions of global interdependence. With increasing fusion between issues in the domestic and international areas, there are urgent needs for corresponding increases in research and collaborative projects between U.S. universities and counterpart organizations in other countries on matters of common concern. However, it is noted that incentives at the federal level will be necessary to provide resources for expanded research and development efforts by American universities in the international sphere.

53. Labor Market Segmentation, Credentialism and Educational Development

Victor Manuel Gomez Campo

Chair: Samuel S. Bowles 1979

The main objective of this thesis is to analyze the ideological and political functions of the schooling process of certification of educational achievement through educational diplomas or credentials, as well as the most important educational development implications of this process, within a context of a highly segmented and hierarchical occupational structure, which is the result, primarily, of the basic social division between intellectual and manual labor, and secondarily, of the productive heterogeneity and differentiation created by monopoly capital investments in underdeveloped countries.

The process of certification of educational achievement (educational credentialing) is conceptualized in this thesis as performing a crucial ideological and political function for the reinforcement and reproduction of the dominant class structure, according to the nature of political relations between the different classes in capitalist societies, and more in particular in underdeveloped societies whose industrialization process has been dominated by monopoly capital investments.

The utilization by employers of educational credentials, or of the relative educational attainment level of the labor force, as requirements for em-

ployment in the different occupational segments, is analyzed as Capital's strategy in creating profound social and therefore political divisions among the labor force, first along the basic social division between intellectual and manual labor in the enterprise, and secondly between the different enterprises according to their economic, technological and organizational power. This division of the labor force is legitimized by the meritocratic and technocratic ideology associated with individual educational achievement, and is thus highly functional for the production of the dominant social relations of production.

From the perspective of the labor force, educational achievement and credentialing represents the most important opportunity for 'social qualification and distribution;' that is, for being separated into the spheres of intellectual or manual labor, and for obtaining the best positions in terms of income, autonomy, organizational power and social status in the former. Within the context of labor markets that are highly segmented along two general dimensions; first, between the spheres of intellectual and manual labor within each enterprise, and also between different occupational categories within each of these spheres, and secondly, between the firms belonging to the monopolistic Center and the competitive Periphery; the probabilities for individual social and occupational mobility are strongly determined by the attainment of the relatively higher as well as the selected levels of educational credentials.

This social-economic context becomes a fundamental obstacle to educational reform since those social groups and classes with the highest social mobility aspirations are also those with the political power to influence in their favor the pattern of expansion of public educational opportunities, and with the economic power to purchase private 'credentialing' opportunities. Consequently, the expansion of educational opportunities is concentrated at the higher levels of schooling, thus generating a continuing devaluation of the competitive advantage of educational credentials in the labor market competition and deteriorating then the social and occupational mobility probabilities of those with middle and lower levels of educational attainment, and most importantly, widening the social gap between the relatively schooled and non-schooled.

Finally, a proposal for educational change is presented whose objectives are, first, to gradually eliminate the monopoly of schooling over the realm of knowledge, thus also eliminating its control over the credentialing process, and therefore abolishing the aforementioned political and ideological functions of educational credentialing, and secondly, as a necessary and simultaneous complement, to gradually eliminate the credentials-based employment process in favor of a labor-controlled social organization of production, which would then facilitate the elaboration of the educational 'project' of the working class.

54. The Participatory Development of Materials and Media for Nonformal Education

John Paul Comings
Chair: David R. Evans 1979

This study first looks at the concept of client participation in development work with particular focus on nonformal education. This is followed by a specific analysis of client participation in the design, production, utilization and evaluation of nonformal education media and materials. This analysis is applied first to a project in Troy, N.Y. where officials from the State Health Department worked with members of their client population to produce a "photonovel" about community problems and rodent control. Then several shorter case studies are described and analyzed briefly, and the last chapter draws conclusions for planning, evaluating and implementing participatory nonformal education media projects and offers suggestions about where further research should proceed.

The study contains a brief historical analysis of the concept of participation in development work and offers a new definition based, in part, on previous definitions developed at the Massachusetts Institute of Technology and Cornell University. This definition includes a matrix that is useful for planning, evaluating and comparing development projects from the viewpoint of participation. Five project types are presented that are based on the level of participation of the client group. These five types and the matrix are both presented in the general form for development projects and in specific form for nonformal education media projects. The study also presents, from the literature,

an analysis of the resources necessary for participation in a project and the benefits that can result from that participation. These benefits and resources are also presented both in a general development context and a specific nonformal education media context.

The Troy project is described in detail following the matrix format. The benefits of the participatory approach in Troy are then discussed in terms of both the product and other aspects of the project. Finally an analysis is made of the types of resources needed by clients, media facilitators and content specialists. The shorter case studies are of participatory nonformal education media projects in North America, South America and Asia.

55. Processes of Transformation: Creative Formulation During Transition

Deborah Ruth Golub
Chair: George E. Urch 1979

Transition is an irrevocable condition of our lives which is exacerbated by the stresses of contemporary society. A number of factors contribute to the dissonance that accompanies modern man's physical and psychological uprooting. Among them is the fact that journeys of transition have been analyzed primarily by spectators rather than participants. These observers usually focus on the disorientation of the traveler's crisis instead of his overall continuity, and measure successful integration in terms of adaptation to the status quo which they themselves present. Voyagers have grown accustomed to viewing their own transitions as disintegrative and ignore the constructive potential for growth inherent in their changes.

This study examines two manifestations of the transformation process—transition and creative formulation—and explores ways in which the latter assists an individual in both understanding and resolving his transition dissonance. Part One reviews various models of change as outlined in the literature of migration, rites of passage, natural and man-made disasters, total institutions, concentration camps, schizophrenia, and journeys of the hero and the mystic. The author abstracts the common denominators of these diverse circumstances and proposes a generic "transition process." This is followed in Part Two with another

conceptual framework for understanding creative formulation.

Comparison of the two constructs indicates that transition and creative formulation are parallel processes whereby the traveler separates from a prior pattern of relating to the world, undergoes a profound turning, and re-emerges in the daily world with structures by which his experience is newly organized.

The study concludes that the creative process of generating novel forms is a powerful vehicle toward the resolution of transition discord and subsequent stimulation of creative energy. By placing difficult life changes in the context of creativity, individuals can focus on the affirmative rather than disruptive dimensions of their transition. They can actively participate in change rather than passively tolerate it. They can recognize commonalities of experience, remember prior renewals, and feel their creative potency reaffirmed.

Activities are presented in order to illustrate one practical way that creative formulation might address transition dissonance within an educational context. Designed primarily for use among children experiencing geographic and cultural uprooting, the exercises are easily adaptable to other age groups and settings.

56. Nonformal Education as an Empowering Process With Case Studies from Indonesia and Thailand

Suzanne Kindervatter

Chair: David R. Evans 1979

This study develops a role for nonformal education consonant with recent thinking on Third World development: nonformal education as an empowering process. A consideration of nonformal education's relationship to the new concepts of development is particularly important today. The effectiveness of traditional models of development has been seriously questioned and new approaches have been defined. As a development sector, nonformal education should adapt to these new definitions.

The first part of the study establishes a rationale for the role of empowering. The second part evolves both the concept and practice of nonformal education as an empowering process.

To build the rationale, the study begins by discussing new perspectives on the causes of underdevelopment and on the meaning of development, all of which is summarized by a concept called "another development." Next, the work of several institutions and individuals involved in conceptualizing nonformal education is examined in an attempt to discover a role for nonformal education which is consonant with "another development." The role which emerges is one that enables people to develop skills and capabilities which increase their control over decisions, resources and structures affecting their lives. For the purposes of this study, this role is termed "empowering" and the means by which the role is fulfilled is an "empowering process."

The concept and practice of nonformal education as an empowering process are developed through a number of stages. First, the general characteristics of an empowering process are deduced through a survey of four empowering processes: community organization; worker self-management/collaboration; participatory approaches; and education for justice. Second, the study presents case studies of two nonformal education programs, in Indonesia and Thailand, which are representative of empowering approaches. Third, the case studies are analyzed using the general characteristics of an empowering process defined earlier, as a means to identify factors and issues of particular importance to nonformal education.

In conclusion, the study defines the characteristics of nonformal education as an empowering process, discusses the potential and limitations of the approach, and suggests guidelines to program developers for creating nonformal education programs which promote empowering.

57. The Indigenous Education of the Basotho and Its Implications for Educational Development in Lesotho

Fusi Zacharias Aunyane Matsela

Chair: George E. Urch 1979

Ministries of education in developing countries have from time to time received expressions of concern about the cultural irrelevance of their curricula or of some aspect of them. Many of these complaints or concerns came in after independence, as has been true in Lesotho. The survey carried out by the researcher in 1978 on the "factors which affect education in Lesotho primary and secondary schools" showed that the issue of cultural irrelevance was one of the most important of the negative factors reported. The report (not yet published) of the Lesotho National Education Dialogue and National Education Symposium (of 1977-78 and 1978, respectively) once again corroborated this concern. The research of this study was carried out in partial response to this concern in Lesotho.

The purpose of the study was two-fold: to describe and critically analyze the indigenous Sesotho education system in the context of indigenous Sesotho culture, and to deduce the utilization of certain aspects of the education system for dynamic education development in Lesotho. This purpose was achieved by investigating and describing the primary aspects of Sesotho indigenous culture and specifically the indigenous Sesotho education. Data was collected mainly in Lesotho from such sources as: the aged Basotho people, relevant literature, museums, artifacts, and others.

The six-item instrument of research used was intended to collect data about the content, clientele, instructors, goals, and policy of the indigenous education system.

The hypothesis to be proved/disproved by the results of data analysis were intended to establish the existence of an indigenous Sesotho culture and education and to find out whether the latter had a soundly-based, even if unwritten, curriculum complete with goals, content, methods, and techniques. To all these a positive response was registered.

Several important discoveries were made about the principal objectives of indigenous Sesotho education: these were to promote social introduction, good behavior, the pursuit of excellence, the value of practical work, care of the needy, the national

philosophy and outlook, and to provide basic requirements for survival.

Recommendations include the need for immediate improvement of national historic monuments and the development of museum and archival facilities, large-scale research and collection and safekeeping of Sesotho oral indigenous traditions; research in and development of coordinated nonformal education programs and effective integration of these with formal education programs for the enrichment of both.

58. Informal Skill Acquisition in Africa: The Wayside Mechanic of Koforidua, Ghana

Stephen Douglas McLaughlin

Chair: David R. Evans 1979

This is a study of skill learning in an informal learning setting in Africa. The purpose of the study is to describe and analyze the nature of the skill acquisition process in one indigenous training system: the apprenticeship of the wayside mechanics' workshops in Koforidua, Ghana.

The study first examines informal skill training from a broad perspective. The history of the West African craft workshop and its associated apprenticeship is traced. Several major themes in the literature on informal skill training in Africa are then discussed as they apply to structured training systems such as apprenticeships.

The second part of the study describes the specific setting of the wayside mechanic workshops and the general features of the apprenticeship system. Subsequent sections consider contextual factors which may have a bearing on apprentice skill acquisition. Case studies of several apprentice and master artisans are presented to illustrate personal experiences at various levels of the mechanics' profession.

Finally, the learning/teaching process in the wayside workshop is analyzed intensively using data gathered from general observation, structured interviews, and structured observation instruments. Apprentice skill competence is assessed through self-reports and administration of a mechanics skill test. Results are used to evaluate the effectiveness of apprenticeship training in fostering diagnostic skills and higher-order theoretical understanding. Several possible ways of enhancing apprenticeship.

training through supplementary training programs are suggested.

The implications of the study are of interest to educational anthropologists who are concerned with learning in traditional, naturalistic settings. The study is also significant for educational planners in that it calls attention to the strengths and limitations of building nonformal education programs around indigenous learning systems.

59. Education Planning for South African Refugees

Nana Ruth Mbele Seshibe

Chair: George E. Urch 1979

Among the various problems which all African countries have to face in connection with their educational systems, one of the most difficult and currently unresolved concerns curriculum planning for South African refugees. The increase in refugee demands for educational opportunities precipitated the development of this study.

This study attempts to discuss and analyze the functions and roles of the different agencies involved in the planning of refugee education in an attempt to increase understanding of the different variables which complement or negate each other in the planning of the curriculum for South African refugees.

The resource methodology for this study consists of four major sections. The first is the review and analysis of the literature from the early sixties (the period during which South African refugees evolved), until 1976, which was the highest exodus time. The second part of the research was through library research materials from the United Nations High Commissioner for Refugees, the University of Massachusetts, Harvard, Texas and Boston Universities. The third was interviews with South African refugees who participated in the refugee educational programs and the data were collected by means of participatory observer technique. Determining what are the policies and practices of various host governments, international agencies, private organizations and the Organization of African Unity in the planning of the refugee education.

That these agencies and the development planners of host countries do not coordinate their activities is the major finding of this study. The reasons for these discrepancies are difficult to enumerate, and some suggestions are presented in the areas of curriculum planning. These suggestions include: designing a curriculum that will consider political, economic, societal and social factors that would harmonize the planned educational system and increase cooperation among the curriculum innovators; and provide skills that will be applicable in refugees host countries as well as in their country of origin upon return. In order to strengthen the education for refugees, host countries' curriculum should be constantly evaluated to see if its goals and objectives are in tune with those of the refugees.

It is also recommended that the refugee students' educational experiences be learner centered, to meet individual needs and upgrade deficient skills. Evaluation of the curriculum is also one of the major components of the curriculum planning, while continuous research will aid the planners to focus their plan using the data collected.

60. Community Education for Self-Reliant Development

Jane Kathryn Vella

Chair: Horace B. Reed 1979

Education programs for communities in Third World situations involved in development efforts are designed according to theories of both community education and socio-economic development. This study explores the design, implementation and evaluation of such programs through (a) a review of the literature dealing with selected theories of adult and community education and socio-economic development; and (b) through the analysis of a case study in community education for development in one of the northern regions of Tanzania. Then a program in community education for a village, and a training program for adult educators, are described in terms of implementing guidelines derived from factors considered significant.

The history of both theory and practice in the field of socio-economic development since the end of World War II has led to a new realization that

development is not only economic, but also self-reliant, growth. Statesmen, scholars and field workers are aware that development is an intensely complex process affected by economics, politics, sociology, law, culture, philosophy, theology and pedagogy. A development program that does not give priority to self-reliance can readily become part of the international and internal process of underdevelopment which involves the raising of the standard of some people at the expense of others.

Community education, defined as any organized educational activity that takes place within a community to meet the particular needs of the local people, can be a prime factor in the struggle for self-reliant development. However, the frequent failure of such programs to persist in the search for development and to bring about practical results is a major problem. Why do so many programs fail? How must an educational program be structured to serve self-reliant development in a community? What guidelines might be useful to community educators in Third World situations?

Based upon six questions that arose during field experience and that recurred during the analysis of the case study, these six guidelines are suggested for use in designing and implementing a community education program:

The person is central to the program. Problem-posing approaches are most effective in achieving self-reliance in a community. Participation must include all of the elements of the community and be used in all of the parts of the program. The program must be part of a whole, that is, integrated into local, regional or national development plans. The staff must be adequately prepared, with sufficient understanding of the socio-political-economic situation of the community. The program of community education for self-reliant development is explicitly political, necessarily involved in the analysis of power in the community.

Both the content and the process of community education are considered in these suggestions. If the aim of such education is liberation, empowering people to be subjects and not objects of history, a process congruent with that aim is demanded. Content must not only be relevant, but must be derived from the life and experience of the people. This implies the educational approach of praxis,

action-reflection-action cycles determined by the themes and priorities of the community.

61. Understanding Pictures: A Study in the Design of Appropriate Visual Materials for Education in Developing Countries

David Addison Walker

Chair: David R. Evans 1979

The human resources approach to national development has challenged educators to find ways of communicating with village people that do not rely on the written word. Pictures are being used increasingly as a way to deliver messages to illiterate groups. Recent cross-cultural research has shown, however, that many of the assumptions made about the kinds of information that can be delivered through pictures need to be re-examined.

Part I of the study sets forth the rationale for using pictures in nonformal educational settings and examines two current approaches to the problem of picture perception. The "constructive" theory maintains that pictures are inherently ambiguous and require active interpretation on the part of the viewer. The "registration" theory suggests that pictures give information which derives from the ecology of light. In this view the recognition of graphic depictions is considered to be a fairly passive matter and a gift allowed us by the environment. The evidence of cross-cultural research in picture perception which gives support to each of these positions is reviewed.

Part I also discusses cross-cultural studies of intelligence and examines a body of literature which demonstrates that the intellectual demands of village life are often such that they do not stimulate some of the higher cognitive processes identified by Piaget. The author takes the position advanced by Piaget and Vygotsky that the development of conceptual awareness advances from an intuitive level to one of conscious understanding. Bruner's thesis concerning three modes of learning is also discussed. The traditional modes of learning in village settings are enactive (learning by doing) and iconic (learning by modeling). Symbolic learning, which is learning by being told, usually takes place out of the context of ongoing action and, as such, is a radical departure from traditional practice. Like

written language, pictures provide a form of symbolically coded experience, and in many cases the learner must be consciously aware of the cues of pictorial expression and how they are used in order to properly decode their meaning.

Part II details an empirical study carried out in Nepal with four samples of adult subjects: villagers with no schooling, villagers with some primary or secondary schooling, workers in a furniture factory in the capital city of Kathmandu, and students at Tribhuvan University's Institute of Engineering. A series of sixteen experiments was carried out. The abilities tested were the recognition of depicted objects, the understanding of spatial relationships in concrete situations, and the comprehension of pictorial space. In an effort to avoid introducing arbitrary graphic conventions, photographs and line drawings based on photographs were primarily used as the pictorial stimuli. The recognition of familiar objects in pictures was found to be a great deal easier than the comprehension of pictorial space. The village samples showed a generally poor understanding of euclidean and projective relationships both with regard to real objects in interpreting pictures. The furniture factory workers and the engineering students performed at higher levels on all experiments showing that environmental influences or specific experiences of some kind are important both in the development of spatial abilities and in the understanding of pictorial space. On the other hand, topological relationships in pictures were easily grasped by almost all of the villagers.

The author concludes that perspective information was understood at only an intuitive level by the majority of the villagers tested and could not be consciously applied to the interpretation of spatial relationships in pictures. Projective information was consistently interpreted topologically by most of the village subjects. The author suggests that the recognition of familiar objects in pictures is largely an ability which does not require special learning but that the interpretation of pictorial space is an active process which calls for conscious awareness of projective principles. Recommendations for the design of visual materials for use in nonformal educational settings are made.

62. Action Research and the Participatory Process in a Rural Community — The Effort Under Way in Thy

Roshan R. Billimoria

Chair: David R. Evans 1980

At its most elemental, this study recounts and analyzes an attempt, a local community initiative, to weld concept and concern to everyday practice.

As such, the focus is upon an experience in rural transformation, interpreted against a larger conceptual backdrop: the contradictions at work among current approaches to local development, rural education, and international collaboration; and in turn, the search for more integrated emphases in these spheres.

Despite the growing inclination of planners and programmers to look beyond the quantitative, top-down indicators of their trade to the actual participants themselves and to the settings in which this quiet drama actually occurs, a review of the literature reveals very few experiences translating such intent into impact. Scarcer still, one finds, are the internalized analyses: accounts reflecting the perspectives, the assessments, the aspirations and not least, the initiative, of the prime actors themselves. It is this situation which prompts the related questioning: Nonformal education—For what? For whom? And by whom?

The Thy Project, this study asserts, is rooted in these very concerns, and represents a fragile, internal response to some of the clouds hovering over the horizon for today's rural policy-maker and practitioner alike. The initiative did not spring full-blown from the brow of some inspired academician or adviser. Rather, it sprouted slowly and somewhat unevenly from within an isolated, rural community, Thy, located in the most northwestern part of Danish Jutland. The initiative was an effort involving up to a hundred local residents over its five years of crystallization and development and drawing in, from time to time, a handful of international "learning partners" from developing communities elsewhere on work-themes of common usefulness and concern.

The central idea was, and remains, to forge a grassroots link between the local and the global and to make use of the region in its entirety, as both learner and teacher, in a process of action-

research: evolving from within the learning methods and materials, the structures and analyses called for in an educational undertaking initiated "not by the experts, but by the people who themselves must act."

The study falls basically into three parts. The first of these opens with an introduction to the questions being asked through the investigation and the sources consulted in the process of looking for the answers. The discussion then rums to the methodology of action research and participant-observation used in the formulation and development of this study, as an approach that deliberately mirrors the process under way within the Thy initiative. We move next to the conceptual impulses that gave birth to the initiative and from these to a chapter detailing the actual components of action research and the participatory process as the enabling tool to translate sentiment into strategy.

The study's second part concentrates on the work under way in Thy—its physical setting; its beginnings and subsequent developments and proceeds to an analysis of the whos, whats, and hows constituting the program-in-practice.

The final section of the study looks outward again through an interpretation of the experience, looking to the Thy Project and beyond in a consideration of the salient characteristics and possible implications of such an effort and the unanswered questions which surface. In concluding, the study suggests several tentative pointers which such a project may have provided on the road to people-based initiatives and analyses of endogenous development, rural education, and consonant patterns of international collaboration.

**63. Education of Tibetan Refugees:
Characteristics and Conditions of
Learning Environments in Selected
Tibetan Schools in India**

Tenzing Chhodak

Chair: Robert L. Sinclair 1980

The purpose of the study was to assess the curriculum and instructional conditions in selected Tibetan refugee schools in India. To this end, a set of the educational objectives for Tibetan schools

was generated and defined. Next, the existing curriculum and instructional conditions in sampled schools were described. Finally, the researcher examined how well these objectives were being met in the schools for Tibetan refugees.

Specifically, four research objectives guided the study:

- A. To establish institutional objectives for Tibetan schools in India.
- B. To identify general curriculum conditions in Tibetan schools.
- C. To determine the extent to which the schools are presently reaching the established objectives.
- D. To present recommendations for curriculum and instructional improvement and for change in administration.

The research design had three phases: the generation of objectives; the development of research procedures; and the field study. For the purpose of establishing the objectives, an analysis of literature representing both the Tibetan traditional education and modern education was undertaken. This analysis was strengthened by information from interviews with a variety of Tibetan teachers, scholars, and officials. The research procedures were designed with a view to assessing the objectives. The primary research instrument was a student questionnaire which was administered to 526 students in six Tibetan schools during a period of four months in India. Students sampled ranged from grades eight to twelve with three grades in each school. In addition to the questionnaire, the field study included participatory observation and interviews with 30 teachers/administrators and 54 students randomly selected from the sampled schools.

The research findings indicate that the schools are uneven in their achievement of the established objectives. On the whole the physical settings are adequate. The administration is encumbered with problems of unnecessary bureaucracy and management in a context of centralized rules and regulations. Although there are few discipline problems with students, the administration functions as a disciplinarian instead of nourishing an academic environment. The curriculum is classic liberal arts, emphasizing the humanities and strongly reflecting

an upper class outlook of a colonial system of control.

The specific findings demonstrate that sampled schools lack adequate vocational education in the regular program. Objectives of Tibetan culture, traditions, and Buddhism received higher percentage scores. However, the science and mathematics objectives recorded relatively low scores which implies that objectives related to modern subjects are not met as well as is claimed by authorities. The accomplishment of nonacademic objectives is similar among the schools. It was thought that the centrally designed syllabus produced this similarity. However, the research findings suggest that similarities, resulting in an atmosphere of repetitiveness, is caused by the centralized nature of school administration.

Following are four recommendations for improvement of Tibetan refugee schools:

- * Improve science and mathematics curriculum by starting the subjects in the first grade; updating science facilities and materials and making them available at all grade levels; and conducting additional research to determine the quality of science and mathematics curriculum.
- * Improve classroom instruction by altering the present teaching methods; changes can be made in this situation by introducing more active student involvement in learning.
- * Increase the number of native speaking teachers and equally distribute these teachers throughout modern subjects and, especially in the higher grade levels.
- * Alter the present administrative structure to achieve all other improvements; organizational change is required throughout the administration.

This study shows that a quality education, balanced between meeting the needs of modern society, on the one hand, and the needs of individuals and their communities on the other, will be the direction of the future for Tibetan youth. We in education must be knowledgeable about current conditions in Tibetan schools and be prepared to provide the leadership that will result in constructive reform.

64. A Tale of Two Barrios: Educational Implications of Community Liberation-Development

Sister Mary Fe Collantes, O.S.B.

Chair: David C. Kinsey

1980

In the first instance this is a descriptive study of the concepts of development and liberation in general, and an analysis of their specific applications in the community development and community building programs of two barrios (villages) in the Philippines. Secondly, it presents a conceptual synthesis for a community liberation-development approach as well as a design for community-building education to initiate this concept.

The methodological approach combines a critical survey of the literature, with particular reference to Philippine community development, and an exploratory field study of two barrios. The conceptual formulation of a comprehensive community liberation-development synthesis, and its educational implications, is derived from the literature and field studies. The review of literature reveals the differences between development and liberation concepts in general, as well as their applications in the government's community development program and the Church's community building project in the Philippines. The results of the participatory assessment made by the people of the two barrios also indicate marked contrasts between them. As hypothesized, the participants in the two cases differed in their perception, assessment and vision of community development.

A deeper analysis of and critical reflection on the findings showed strengths and weaknesses of both. The stress on material improvement and self-reliance in the community development approach, as well as the emphasis on structural transformation based on people's participation in the community building approach are both the needs which the respondents expressed during the interview-dialogues with them. An exclusive emphasis on these as the only alternatives and the exaggeration of their potentials, has in the past led community development to become "developmentalism" and community-building to become "liberationism." The result has been continuing under-development.

The proposed synthesis, a comprehensive community liberation-development concept, is

conceived as a *dynamic* ongoing process which matches the yearnings for self-actualization with liberating societal structures. The goal is that all men and women can grow as persons while they create a community, and the community can flourish as it liberates, nourishes and challenges its members. As an initial step towards this goal, the study suggests a specific community-building education strategy and program. This pilot project should not only help to initiate the synthesis, but would also test its validity and feasibility.

65. Learning Styles: Knowledge, Issues and Applications for Classroom Teachers

Patricia O'Rourke Burke Guild
Chair: David R. Evans 1980

Teachers have always known intuitively that people learn differently. But few teachers are familiar with the formal work in the area of "learning style" and "cognitive style" describing the different characteristic learning patterns among people. Formal research interest in this area began with German cognitive psychologists in the early 1900s, but it is only in the past two decades that research has proliferated and educators have become actively interested.

Knowledge about learning styles is very important for elementary and secondary teachers especially in their efforts to individualize instruction. But, at present, the knowledge is extremely diverse, often untested and ultimately inaccessible to teachers. This work is an initial effort to critically examine the field for implications about learning styles for teachers. It analyzes the literature to identify appropriate information for teachers, presents this information as a set of guidelines, and suggests classroom applications.

Learning style and cognitive style definitions are grouped into those that discuss cognitive processes; those that describe learner behaviors; and those that include both areas in a comprehensive definition. Cognitive processes defined by Witkin, Kagan, Reinert, and others, include perception, acquisition of knowledge and conceptualization. Learner behaviors as distinct patterns of student preferences are described by the Dunns, Rosenberg, Renzulli and Smith, and others. Gregoire, Hill, Kolb, and others define a person's learn-

ing style in a comprehensive way as the integration of both cognitive processes and learner behaviors. All agree that people have individual, characteristic patterns of learning which are pervasive and consistent and can be described as their styles. This work describes several specific kinds of learning styles, but suggests that choosing among the large number of labels currently used is not necessary for teachers nor essential for classroom applications.

The work suggests five guidelines for classroom teachers:

- A. People have different ways of learning which can be defined as their individual learning styles;
- B. Learning style characteristics can be assessed and identified;
- C. Learning style characteristics affect people in a variety of ways and many factors affect a person's learning style;
- D. Learning style theory has important implications for classroom learning and instruction;
- E. Teaching styles exist and affect learning styles and learning outcomes.

This work suggests that teachers must consciously accommodate learning styles in the classroom through provisioning or a style-flex method. Formal matching of learning styles to instructional techniques and/or materials is discussed but not recommended. Examples are given to suggest directions for actions in the classroom.

Although the field is still emerging and new ideas are added regularly, this work concludes that there is currently sufficient knowledge about learning styles to guide the classroom teacher.

66. Lifelong Education for Rural Adults: Problems and Planning Considerations for the Central Region of Thailand

Kla Somtrakool
Chair: Horace B. Reed 1980

The main purpose of this study is to look for an educational approach which is appropriate for rural adults in the Central region of Thailand. Almost all Thai adults who are over 30 years of age have few opportunities to participate in the educational sys-

tem due to the limits of available resources and the nature of present educational methodology. Currently these adults have to rely on the undependable learning approach of informal education. Looking closely at the human conditions of those who live in the remote areas and have never attended any formal schooling, some Thais are able to survive and to adjust themselves to the environment with peace and harmony. There is the potential to learn about their environment through nonformal and informal learning activities.

In order to investigate the activities which already exist and are relevant to the adult's needs in the Central region of Thailand, a field survey was conducted in a sample of 40 villages of 10 *changwats* (provinces). Three hundred and fifty selected adults and 48 development workers and administrators were involved in the interviews.

The questions asked of the village group can be divided into two categories: the fundamental questions and the suggestive questions. Fundamental questions consisted of asking the following: the villager's educational background; their reasons for dropping out of school; their opinions about lifelong education; their interests and reasons for going back to school and studying again; and their interests in attending a short course of training.

According to the collected data, the majority of the villagers finished their schooling at grade 4 because most had to help their parents work in the field. Almost all the adults see lifelong education as necessary for adjusting themselves to their future lives. However, from the data collected, the causes for the low participation rate of the over 30 year-old adults in formal and nonformal learning programs are: the adults think that they are too old to learn in school; they are too busy in their work; and the content and methodology of these programs are not appropriate to their age.

The suggestive questions revolved around the fact that rural adults learn skills and knowledge through the informal learning approach, though not always effectively. Therefore, this study collected suggestions from the adults about the possibility of using monk's activities; movies and plays; village meetings; traveling; and mass media (radio, television and newspaper) as lifelong learning

approaches. From the data the majority of the selected adults see these activities as having a high possibility for use as lifelong learning approaches. However, there is some controversy regarding the use of monks activities: should the monks be involved in mundane life, or only concentrate on religious affairs. Some people also disagreed about the use of movies and plays: should they be purposeful for learning or used only for fun.

The last part of the study addresses several problems and planning considerations for implementation of this approach. One of the most important factors that the planners should be aware of at the planning stage is "coordination" among concerned agencies.

67. A Flexible Module for Staff Development in Nonformal Education in Thailand

Somprasong Withayagiat

Chair: Horace B. Reed 1980

This study focuses on the elements which must be considered when formulating a flexible staff development training program for nonformal education in Thailand. The structural and philosophical frameworks which contribute to the design, development and implementation of such a program for nonformal education are explored.

The review of the literature examines staff development and nonformal education and the linkages that occur between the two concepts.

Primary sources were predominantly used when examining the existing staff development modules being used in Thailand. Those modules developed by staff of the Department of Nonformal Education as well as modules development by other agencies give a cross-section of various staff development attempts in nonformal education.

The contextual elements surrounding the staff development efforts were researched and an attempt was made to see how the socioeconomic, political and educational factors of Thailand have an effect on any program that might be developed. Also, a study of the individual Thai personality is made and the implications of these characteristics on training activities and content.

A needs assessment was conducted with the personnel in the Nonformal Education Department at all three administrative levels: the Central Office in Bangkok, the Regional Nonformal Education Centers and the Provincial Lifelong Education Centers. This in-depth study provided many ideas on relevant information that must go into the planning and implementation stages of the staff development module.

The design of the module is developed in units. The units articulate the goals, objectives, abbreviated content, activities, staff requirements, time allocations, resources, and evaluation. The module is flexible because it is divided into core and alternative or elective units. Each unit is independent and can be used partially or fully to respond to the needs of the various trainees.

The study concludes with recommendations for further use of the staff development module and a description of the application of the study to other situations.

68. Muslim School Planning in America: An Analysis of Issues, Problems and Possible Approaches

Kamal H. Ali

Chair: David C. Kinsey 1981

This is a study that analyzes the planning and the operation of full-time, alternative Muslim schooling in the United States. It begins by establishing the historical background of the Muslim school environment. An historical overview traces significant events in Islam relative to the development of the American Muslim orthodoxy. The overview describes the origins of Islam in Mecca, its subsequent spread through Africa, the arrival of Muslim slaves in the New World and, finally, the origins and activities of pseudo-"Islamic" cults which preceded the ascension of the indigenous Muslim orthodoxy.

The characteristics and the theoretical implications of Islamic Law to Muslim educational development are examined as an introduction to the analysis of three Muslim schools selected for case study. The schools are:

Madrasah tush-Shaheedain 1204
Bedford Avenue Brooklyn, New
York 11216 Islamic Institute 1560
St. John's Place Brooklyn, New York
11231

Islamic Community Center School
325 N. Broad St. Philadelphia, PA
19107

Each of these schools is a full-time alternative to traditional public school education and, in each case, the educational plan is to merge western and classical Islamic school goals.

Achievement of an educational synthesis that is derived from combining western and Islamic approaches is seen as the overarching goal of the Muslim school movement in America. Accordingly, the implications of educational synthesis to school planning and function in the areas of academic programming, school organization and administration, school finances, and school-community relations, are examined in detail. Analysis of the practical issues relating to emerging planning problems, constraints and needs in the three cases forms the basis for suggested planning approaches aimed at supplying remedies for specific problem areas. An agenda for continued research in Muslim education is included in the closing remarks of the study.

69. Why Abu Can't Read: A Critique of Modern Literacy Doctrine

Stephen Anzalone

Chair: Peter H. Wagschal 1981

This study takes as its starting point the inadequate understanding of the failure to achieve popular adult literacy in developing countries throughout the world. Its focus is on the concepts that explain this failure and that underpin international policy prescriptions for corrective action.

The study frames a notion of modern literacy doctrine as a representation of the collective wisdom supporting an international consensus that believes it is both desirable and practicable for adults to learn and write in settings outside the classroom.

The study then traces the historical development of modern literacy doctrine. This progression, it is argued, began in nineteenth century Europe and North America with dilemmas about education for poor people. These nineteenth century dilemmas, it is further argued, were reproduced in colonial territories, shaped by the literacy campaigns of this century, and culminated in the present version of modern literacy doctrine in which literacy has become correlated with national development.

The content of modern literacy doctrine is explored. The four principal tenets of modern literacy doctrine are presented and challenged. These tenets maintain that literacy is an appropriate "minimum" educational experience for adults, that literacy's importance is determined in relationship to various "other uses," that it is useful to distinguish literacy that is functional, and that literacy activities may be conceived and undertaken with little reference to likely results.

The content of modern literacy doctrine is then examined in light of a body of research on literacy. This includes works by Jack Goody and Ian Watt, Daniel Lerner, Jerome Bruner and Patricia Greenfield, David Olson, and Sylvia Scribner and Michael Cole. The study takes issue with some of the conclusions found in these works.

The study then examines the notion of decontextualization, or thinking and learning out of context, and the assumption that this accompanies the acquisition of literacy.

By way of conclusion, the study assesses the future of adult literacy in developing countries. Various trends are identified that, it is believed, will lead to a break-up of the international consensus on adult literacy and a dissolution of modern literacy doctrine. Finally, the future of adult literacy is viewed in the light of possibilities offered by developments in technology.

70. Intercultural Perspectives in Music Appreciation: A Survey of Five-College Textbooks

Beverly Holmes Gartin

Chair: George E. Urch 1981

The purpose of this study was to assess the intercultural perspectives provided in the Five-College music appreciation textbooks and the relationship of those textbooks to the courses in which they were used. The Five-College consortium of Western Massachusetts—Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts—provided the context for the study. The study also included an exploration of ways in which the textbooks and courses might be developed further to increase their potential for promoting intercultural concerns among students.

Five research questions guided the study:

- a) What does the literature suggest as to the rationale for including inter-cultural dimensions in music appreciation textbooks?
- b) What is the scope and content of intercultural material included in the textbooks?
- c) What is the context for music appreciation textbooks in the Five College consortium?
- d) How do the textbooks relate to other factors in the music appreciation courses?
- e) What needs to be considered if the intercultural perspectives are to be developed further in such textbooks and in the courses in which they are to be used?

A set of thirteen anthropologically-inspired criteria were developed along with a data collection instrument designed to assess the intercultural perspectives in music appreciation textbooks. Five College music appreciation instructors were interviewed to help determine the use of the textbooks and the relationship of intercultural perspectives in the textbooks to those provided by the instructors. Data was collected concerning enrollment, alternative music courses for non-majors, and general information about courses and the instructors.

Review of the literature and the data led to identification of needs and constraints surrounding the issue of "interculturalizing" the music appreciation textbooks and courses. The five areas around which needs and constraints were identified are: 1) music, 2) instructors, 3) textbooks, 4) institutions, and 5) students. Alternatives for addressing the concerns were made implicit in the statement of needs and constraints.

71. **Language and Identity in a Cross-Cultural Context: An Exploratory Study**

Isabella Halsted

Chair: David C. Kinsey 1981

This study concerns the cross-cultural experience of persons who learn the language of a dominant/prestige culture but are from other linguistic and cultural backgrounds. Its purpose is to explore the nature, interaction, and significance of factors which may affect language learning and personal or cultural identity in this process. In contrast to current behaviorist views and mechanistic practices in language education, this study assumes that an enriched awareness and understanding of the complexities involved in such language learning will indicate what needs to be considered by educators in order to improve language mastery as well as personal and cultural integration.

Because of the preliminary state of knowledge about the language learning process in this context, the study is an intensive exploration of a limited number of personal cases. It was conducted through informal and open-ended interviews with six adult professionals—two each from Africa, Asia, and the United States. All of them are bi- or multi-lingual and are demonstrably successful by standards of Western education, but are originally from backgrounds outside the prestige culture in their respective societies.

The interviews focused on issues that are reflected in the organization of the study. Following an introductory overview of issues and needs, Chapter Two addresses the question of motivation as influenced by the perceptions of the dominant culture and expectations of the promise of education initially brought to the learning experience. Chapters Three and Four concern the nature of the learning experience as this affected language acquisition and cultural identity, in the context of contrastive out of school features. Chapter Five looks at the effect of the experience on self-identity in relation to mastery of the new language.

The concluding section of this study, Chapter Six, shifts perspective to what the educator brings to the cross-cultural learning situation and suggests the need for an examination of attitudes, objectives, and understandings. It points up specific problems for learners brought out by the study. Finally it suggests means by which the learners

own language and cultural and personal experience may be explored and affirmed in the course of learning the new language.

72. **The Preparation of Bilingual Vocational Instructors: A Strategic Analysis**

Alan Hurwitz

Chair: David R. Evans 1981

This study represents an overview of bilingual vocational instructor training activities in the United States and of the situation which has led up to these activities. It examines eight programs around the country, including one in depth, with regard to the various strategies employed to recruit, train and assist persons to provide bilingual vocational instruction. Through examining these activities the study discusses the effects of the various strategies. These effects include the difficulties of implementation as well as the programs' success in developing personnel who are capable of providing bilingual vocational instruction.

The study begins with an overview of the situation leading up to the need for increased numbers of bilingual vocational instructional personnel. It discusses the various other than English language groups in the United States, the growth of regular bilingual education activities, and significant legislative developments affecting the provision of vocational and other educational services to limited English proficient students. It provides an overview of current bilingual vocational programs according to their various sources of funding. The various types of programs are discussed with regard to their differing needs for bilingual instructional personnel. The study then describes the role of bilingual vocational instructor through its bilingual, vocational, and instructional components, in preparation for a discussion of the existing training activities.

The eight programs differed significantly in the bilingual, vocational, and other qualifications required of those who enroll. They also differed with regard to the curriculum offered, and the post-program plans for enrollees' putting their new skills to use. These aspects of a program comprised its basic approach or strategy for developing additional bilingual vocational personnel. Programs also differed in their training schedules,

incentives offered to participants, staffing and organization, resources available, and funding and grantee Institutions, among other factors. They also varied in the difficulties which were encountered and their ultimate results. Projects are described individually and in the context of specific programmatic issues. Projects discussed include those of the China Institute of New York, Consortium C in Texas, and Emily Griffith Opportunity School in Colorado, which are funded by the federal government and those of Central Connecticut State College, Georgia State University, and Illinois State University, in addition to the Fitchburg State College Program in Massachusetts, which are funded by their respective states. Areas addressed include recruitment, training, post-training, and program management.

The study concluded that to be effective in developing bilingual vocational instructional personnel a program strategy must be consistent, both internally and with regard to the external environment. Questions which could be used to test for this consistency include the following: for internal consistency:

- A. Does the combination of initial requirements for enrollment plus successful completion of the training prepare a participant for the role envisioned?
- B. Do the requirements for enrollment ensure that a participant has a good chance of successfully completing the training?
- C. Are individuals who meet those initial requirements likely to be available for the training schedule planned?
- D. Will individuals with those initial requirements want to pursue positions in the post-training role envisioned by the programs?

And with regard to the external environment:

- A. Are there sufficient potential participants accessible to the program who meet the requirements sought?
- B. Are there sufficient appropriate staff, materials, and other resources available to provide the necessary training? and
- C. Are there actual or potential possibilities for participants to utilize their bilingual vocational skills in present or future vocational positions?

73. Life Science Curriculums in Kenya: A Study of a Secondary School Science Project Biology

Michael Kipkorir Koech

Chair: George E. Urch 1981

Purpose. The purpose of this study was to examine the implementation of the SSP Biology in five provinces of Kenya and its relationship to the examination system.

Procedure. Factors affecting the implementation of the SSP Biology course were identified through relevant literature and interviews with Kenyan educational policy makers. Only the SSP Biology course development and its implementation in Kenya since 1965-1980 was examined.

The SSP Biology secondary schools were selected utilizing criteria developed by the researcher. The instruments used in collecting data in this study included the following: 1) student questionnaires, 2) teacher questionnaires, 3) interview/questionnaires for educational policy makers and program personnel and 4) personal observations. All the instruments were designed and developed by this researcher. These facets were examined and analyzed: 1) patterns of the SSP Biology course implementation: i) the teaching method, ii) objectives, 2) factors affecting the implementation of the course: i) teacher training, ii) science equipment, iii) national examinations and curriculum, and iv) attitudes towards the SSP Biology course.

Findings. The data-collecting instruments revealed several common factors affecting the implementation of the SSP Biology course. First, the positive factors:

- Congruity between the SSP Biology course objectives and the national exams objectives;
- High teacher interest in the heuristic teaching method;
- Generally positive attitudes toward the SSP Biology course.

Second, the impediment factors were:

- Inadequate teacher in-service training in the heuristic method;
- Inadequate supervision and follow-up of teachers by the Inspectorate;

- Exams-dominated system pressured teachers to teach to the exams;
- Inadequate supply of science equipment and curriculum materials;
- Excessive difficulty of some units and shallowness of other units;
- Lack of consistent involvement of teachers in the development and revision of the course.

**74. Learning through Pictures:
A Study of Cultural and Cognitive
Aspects of Visual Images**
James Mangan
Chair: David R. Evans 1981

The positive value placed on education worldwide has made nonformal education efforts for rural village populations in less developed countries increasingly important. At the same time, evidence indicates that unschooled, illiterate learners may not possess certain skills necessary for understanding visual images.

Chapter I of this study analyzes pictorial representation in terms of cultural conventions which may differ from one culture to another. Methods of portraying three dimensional space on a flat surface may vary culturally, as do the symbolism and connotations of visual images. These factors can influence the understanding of images intended for educational purposes.

Chapter II reviews literature on culture and cognition and presents several hypotheses with regard to recognition, understanding of proportional information, and comprehension of mechanical motion in pictures. The setting and sample of test subjects who took part in the empirical study to test the hypotheses are also described. Testing was conducted among unschooled, illiterate adults in three rural villages in Indonesia, and among urban students of much younger average age in two schools in the city of Surabaya.

Chapter III contrasts the findings of a test of proportional reasoning presented in two visual formats. The ability to derive proportions using visual images was tested with an abstract bar graph format presumably unfamiliar to illiterate adult villagers, and with a more concrete format which presented the same proportions in terms of the common-place task of deriving the price per

pineapple throughout a series of photographs. Performance of illiterate rural adults on both tasks was compared with that of literate urban students.

Chapter IV presents the findings of four tests dealing with interpretation of mechanical motion from a photograph. Recognition of a cogwheel apparatus designed and built for this study is analyzed for both rural and urban subjects. Recognition of the purpose of an arrow intended to point out direction of rotation is compared. Ability to perceive direction of rotation from a photograph alone and, finally, ability of both literate urban and illiterate rural subjects to perceive direction of rotation in the photograph after operating the real apparatus are compared.

Chapter V summarizes conclusions of the empirical portion of this study and presents a series of steps based on the findings of this experiment which are intended to assist in the design of appropriate visual images for nonformal education learning materials to be used by unschooled village populations.

The author concludes that proportions presented in visual images are more easily understood when shown in concrete, familiar formats, and that illiterate villagers are in general less able than urban students to reason proportionally even when using clear images designed to reflect a common activity. Recognition of the cogwheel apparatus was also more difficult for illiterate rural subjects, who tended to interpret it as a concrete item from their environment. Students tended to label it in terms of its membership in an abstract class of items. Ability to recognize the purpose of the direction pointer seems to be very closely associated with literacy. Finally, both groups performed better at interpreting mechanical rotation in the photograph after having an opportunity to operate the actual apparatus shown.

The author concludes that there are both cultural and cognitive limitations to the ability to understand pictures. These limitations must be taken into account when designing learning materials for rural villagers.

75. Women Job Seekers in Bauchi State, Nigeria: Policy Options for Employment and Training

Carol Melvina Martin
Chair: David R. Evans 1981

For most females in northern Nigeria, and specifically in Bauchi State, primary education is still terminal. Alternatively, a vast majority of women enter the informal sector of the private labor market, known for providing options in self-employment or occasional wage labor, areas of marginal productivity. As the private sector expands, not only have training schemes and the allocation of jobs tended to favor males, but also socio-cultural complexities have restrained women from participating in certain modernization and industrial developments in their economies. Social constraints as well as limited access to employment-oriented training have essentially entrenched women in the marginal confines of the labor market.

Little attention at the planning level has generally been given to women's skill development vis-a-vis the private sector in Nigeria. This inattention can be viewed as a training issue as well as the effect from attitudes expressed at the planning level, compounded by an inadequate data base.

This study explores how women with a basic education find jobs, and what social factors appear to influence this process. The perceptions of government planners and private sector employers about the factors influencing this process are also examined.

Chapter I introduces the problem in the context of northern Nigeria. A literature review in Chapter II discusses common patterns of the African school leaver problem in terms of employment accessibility and training options. The review also analyzes some traditional oversights in planning women's vocational training in Nigeria. Chapter III presents a history of education for women in northern Nigeria and the present-day employment opportunities for them in Bauchi State. In Chapter IV, an account of the women's successes and failures in acquiring work and training is presented from field interviews which were conducted with 121 women from an urban and a district center. Chapter V portrays the viewpoints of fifteen government planners about the private sector's capacity to employ and train young women. Also, the views of

ten private employers concerning the hiring of young women are presented.

Chapter VI presents findings and recommendations. Findings suggested that permissions, granted by parents, relatives or spouses, for women to work reflect needs for financial support; working women including those with some training desire to switch to public sector occupations; parents and spouses strongly influence women's work choices. Perceptions of planners displayed general realistic understandings about social factors influencing young women, yet gave preference to female-specific trades. Planners expressed caution about soliciting private employer supports. Employers expressed negative attitudes towards women's work performance compared to the working women's positive self appraisal of work abilities.

Basic implications from the study are: the perceptual differences between the three groups necessitate data gathering about women's access to opportunities; planning needs to consider broader employment-oriented skill needs of women other than in the sex-specific, low-skill trades, thereby enabling transition from informal to formal sectors of the private labor market. A broader definition of what constitutes viable employment for women in the context of Muslim and Christian communities of Bauchi State would lead to less rationing of opportunities for women, generally.

Recommendations are given imploring planners to consider the following in developing both their data base and final plans: employment potential in the private labor sector, social factors influencing women's entry into employment, and types of training designs.

76. Factors Affecting the Implementation of Secondary School Science Curricula Programs in Kenya

Ephantus Mwiandi Mugiri
Chair: George E. Urch 1981

Science is considered an important element of all secondary school education in its relationship to national development. Numerous innovations have been made for the improvement of the quality of the secondary school science curriculum in Kenya over the last fifteen years. Science curricula pro-

grams are being implemented to varying degrees in schools. The purpose of this study was to identify and analyze the factors that affect the implementation of secondary school science curricula programs in Kenya over this period. Issues and problems in the development and implementation of science curricula programs in the physical sciences were identified and analyzed through a literature review, visits to schools, and interviews with scientists, educators, teachers, and administrators.

Five research questions guided the study. These were:

- * What does the literature suggest concerning science curriculum development and implementation?
- * What are the origins, objectives and present status of curricula programs in Kenya?
- * How are the prescribed science curricula programs actually being implemented in secondary schools?
- * What are the factors apparently affecting the implementation of secondary school science curricula programs?
- * What is the relative influence of these factors in the implementation of science curricula programs?

The research design consisted of three phases: a literature review, development of research procedures, and field study. An extensive and intensive literature review was conducted on the development and implementation of science education in Kenya for the last fifteen years. Further information was collected through interviews with policy makers, educational administrators, curriculum developers, inspectors, school head teachers, and science teachers. Schools were visited and observations made on the adequacy and utilization of science teachers' resources in the schools.

The research findings in this study indicate that there were at least five major categories of factors affecting the implementation of secondary school science curricula programs. These were: policy and administration for the implementation of programs; institutional organization and administration; adoption and adaptation of science programs to meet institutional requirements and students' needs; the instructional programs themselves; and

quality of science teaching resources available in schools. These factors were further condensed into three major clusters on the basis of the nature of their influence. These clusters were: policy and decision making; course content, teaching methods and science teaching resources; and the learning environment.

Recommendations for the implementation of science curricula programs were made. The recommendations were directed to policy makers, teacher training institutions, school administrators, science teachers and researchers. The specific recommendations point out: the need for clear policy, decision making and communication on the implementation of science programs; the need for the consolidation of science syllabuses into an integrated series of courses or syllabuses catering to the learning needs of all students; need for continuous teacher training through pre-service and in-service programs; the need for adequate provision and utilization of teaching resources in the schools; the need to carry out research on the effectiveness of the implementation of the various science programs in schools. A final recommendation pointed out the need to establish systematic information collection and retrieval systems to assist in the development and implementation of programs.

77. **A Proposed Model for the Operation of Schools in the Imo State of Nigeria: A Collaborative Basis Between State and Church**

Raphael Nwafor Njoku

Chair: Harvey B. Scribner 1981

This study concerns itself with the Imo State of Nigeria, its past practices in education, and what the researcher believes the pattern of education for the future should be. The analysis of Nigeria's problems in educating its youth surfaces the age-old issues of the separation of church and state.

A significant part of the study was the identification of critical issues to be resolved in the planning of a country's system of public education and a survey of the attitudes and perceptions of selected Nigerian elites regarding those issues. A second aspect of the study is the outlining of a model educational system for Nigeria based in part on the

"survey of the Nigerian elites" and the experiences of the researcher who has been a participant observer of the Nigerian system of education for ten years.

The survey instrument used was a questionnaire of twenty items arranged on a five-point Likert Scale ranging from "Strongly Agree" to "Strongly Disagree." All the respondents had experienced the church-state related education in both Nigeria and the United States.

Issues identified on which the survey instrument was created were those of:

- A. The diversity of people in Nigeria;
- B. The right of each person to freedom of worship;
- C. The right to choose from optional ways for becoming educated;
- D. Tax levies which benefit the child as distinct from benefiting religion.

The data collected showed that a majority (91.6%) of the Nigerians sampled favored the existence of both public and church related schools. A plurality of the respondents (49.1%) indicated they would like to see the state fund the church schools.

On the basis of the above considerations, the researcher made the following recommendations:

- A. That the right of parents to determine what type of education their children should receive and who should provide such education should be respected and guarded.
- B. That both public and church schools should be permitted to operate in Nigeria.
- C. That church schools should not be funded with public monies.
- D. That the public school system should be expanded, emphasized and encouraged to meet the needs of all youth.
- E. That the public schools must not be used for purposes of indoctrination in denominational religion, though comparative religion may be taught.
- F. That those benefits offered by the state that go directly to the children should be extended to all children, irrespective of the schools they attend.

78. Curriculum Development for Internationalism: The International Baccalaureate Revisited

Manjula B. Salomon

Chair: Robert L. Sinclair 1981

The purpose of this study was to develop a curriculum design for international education. The International Baccalaureate program was chosen for specific study, and a design was generated that would link the rationale of the program to practical curriculum development in international, or internationally-minded schools. The study was both conceptual and practical in nature.

Four major objectives gave direction to this study:

- * To review the philosophy and history that has given rise to the International Baccalaureate Curricula and Examination
- * To identify the content-themes that are inherent in the International Baccalaureate Curricula and Examination, in order to identify conceptual gaps that exist between what is being tested and what is presently being taught, in World Literature and World History
- * To create a conceptual model that would close the identified gaps and link the rationale of the International Baccalaureate Curricula to practical curriculum development
- * To develop a sample curriculum based on the model, using World Literature and World History as the disciplines, for grades 7 through 10

To fulfill the first and second objectives, a two-part review of the literature was conducted. The first part was extensive in nature, and covered the development of the phenomenon of internationalism and its effects on education, and culminated in the creation of the International Baccalaureate program. The basic assumptions of international education were derived to give a foundation to the awareness of international socialization that moves this work.

The second part of the review of literature is intensive. It investigates all curricula and examination materials of the International Baccalaureate

program of the years from 1970-1980, in the two disciplines of World History and World Literature. This was done in order to ascertain if what was being tested in the examination was indeed being taught by the curricula. The discrepancies were presented in terms of tangible content-themes, in a series of tables. The implications of the data were reported. There were four common implications, and seven specific to each discipline.

To fulfill the third objective, a conceptual design for creating international curriculum that would close the identified discrepancies was generated. The design was developed from a content-base, an international base, and a curricula or primary base. Three classical curriculum designs were examined for guidance. Criteria for organizing a curriculum design were set up and the design then advanced. An explanation of the dynamics of the design followed.

The fourth objective sought to demonstrate the practical nature of this design. It was applied to closing one major discrepancy in World History which had a complementary discrepancy in World Literature. The design was applied and a sample curriculum that spanned grades 7-10 was proffered. This was done in both a general graphic format, useful to curriculum planners, and in a specific teaching module format useful to teachers. A general objective was derived. Four specific objectives were selected, one for each grade level. Hence the closing of the discrepancy would be a cumulative process over four years. Entry behaviors are cited and concepts and skills established. Several interdisciplinary enabling objectives are described. Learning opportunities are detailed. The learning opportunities embrace the instructional/learning approach chosen, the learning activities themselves, and the content area that the activities, both group and individual, take place in. Both formative and summative evaluation situations are described. Enrichment readings are suggested. Finally, several recommendations are put forward. They cover seven areas: improving the present research, faculty training in curriculum development, improvement in the International Baccalaureate curricula, teacher education in internationalism, administration of international curriculum development, international morality, and the fostering of international socialization.

79. Crucial Elements for Nonformal and Formal Educational Planning in Developing Countries

Vicente Arredondo

Chair: Horace B. Reed 1982

Since the Second World War, and especially since the sixties, the development of the educational system has been one of the top priorities in the agenda of Third World countries. The diagnosis of the situation of the so called "backward countries" pinpointed the lack of education as one of the important factors explaining the countless problems of underdevelopment. This interpretation of the problem was the rationale for the massive expansion of the formal education model at the national and international level.

The basic assumption was that the pressing need for economic development on the part of the underdeveloped countries hardly could be achieved unless great portions of their population were exposed to the type of knowledge, attitudes and skills offered by the formal education system.

By the end of the sixties decade, the limitations of this educational model and of its planning techniques had already emerged, despite the great economic efforts made by developing countries, and the financial and technical assistance of bilateral and multilateral organizations.

In this context, nonformal education emerges as an educational strategy for development, aimed at helping to solve socio-economic problems, mainly in rural areas, that cannot be addressed by the formal education system. The widespread use of a number of educational activities enhances the suitability of this approach to the specific needs of developing countries, while at the same time raises a number of questions about the relationship between this type of education and the formal model.

The present work deals with the relationship of these two educational approaches and their role in the development process. This work shows that the question about how these two approaches can be better developed and planned cannot be correctly addressed from the mere technical point of view nor from a sectoral perspective, but rather this issue has to be analyzed from the broader perspective of a suitable and feasible national development model. Thus, within the historical

context of the last three decades, this study deals with a) the description and assumptions of formal education planning, as well as the most common approaches in nonformal education, b) the problems still faced by developing countries, in light of these educational practices, c) the type of contextual variables that have to be taken into account for defining the type of relationship between formal and nonformal education, d) the way in which four developing countries have tried to implement both educational models as a part of their national strategy for development. This research brings us to the conclusion that the type of education as well as the best way to plan it must derive from a redefinition of the development model appropriate to each developing country. An analytical framework is proposed to point out the whole range of variables to be considered in such an effort.

80. Integrating Higher Education and Nonformal Education for the Training of Nonformal Education Fieldworkers

Kathleen Ann Cash

Chair: David R. Evans 1982

This paper examines the integration of nonformal and formal education at the level of higher education, specifically for the training of nonformal education field workers. Several patterns of possible linkages between these two educational spheres are defined and described. These patterns examine strategies ranging from programs centrally planned to rural level university programs. From this overview of linkages, seven conditions favorable for the development of integrative linkages are identified.

An in-depth study of a formal-nonformal integrated program in Indonesia is presented. Underlying this program are linkages between teacher training institutes and a government community education organization for the training of nonformal education fieldworkers. Central to the program is a one-year diploma course in nonformal education. This paper examines the balance and merger of practice and theory in the curriculum, describes the field practicum, and evaluates staff development workshops and administrative relationships between these two educational organizations.

The outcome of the study is an analytical framework that intersects the conditions favorable for integrative linkages with input and design factors. The framework provides a checklist of program areas where integrative development might occur. Educational program planners can use the analytical framework as a tool to help design, examine, evaluate and transform programs that involve linkages between formal and nonformal education. In conclusion, nonformal education, while more reflective of community participation and needs, has neither gained the institutional stability nor credibility of formal education. Moreover, nonformal education fieldworkers have usually been poorly qualified and/or transient. More expensive and in greater social demand, formal education takes up the major portion of most developing countries' budgets. This study advocates that educational planners look towards the integration of nonformal and formal education at the level of higher education in the hopes of minimizing the weaknesses inherent in their separateness and capitalizing on the potential strengths of integration.

81. Toward an Instructional Design for Distance Education: Implications for Venezuelan Programs

Luiz Diaz

Chair: Horace B. Reed 1982

Distance education is becoming a global affair. In the last twenty years the development of educational technology has altered the traditional face-to-face educational system toward the massive use of telecommunications technology to reach and train adult populations in the most remote areas of the world. The 1970s was a period of great development in both the theory and the practice of distance education. The British Open University has been successful in attracting the adult population, but attempts to copy it have not been as successful. The art of distance teaching requires support services and new forms of instructional design and educational management quite different from traditional settings. Although some essentials of effective instruction in distance education are better known today, ensuring the application of what is known is still a problem. This study, divided into four chapters, is focused on presenting theory about distance education (Chapter I) and describing how distance education has been

implemented successfully by the British Open University and the University of Mid-America in the United States (Chapter II). The development of small distance systems, inside traditional universities, as two of the Venezuelan cases presented in this study demonstrate, requires major research and development of the models implemented. This is particularly crucial in the area of instructional designs adapted to Venezuelan conditions (Chapter III). Specific suggestions for dealing with small distance projects in the Venezuelan context are presented as the conclusions of this study (Chapter IV). A look forward to the 1980s suggests continued growth in distance education at international and national levels, with both public and private sectors looking for better opportunities to use the technology of distance education.

82. Integrating Vocational Guidance into Programs for Out-of-School Youth: A Case Study of Lesotho

Janis Mildred Droegkamp

Chair: Horace B. Reed 1982

This study concerns the use of vocational guidance in out-of-school youth programs in developing countries, with specific reference to its current use in Lesotho, Southern Africa. General recommendations regarding its integration into youth programs are provided.

Chapter I introduces the problem of out-of-school youth and youth programming. A literature review in Chapter II addresses the characteristics, statistical dimensions, and needs of out-of-school youth in a global context with emphasis on non-industrialized nations. The review also examines specific programmatic responses to the needs of out-of-school youth as well as general youth policies and directions.

Chapter III reviews the literature on vocational guidance and examines how it is defined and implemented in the context of non-industrialized countries, with a final section concentrating on vocational guidance in Lesotho.

In Chapter IV, an account of Lesotho's out-of-school youth needs and problems is presented. Four life histories provide an introduction to the chapter with an exploration of those needs and

problems through a contextual framework. Information for that chapter was gathered through interviews with youth, youth leaders, and planners.

Chapter V examines eight specific out-of-school youth programs in Lesotho: a description of their program components, the needs they address, their use of vocational guidance, and the contributing and constraining factors for that use.

Chapter VI analyzes youth services in Lesotho by presenting conclusions about existing practices and programming, options for improving youth services, and specific program recommendations for integration of vocational guidance into youth programs. Final conclusions and recommendations are addressed in Chapter VII covering such topics as national policy, needs and resource assessments, interagency cooperation, and selection of an appropriate vocational guidance model.

83. Agricultural Education of Traditional Farmers in Zambia with Special Reference to the Mpika District

Mary Kristine Garvey

Chair: Peter H. Wagschal 1982

Are traditional farmers in the Mpika District of Zambia recipients, victims or participants in the nonformal agricultural education available to them?

In Zambia agriculture fails year after year to supply domestic basic food needs. Agricultural education is often cited as a culprit. What agricultural education do the farmers actually receive? What would they like to receive? Do they have more serious needs? What agricultural education does the extension service think farmers want? The purpose of this study is to identify factors which impede the delivery of agricultural education as well as factors which impede traditional farmers' receptivity to it.

This explanatory study dictated the use of a variety of participatory research techniques. Data was collected through interviews, observation, review of government development plans, review of relevant studies and visits to individuals and organizations.

The research effort was divided into three major areas in order to explore the important facets of nonformal agricultural education: methods and content; logistical and organizational factors; and finance and government policy.

The findings identify factors which impede the delivery of agricultural education as well as factors which impede traditional farmers' receptivity to agricultural education. The findings indicate that traditional farmers would like more agricultural education than they receive. Receipt of education was impeded by lack of clear realistic guidelines for work with farmers; lack of extension staff and transport; severe under-utilization of Farm Institute and Farmer Training Centers due to funding difficulties; lack of supporting and background materials such as slides, films, handouts, and lack of common criteria for defining farmers or the educational package they should receive.

Youth extension and female extension presented unforeseen problems. Neither is functioning properly. A tragedy is in the making because the agricultural education of these significant segments of society is being almost totally neglected.

This study is unique mainly because traditional farmers were consulted along with the extension staff and others involved in nonformal agricultural education. A way should be found to bring them, particularly the farmers, into the problem solving process on a permanent basis.

**84. Literacy Acquisition:
Its Implications in Language
Comprehension and Syllogism Solving**
Julianne R. Gilmore
Chair: Reginald Damerell 1982

This study takes a position contrary to current developmental psychology by asserting that the acquisition of literacy has consequences in cognitive development primarily in the area of more precise language comprehension. This view is consistent with Olson (1978) and Donaldson (1978).

The influence of literacy acquisition on cognitive development is most obvious in rural Third World settings with non-literate people. A review of relevant literature reveals that solving syllogisms is a difficult task for non-literate villagers, but that with schooling, performance improves markedly. Many researchers dealing with syllogisms have concluded that the difficulty many people—not merely Third World villagers, encounter with syllogisms is that the premise is misunderstood. Individuals reason on their personal interpretation of the premise and not on the terms as stated in the problem. In short, the difficulty with syllogisms is more precise language comprehension than reasoning.

As a theoretical background, the study depicts language comprehension of children as a process beginning with heavy dependence on contextual clues for the meaning of utterances spoken to them. By late childhood an ability to use linguistic cues—semantic and syntactic cues—in language comprehension evolves. The extent of reliance on linguistic cues depends upon the linguistic demands of the cultural milieu; individuals from non-literate societies having primarily contextually-based communication interaction need not develop sophisticated cognitive strategies to utilize semantic and syntactic information if contextual clues are sufficient for comprehension.

The study proposes that the child's encounter with the written word—language devoid of most contextual cues and unassisted by prosody or gesticulation—is the prime catalyst for increasing the dependence on language as a basis for comprehension. Reading assists in developing cognitive strategies to utilize semantic and syntactic information in language comprehension, spoken or written.

If syllogisms are a measure of language comprehension as well as reasoning, and if the acquisition of literacy benefits all forms of language comprehension, then skill at reading comprehension should correlate positively with success at solving syllogisms and other measures of premise memory.

Data to establish these correlations were gathered from 112 marginally literate rural adult Jamaican women who were asked to solve four syllogisms. Measures were taken of (1) solution of the syllo-

gism including a justification for the answer; (2) recognition of the premise statements; (3) recall of the premise; and (4) implicit reasoning. Additionally, each subject was administered a cloze passage to measure reading comprehension skill. All correlations between the experimental variables measuring syllogism performance and performance on the cloze passage were positive and significant. Differences in performance between two groups of subjects were explained as resulting from variations between the presentation of the interviewers, and degree of urbanization of the towns from where the subjects were taken.

The data supported the hypothesized correlations. Although correlational studies cannot provide conclusive evidence of a cause and effect relationship, the theoretical argument for causality was reiterated—that encounters with the written word develop and refine semantic and syntactic strategies useful to all language comprehension.

Because the acquisition of literacy may enable more precise language comprehension and because much of the knowledge useful to modern society is bound in language, the role of literacy in the transmission of knowledge becomes clear. Educational policy decisions diminishing the importance of literacy in schools were criticized because lowered literacy skills would in effect thwart access to knowledge.

85. Images of the Caribbean: Materials Development on a Pluralistic Society

Gloria Mark Gordon
Chair: George E. Urch 1982

One of the most urgent tasks facing multicultural education is that of relevant materials development. The Caribbean is one region that has chronically suffered both from a paucity of materials and from an incorrect slant of those materials. The present study was aimed at developing materials on the Caribbean that reflect Caribbean realities.

To this end the following research questions guided the investigator:

- * What major issues/themes are emerging in the Caribbean which schools should address?

- * How can material written by people from the Caribbean be used to explore these issues/ themes?
- * What are the implications for educators in the Caribbean if primary source material is used in the schools?

Research procedure. The research procedure consisted primarily of a systematic library search, interviews with key educators, authors and literary figures and data collection by means of the participant observer technique.

Having noted that most material available on the Caribbean was decidedly ethnocentric, the investigator proposed a conceptual framework for materials development on the Caribbean that would give students a balanced view of the region.

Major implications of the study were identified as follows:

- * The potential to add to a body of knowledge on a virtually untouched area.
- * The responsibility of the researcher to try to change the way the Caribbean is currently perceived.

In conclusion, it was hoped that an attempt would be made both in the United States and the Caribbean to utilize the material and that further materials development projects would be undertaken with a view towards continued multicultural materials development.

86. The Challenge of Transculturation in a Westernized Technological Society: Reconstructing Jewish Values in Israel through a Dialogical Approach to Education

Shmuel Herzl Govreen-Yehudaeen
Chair: George E. Urch 1982

The socio-cultural gap between Oriental and Occidental Jews in Israel has been a divisive block to development during the nation's existence. Dialogical approaches in education offer hope for narrowing the cultural gap.

The State of Israel reflects European values resulting from the scientific and technological revolu-

tions of the last two hundred years: materialism, individualism, achievement orientation, and modernization. However, more than half the Jews in Israel, those from Asia and Africa, hold traditional views of religion, society and culture.

The Western-oriented Zionist leadership in its attempt to create a modern state has found that the traditional values brought by Oriental Jewish immigrants, who resist modernization, threaten the Israeli establishment's vision of a model society. Lack of understanding between the two segments of Israeli Jewry has created the socio-cultural gap.

To narrow the gap and eventually abolish it, a genuine dialogue must develop between the Orientals and the Occidentals while the latter re-examine the bases of their ideology and culture. A true and practical dialogue can lead to a combination of values: the Occidentals' drive towards modernization with the Orientals' concern for individual fulfillment within a traditional structure.

Until now, the Israeli educational policy makers have attempted to integrate the Orientals into the Occidental value structure, through various "melting pot" strategies with little success. The alternative educational strategies which are proposed here are based on the contributions of several humanistic thinkers and educational strategists such as Martin Buber and Paulo Freire, who advocate the dialogical approach in education.

This approach will be enhanced, it is proposed, with a new philosophical concept of education called *Ruah'adama'muda*, a Jewish version of critical consciousness to humanize objectified human beings. An educational strategy called "Regenerative Return" has been formulated to implement *Ruah'adama'muda* in Israel's educational framework.

87. Defining and Predicting Overseas Effectiveness for Adolescent Exchange Students

Robbins S. Hopkins
Chair: Robert Suzuki 1982

The purpose of this study was to define overseas effectiveness and the personality characteristics

which predict it for adolescents participating in a year-long, host family, cross-cultural exchange program. Previous research has focused primarily on predictors of overseas effectiveness without paying sufficient attention to establishing adequate criteria measures of overseas effectiveness for a particular sample population or cross-cultural situation. In addition, predictor measures have relied heavily on the identification of personality traits without respect to stages of personality development. The instruments, data collection and data analyses were based on Hawes and Kealey (1979) and were augmented with the use of a developmental projective measure, the Loevinger Sentence Completion Test (LSCT).

A sample of 209 U.S. and Latin American exchange students, their host families and an organizational representative each filled out two standardized instruments concurrently. One was designed to gather data about the student's personality characteristics, the other about the student's experiences. Each student also completed the LSCT prior to the host country stay. The following scales were constructed to establish criteria for overseas effectiveness: (1) Overall Affect, (2) Communication Skills, (3) Host Country Interaction and Interest, (4) Commitment to Host Family, (5) Overall Adjustment and (6) Academic Effectiveness.

Scales were also constructed to measure personality characteristics. Correlations were calculated between these predictor measures and the criteria measures. The significant predictors were (1) Self-Confidence/ Initiative, (2) Natural Family Communication, (3) Interpersonal Interest, (4) Interpersonal Harmony, (5) Non-Ethnocentrism, and (6) Background for Host School. Together, these six predicted all the criteria scales. The LSCT predicted at least one scale in all six criteria dimensions. The results of this study on adolescent exchange students parallel the results of the previous Hawes and Kealey study (1979) on technical advisors lending credibility not only to their findings, but also to the efficacy of their method.

Beyond the utility and validity of the LSCT, the findings suggest that not only character traits but also developmental "readiness" may be a factor in overseas effectiveness.

88. Village Women and Nonformal Education in Tanzania: Factors Affecting Participation

Hilda Nyamwiza Kokuhirwa

Chair: George E. Urch 1982

The purpose of this study was to identify and analyze factors which affect women's participation in nonformal education in rural Tanzania. The study was based on the assumption that in order for rural women to participate in development, they must have the means for participation. Nonformal education was considered to be one of the means which could enable rural women to participate effectively in national development. Tanzania has emphasized the role of nonformal education in achieving development objectives of socialism and self-reliance.

Although women have been active participants in nonformal education in Tanzania, not much attention has been paid to the various factors which affect their participation. Such factors include learning aspirations, problems and constraints.

In order to identify the above factors, a community study in rural Tanzania was undertaken. The Kabita Ward in Mwanza Region of northern Tanzania was selected for the study. The research method employed for the study was participant observation, supplemented by interviews, individual and group discussions, and documentation. The study assumed that women were capable of defining their own reality from their own perspective. Therefore, the research techniques employed by the study were to facilitate a dialogue whereby women would portray their own reality in their own words and style.

A study of the functional literacy program in the Ward revealed the following factors:

- A) The political ideology, policies and actions have played an important role in mobilizing women into nonformal education programs.
- B) Women's learning needs were many and varied. Nonformal education programs did not meet most of these needs.
- C) Factors constraining women's participation were primarily socio-economic and socio-cultural, all of which related to women's roles and status in society.

In light of the above factors, recommendations are made, and a framework is proposed for an integrated nonformal education program for rural women.

The study is divided into six chapters based on the basic questions which guided this study. The five questions are:

- A. What are the emergent issues on African women and development?
- B. What is the nature and extent of African women's access to education and training?
- C. What is the role of nonformal education in national development?
- D. What factors affect women's participation in nonformal education in Tanzania?
- E. What are the implications of the above factors for planning nonformal education programs for rural women?

89. Development of a Curriculum Planning Model for Zambian Secondary Schools

Sibeso Mukoboto

Chair: George E. Urch 1982

One of the objectives of education for curriculum development in Zambia is the full participation of all the people concerned with and affected in some way by the educational system. However, Zambian planners and educators have not fully explored ways in which various groups of people could participate in designing curriculum.

The purposes of this study were specifically to:

- A. Identify the objectives of education that would guide curriculum development in Zambian secondary schools;
- B. Identify the current roles of the teachers, students, community people and educational leaders in the curriculum process;
- C. Determine these groups' interests and willingness to participate in designing curriculum;
- D. Determine who these groups thought should participate in various curriculum design activities;

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- C. Determine these groups' interests and willingness to participate in designing curriculum;
- D. Determine who these groups thought should participate in various curriculum design activities;

- E. Outline dimensions of a curriculum design that agree with the prescribed, observed and desired roles in the curriculum process.

The study revealed that:

- A. The government's suggested roles were not in agreement with the currently performed roles by the various groups in designing curriculum;
- B. All the groups surveyed wanted to participate in varying degrees on different curriculum design activities;
- C. Most groups of people thought that the teachers and educational leaders should assume the major responsibility in curriculum decision making whereas the community people and the students could provide the data for decision making.

The researcher recommended that there should be change in the structures of curriculum administration, composition of the various curriculum committees, and that continuous staff development and community development programs in curriculum development and educational reforms be established.

90. Structured Courses as a Strategy for Rural Development: A Case Study of the Kenya Farmer Training Centres

Thomas Mulusa

Chair: George E. Urch 1982

The African continent has lagged far behind other regions of the world in development, according to the Gross National Product, the Physical Quality of Life Index, and other measurements. To accelerate growth, African countries over the past three decades have used a variety of formal and nonformal educational programs. One such program, the Farmer Training Centre (FTC), serves as a strategy for rural development.

This study focuses on the FTC Program in Kenya, East Africa, with particular emphasis on the curriculum. The study suggests that nonformal education enterprises, the FTC included, have grown out of the same bedrock of curriculum theory as formal education. Principles and methods developed for the one are relevant to the other.

The following methods of research were used: library search, structured interviews, mail questionnaires, and personal observations by the researcher. Four assistants collected data from trainees at four FTCs and mail questionnaires were sent out to all FTC principals for distribution among their staff.

FTC literature reveals that the program has remained experimental for the past three decades. The Ministry of Agriculture has failed to implement crucial reforms that have been recommended regarding composition of FTC management committees, decentralization, staff development and remuneration, and the use of the FTC demonstration farm. Furthermore, FTC objectives are not clearly specified at national, regional, or institutional levels.

Trainers surveyed in the field showed lack of essential background information about their trainees and complacency concerning the nature of the FTC curriculum. They expressed little commitment to remaining in the program.

The study recommends a major reorganization of the farmer training effort. A field-based program of structured courses modeled along the lines of the Ecuador Project would reach larger numbers of small scale farmers and provide more relevant education than do existing small scale FTCs. In the proposed model, the FTCs would become staff development and resource centers for the agricultural extension system.

91. Nonformal Education Materials Development for Large Scale Projects: Issues and Recommendations for Planners

Fredi Mooney Munger

Chair: David C. Kinsey 1982

As the scale of nonformal education (NFE) projects grows to mass proportions, educational planners are faced with a dilemma. Logistics prevent the use of many approaches for materials development that have proved relatively successful with small scale or pilot projects. Yet, the centralized media production methods which apparently make logistical sense are often inappropriate for the objectives and approaches of NFE projects. Mate-

rials development for large scale projects is at a watershed: an awareness of limitations and problems with established methods is emerging but new approaches have not yet been clearly formulated.

This dissertation makes a preliminary contribution to planning for improved materials development in large-scale NFE projects. The study identifies key issues which influence the development of learning materials and makes recommendations for developing effective learning materials within the special context of large scale projects.

To accomplish this purpose two research methods are used, literature analysis and case study analysis. The literature review is divided into two sections. The first section identifies concepts pertinent to the development of NFE materials. A working definition of NFE is given, the relationship between learning outcomes and learning materials development is explored, and three categories of learning materials are delineated. The second literature review section deals with concepts relevant to materials development in large scale projects. Characteristics of large scale projects are presented and specific variables affecting materials development in large projects are discussed.

The case study and analysis deals with the Indonesia Penmas/World Bank VI Education Loan Project. This is a large scale NFE project on which the author worked for two years as a materials development consultant.

The dissertation concludes with a review of approaches and considerations as suggested by the literature and case study analysis, that are pertinent to planners concerned with materials development on large scale projects. Suggestions are made regarding areas in need of further research and development.

92. Uses of Popular Culture in Nonformal Education: Three Case Studies

Robert I. Russell

Chair: David R. Evans 1982

This study seeks to bring into focus for community development planners certain issues in

communications that have emerged in the field of nonformal education. More than any other factor, the communications component of a development project determines client group acceptance of any innovative practice. Thus, communications specialists and development planners are constantly seeking more efficient and cost effective means to deliver development messages to field project clients.

Writers in the field of development communications have been increasingly critical of the limitations of modern mass communications media in rural and Third World development projects. They report the failure of mass media to fulfill the total communications requirements for development projects, identifying the specific areas where they fall short of earlier expectations.

As a result, increasing attention has been given to alternative communications networks. Development planners are now looking at systems that are indigenous and traditional to field client groups. Collectively referred to as "popular culture," these systems for many developers hold promise for new and effective channels that will compensate for the shortcomings of modern mass media. On the other hand, however, some writers in the fields of anthropology and social psychology say there are critically important considerations that mitigate against using traditional channels of mass communications as vehicles for development messages.

This study presents three case studies taken from field projects in nonformal education in Botswana, Ghana and the United States. The projects used innovative and unique communications techniques to facilitate social change through village level motivation, needs identification and action taking. They are examples of the practical application of popular culture and folk arts as communications components in development projects. The conclusion to the study evaluates the three field projects in light of the concerns raised by various writers in the field of development communications and anthropology. It then presents a series of practical recommendations for development planners interested in using forms of popular culture as communication channels for development.

93. Nonformal Education for Rural Youth: An Inquiry into Planning Issues in NFE Skill Training Programs in Sri Lanka

Jaya Gajanayake

Chair: Horace B. Reed 1983

The present study consists of a discussion of strategies aimed at improving the living conditions of rural youth in Sri Lanka. The main purpose of the study is to guide the policy-makers, planners, and program developers in Sri Lanka who are engaged in the formulation of strategies which will lead to the development of the potentials of rural youth through enabling them to undertake income-generating activities in the non-farm sector.

The methodological approach combines a critical survey of literature and an analysis of case studies. The survey of literature incorporates a critical appraisal of the needs and issues of rural youth in Sri Lanka, the impact of formal education on the present conditions of the rural youth, and the potentials of nonformal education in improving their condition. The literature survey also highlights the need for developing training systems based on a more pragmatic and need-oriented planning strategy, conceived as an integral part of a sound development plan.

The analysis of case studies, which can be considered as the most vital aspect of the study, includes an assessment of three on-going NFE Skill Training Programs for rural youth in Sri Lanka. The study brings to light, through this deeper analysis of selected case studies, some of the critical issues involved in formulating a planning strategy. The assessment specifically attempts to give a clearer understanding of some of the principal constraints and bottlenecks that have presented serious dilemmas for planners of such programs.

The formulation of guidelines is mainly derived from the literature review, the viewpoint of the practitioners in the field, and the analysis of case studies. The guidelines point out to program planners how the different elements of the strategy should be designed if it is to be effective. The guidelines have been formulated under five major categories: 1) goals and objectives, 2) planning and management, 3) the target population, 4) delivery system, and 5) organization of support structures and follow-up services. The primary significance of this study lies in the fact that the guidelines

suggested have been based on a very pragmatic and need-oriented philosophical base conceived as a part of a broader strategy of rural development.

94. Innovations in Teacher Education in Developing Countries: A Case Study

Margaret Maxwell

Chair: Robert J. Miltz 1983

This study examined issues surrounding the institutionalization of innovations, particularly within teacher education programs in developing countries. Due to current findings that innovations were having little, if any, impact on educational settings, this study first examined literature on the types of innovations within teacher training institutions in developing countries and on representative innovation research models and theories. Subsequently, based on this literature, a Holistic Innovation Model was proposed in which four aspects of innovation were identified as "sensitizing concepts." These aspects were 1) innovation characteristics, 2) adopter characteristics, 3) innovation process strategies, and 4) social system constraints and resources.

As sensitizing concepts, they guided the researcher in developing a case-study research design which both quantitatively and qualitatively evaluated the innovation of self-instructional materials (SIMs) at the National Teacher Training College (NTTC) of Lesotho. Fifty-seven lecturers, twenty-five non-lecturers (administrators, Ministry of Education officials and original change agents), and sixty sets of documents were used as sources in evaluating 1) the institutionalization level of the innovation and 2) the factors influencing that level.

The data analysis concluded that SIMs were not institutionalized at NTTC. Factors influencing this status were categorized according to the four sensitizing concepts or innovation aspects identified within the Holistic Innovation Model. The aspects in which the most frequently cited factors inhibiting institutionalization were found include 1) the innovation process strategies and 2) the social system constraints and resources. The aspect that contained factors most frequently cited as supporting SIMs was the innovation characteristic. The aspect of adopter characteristics included an

equal number of factors inhibiting and supporting the innovation.

A summary of findings and implications from the case-study analysis suggests that participatory decision-making, collaborative control and continuous sensitivity to the needs and perceptions of adopters are important issues for innovation survival. Evaluating innovations from a systemic or holistic approach may be beneficial.

95. The Pan African Institute for Development — West Africa: A Case Study in Institution Building

Stephen Nji Mbandi

Chair: Ernest D. Washington 1983

The Pan African Institute for Development/West Africa (PAID/WA), located in Buea, Cameroon, is a non-governmental international institution that runs a one-year training program in integrated rural development for middle level development staff from English speaking Africa.

Since its inception in 1969, it has not only succeeded in accomplishing some of its major objectives, but has also had difficulties in getting some countries to recognize the value and worth of its course.

The main aim of this exploratory and evaluative study was to determine the important factors that have contributed to strengthening and/or inhibiting the institution building efforts and development process at PAID/ WA.

The theoretical underpinning that guided the conduct and parameters of the research was the conceptual scheme of institution variables and linkages proposed by Esman and further refined by others. Against this framework, the Institute's efforts were assessed, using a triangulation of evaluation models and case study techniques as the main methodological approach. Data sources were both qualitative and quantitative.

As evident from findings, PAID/WA's programs to some extent have been accepted and valued as a consequence of the following positive attributes: (i) its main focus on rural development and emphasis on integration as a suitable strategy for

promoting it, (ii) its ability to stay neutral and free from extraneous influences, (iii) an international character that encourages the cross-fertilization of ideas, and (iv) the commitment and dedication of its staff who have proven to be an asset in accomplishing institutional goals.

On the contrary, the following factors were observed as inhibiting its institution building efforts: (i) non-uniform admission requirements, (ii) incongruity in expectations between employers and trainees, (iii) inadequate dissemination of information about PAID as a whole, (iv) the non-recognition of the Institute's diploma by some employers, and (v) the unbalanced distribution of influence and power within the organization.

The study then concluded by recommending several measures for improvements including the elimination of the above shortcomings. Suggestions for further research were also made.

96. Intercultural Sensitivity: Theory Development, Instrument Construction, and Preliminary Validation

Annie Dumisile Myeni

Chair: George E. Urch 1983

First a theoretical framework for the understanding of intercultural sensitivity was developed. George Kelly's personal construct theory was applied in the definition and in the elaboration of this construct. This theory was selected after a review of various approaches in the understanding of this construct.

Based on the developed framework, an instrument was then constructed to measure intercultural sensitivity, or a person's potential to adapt successfully in cross cultural situations. This instrument, the Survey of Intercultural Constructs (SIC), is intended as a research tool to be used with people undergoing cross-cultural training. It is general rather than culture specific, and is applicable in a wide variety of cultural situations, and with different types of people.

The SIC is based on the notion that intercultural behavior can be explained in part by differences in personalities or construction systems. Personal construct theory states that people look at others

through constructs they create or choose, and then test against reality. A construct is a way in which at least two things are similar and contrast with a third. To analyze people's cognitive processes, information is needed about the content and structure of their construction systems. The SIC elicits the constructs a person applies to people of the same and of other cultures.

A preliminary version of the SIC was developed and tried out on 50 people. The data obtained was used primarily to improve the draft instrument. A few preliminary validity studies were also conducted with it.

The preliminary version of the SIC was reviewed by an expert in the field of tests and measurements. His comments, together with comments obtained from the tryout sample, were used in the development of the second version. A review of the second version by 13 experts in the area of cross-cultural training led to the development of the final version of the instrument. No validity or reliability studies were conducted with the final version. Therefore validity and reliability studies on it are needed, and recommendations to that effect are made.

**97. In Dialogue With A Larger World:
Literacy as a Contributing Factor to
Social Self-Concept**

David W. Kahler

Chair: David R. Evans 1983

Although substantial research involving quantitative measurement of the literacy phenomenon and the achievement of adults in literacy programs has been undertaken, few past research studies have attempted to measure changes stemming from personal growth and the development of social self-concept (self-esteem). This study, which is exploratory in nature, examines life history data collected from in-depth interviews with seven new literates on their experiences in U.S.-based urban adult literacy programs to ascertain how the literacy experience (learning to read and write) served, and continues to serve, as a contributing factor to the development and evolution of individuals' social self-concept.

The study first examines definitions of literacy in international and U.S.-based literacy work in the

past two decades. Three emerging issues in this analysis which are present in the definitions given to literacy by those interviewed in the study are: a language component figures in any definition of literacy; a definition must reflect the changing demands of a world prone to change; and freedom from social, economic and political impotence is a major objective of literacy. Self-concept is then discussed as an area of legitimate concern for adult educators and pertinent linkages between self-concept theory and adult learning are described.

Data from structured in-depth interviews with new literates are presented around organizing themes of: motivation for participation; sustaining the learning experience and adjustments to the new role of learner; the uses of literacy; and social identity and perceived self in the world. In this analysis, particular attention is given to personal identity, and the match between a new social fact (literacy) and personal facts (self-concept and self-esteem).

In conclusion, the study suggests a number of hypotheses which might serve as points of departure for future research on the literacy experience and its influence on enhanced self-concept among adult learners. Literacy planners and practitioners are encouraged to look to prospective learners and new literates for assistance in answering the question of "Literacy for what?" and to explore teaching/learning strategies which may contribute to the development and evaluation of self-concept in adult learners enrolled in literacy and adult basic education courses.

**98. The Nicaraguan Literacy Crusade:
Education for Transformation**

Valerie Miller

Chair: David R. Evans 1983

This study documents the development and implementation of the Nicaraguan Literacy Crusade within a national process of social transformation begun in 1979. It analyzes the educational components of the campaign in relation to the goals of transformation—especially those involving participation and redistribution. The study examines the major external obstacles which affected the program's initial development, the internal problems that arose during the Crusade's

operation, and the strategies designed to overcome them. It provides a discussion of key educational issues that emerged from the campaign which may have relevance to other nations considering such an endeavor during a similar time of transformation.

The study begins by discussing the trends in literacy work during this century and the concrete experiences of major national and international programs designed to address the problem of illiteracy. Next, the context, goals, educational philosophy, and political focus of the Nicaraguan campaign are examined. Against this backdrop, the initial organization, planning, and operational structures of the Crusade are discussed.

The major focus of the study concentrates on the campaign's educational program—curriculum, methodology, and training—and the planners who designed it. The history and development of the educational program is traced in detail and analyzed from both a pedagogical standpoint as well as a socio-political one. The design process is described from the personal perspective of the planners and participants. Obstacles and problems are outlined and the strategies developed to address them discussed at length. A brief examination of the program's implementation is presented in order to provide an understanding of the problems encountered and establish a basis for assessing the effectiveness of the educational design process. Conclusions are drawn from the case history that relate specifically to the campaign's educational planning and the overall social goals of transformation.

99. Student Culture in Black South African Universities: Some Factors Contributing to Student Activism, 1960-1980

Mokubong Nkomo

Chair: David C. Kinsey 1983

The official, overall goal of "Bantu" Education in South Africa is to direct the education of Africans so as to meet the needs of an economy dominated by a white racial oligarchy and to train African personnel to manage the various administrative sectors of the "homelands" and ethnic institutions in the "white" areas in furtherance of the policy of separate development. This policy is a result often

years (1949-1959) of a systematic effort to realign the educational system with the racial and economic policies of the newly-installed (1948) Nationalist Party. The recommendations of four commissions—viz. Eiselen, Tomlinson, Holloway and de Wet Nel—resulted in the development of a racially segregated education system, elementary through university, which was integrated with the "homelands." The passage of the 1959 Extension of the University Education Act and the University College of Fort Hare Transfer Act completed this process of ethnic fragmentation in education. An examination of the principal legislation, subsequent amendments, the ethnic/racial personnel composition, structures, curriculum and expenditures in this effort indicates the promotion of an official institutional culture seeking to impose an "Afrikaner orientation" and to produce sycophantic graduates who will conform to the Afrikaner world view.

The twin theses of this study are: (1) that this carefully designed African ethnic higher education has inadvertently developed a distinct student "culture of resistance" which contradicts the intentions of official policy, and (2) that there are a set of factors external to the formal university structure and curriculum which influence students as much as—if not more than—the impress of official institutional factors.

The potentially influential factors examined in the study are: the specific South African social system and its effects on African student attitudes and behaviors; the impact of the evolving African household structure and conditions on a developing personality structure; the role of international events on students' consciousness; and the dialectical nature of knowledge and other specific factors within the university environment. The impact of these factors on student attitudes and behaviors are found to far exceed that of official expectations.

There appears to be no immediate prospect for an end to the prolonged crisis that has beleaguered the ethnic African universities since their inception in 1959. As instruments for ideological indoctrination these institutions have largely failed to execute their intended task. They have instead become terrains of struggle over larger political issues and increasingly appear to play, in tandem with other forces, an important role in posing a serious challenge to the apartheid education system.

100. The Choice of a Language for Adult Literacy Programs: A Guide for Decision Makers

Willard David Shaw

Chair: Horace B. Reed 1983

This study is a comprehensive, interdisciplinary analysis of the problem of choosing a language for use in adult literacy programs in multilingual settings. It seeks to identify and describe the major factors that need to be considered in the decision-making process.

Chapter I presents the goals and design of the study. Chapter II traces the language choice question from the early days of writing through the UNESCO-led efforts to reduce illiteracy. Drawing upon the reported results of many projects, Chapter III identifies and describes five language policies often used in adult literacy programs.

The heart of the analysis is contained in Chapters IV-IX which look at the question from six perspectives: linguistic, socio-cultural, pedagogical, psychological, economic, and political. Each perspective identifies and discusses major factors affecting the decision and concludes with a list of some general characteristics of the languages that would best meet the concerns of that perspective.

The final chapter suggests that there are three crucial factors that should be at the core of any language decision: the roles of languages in the target environment, the goals of the program, and the goals of the learners. It recommends that such decisions be made at the local level through a negotiation process between program planners and learners which balances the three crucial factors. It concludes that there is a need for programs to use "functional languages"—ones that meet the needs of the program and, most importantly, the literacy needs of the learners.

101. The Relationship between Economic Development and Mental Health: Nigeria, A Case Study

Ellen Nelly (Mulato) Komegay

Chair: George E. Urch 1983

The purpose of the study, was to explore the relationship between mental health and economic

development. The study assumed that economic development with concomitant westernization embraced an element of cultural change which affected the socio-cultural environment. Consequently, the overall objective of the study was to explore potential causal factors inherent in the process of development that may generate negative consequences for mental health. The following four models of economic development were identified: Rostowian, Institutional-Structural, Dependency and Liberation models. Each model was assumed to have differential impact on mental health.

The study assumed that the socio-cultural environment was the nexus of human adaptation and that change within the socio-cultural milieu had implications for mental health. Despite the importance of mental health in the lives of people in the developing world, the study of its relationship to economic development was found to be much neglected in development studies.

To examine these factors an exploratory-descriptive design, using a case study of Nigeria was applied. The design was critical for the purpose of initiating the necessary task of theory building in this area of study. An extensive literature survey was conducted. The findings suggested that a development model heavily reliant on the diffusion of western values had serious implications on how people perceived themselves.

The overall recommendations made were that:

- A. there be more integration of the African philosophy in economic development policy in order to avoid severe psychological stresses associated with precipitous economic and cultural change;
- B. there be more dialogue between mental health and development specialists on the impact of development on human adaptation;
- C. education play a central role in integrating mental health concerns in overall economic development objectives;
- D. the educational programs be aimed at administrators and grassroots people.

**102. In-service Education Program
Development for Lagos State
Primary School Teachers in Nigeria**
Juliet Maduka
Chair: Harvey B. Scribner 1983

C. E. Beeby (1969) writing about quality of education in developing countries has said, "there are two strictly professional factors that determine the ability (as distinct from the willingness) of an educational system level of general education of the teachers in the system to move from one stage to higher ones. They are (a) the level of general education of the teachers in the system, and (b) the amount and kind of training they received." This writer maintains that there is a consensus among Nigerian educators that the Nigerian teaching force falls far short of what is not merely desirable but essential if education is to perform its task effectively. According to Segun Adesina, a prominent Nigerian educator (1977), Nigerian educational institutions are replete with teachers who are inadequately qualified academically and professionally.

The purpose of this study has been to provide data for establishing guidelines for valid, useful, in-service educational programs for the Surulere/Itire/Ikate school district of Lagos State, Nigeria. The study is built upon the premises that in-service education of teachers is an imperative in the continuing growth of Nigerian teachers, and that to develop effective in-service programs, teachers' specific needs must be determined. To determine these needs a valid instrument must be utilized.

After researching the field of needs assessment, the writer took ideas from many great models but relied heavily on the methodology developed by Coffing and Hutchinson (1973; 1974). The design was first implemented by a series of two group interviews in each of ten schools in the Surulere/Itire/Ikate school district of Lagos State. The participants in these interviews were selected teachers, administrators and the Inspector of Schools, who helped define the needs of primary school teachers. Needs generated from the interview prioritization and analysis were then synthesized into 84 needs statements. From these, a twenty item questionnaire was devised and disseminated to a random sample of the Surulere/Itire/Ikate school district.

The data from these questionnaires were then analyzed to provide guidelines for in-service education programs. This study concluded with an evaluation of its design, its use, and its effectiveness, as well as recommendations for further research.

**103. Indigenous and Non-Indigenous
Entrepreneurs in Botswana:
Historical, Cultural and Educational
Factors in Their Emergence**
Elvyn Jones-Dube
Chair: David R. Evans 1984

A descriptive study which examines the contextual environment of the indigenous entrepreneur in Botswana, the formal small-scale business community and the training and non-training needs of this subgroup of adults needing assistance in business promotion. Data was collected on a sample of 158 businesses situated in six towns and villages throughout Botswana. Several kinds of data were used including information from questionnaires, interviews, government statistics and published secondary sources.

The study is divided into four parts. Part I includes a review of literature pertaining to the concept of the "entrepreneur," theories of entrepreneurial supply and demand, and the relevance of these theories to entrepreneurial development in Botswana. Part II includes a description of the changing social, political and economic context in which the study takes place, and a discussion of the development of trade and entrepreneurial activity in Botswana. Part III consists of a discussion of the theoretical context of the study, methodology, characteristics of the sample population, and the findings of the study at the group and individual levels. Part IV includes the conclusions and policy recommendations of the study.

The findings of the study indicate that indigenous entrepreneurs have higher than average educational levels and have had previous work experiences which have facilitated their business activity. Indigenous entrepreneurs have under-utilized business management training and technical assistance opportunities made available by government and are generally hampered in the development

and promotion of their business activities due to variables unrelated to training.

- 104. An Analysis of Factors That Relate to Effective Use of Radio in Nonformal Education in Developing Countries**
Maxwell S. Senior
Chair: Horace B. Reed 1984

This study is concerned with the traditional approach to radio program development and its application to education. Of primary concern is the persistent practice of radio program designers of preparing programs for the audience with little or no provision for active involvement by the listeners. The study examines some critical elements that can promote the flow of information from the audience to radio program designers, thus strengthening audience participation and the positive outcomes of radio projects in nonformal education.

Open broadcast, as a format for the use of radio in education, is discussed, and a review of the literature is undertaken. Open broadcast has been extensively applied in education primarily because of its use, without exception, in commercial broadcasting. However, as a format for creating long term behavioral changes, it is highly questionable.

Conversely, Radio Learning Groups are also examined through a review of the literature and a critical analysis of three case studies. What evolves from this examination is that Radio Learning Groups, if carefully organized and supported, can be an exceptional vehicle for creating behavioral changes. Moreover, they can foster popular participation and the development of two-way communication channels between participants and program designers.

In order to enhance collective listening, three primary elements are considered essential: careful assessment of the needs of the audience; the group leader; and the radio learning group. Other important factors are: organization and leadership, broad-based government support, and in a larger sense, the need for national media policies. Further analysis of a field-based study undertaken in The Gambia provided evidence to support the indispensable nature of these factors for effective outcomes of radio learning groups.

The study concludes with some recommended guidelines for radio education projects.

- 105. Nudging The House of Cards: Brain Physiology and Critical Consciousness**
Gail S. von Hahmann
Chair: Horace B. Reed 1984

For human beings, consciousness has both an illusory function and a critical function. The illusory function allows us to see rocks, trees, sky, animals, other humans instead of a constantly changing fluctuation of subatomic particles. While important in helping us adapt to our environment (and in evolution), the illusory function causes us to see what we expect to see, to think what we are used to thinking, to be habitually reactive rather than creative. The critical function, on the other hand, can help us to break out of habit, to be aware of the whole picture by looking for the unexpected and thinking in new ways. For most of us the critical function is overwhelmed by the illusory function as a result of living in social systems which are not self-conscious. The underdevelopment of critical consciousness in today's societies, both industrialized and industrializing, has led to the atrophy of the individual's self-conscious capacity to choose and, subsequently, to the relinquishing of decision-making power at both the personal and political levels.

The study proposes that the development of critical consciousness requires the self-conscious capacity to choose, and that self-consciousness depends upon the training and use of our innate intuitive capacity. Further, the study presents physiological evidence for the role of intuition in developing the critical function of consciousness. Chapter II describes the need for a new paradigm within which to understand this aspect of consciousness which has remained "hidden." Chapter III emphasizes those aspects of brain physiology which underlie our intuitive capacity. Chapter IV describes how it is possible for us to become more self-conscious about our thought and action through training this capacity. Finally, specific skills in introspection are described for use in educational settings.

106. Promotion of Social Change Through Adult and Nonformal Education in the Nigerian National Mass Literacy Campaign

Musa Moda

Chair: Norma Jean Anderson 1984

Many observers express concern about the slow rate of development in some Third World countries. They criticize these nations for not performing up to the standards of the international community. Sometimes even citizens within these nations become frustrated because their efforts are still viewed as sub-standard.

Nigeria, a country classified as a Third World nation, is a creation of the British colonial administration. It has the largest number of black people in the world and comprises about a quarter of the African population. It is made up of about 294 socio-linguistic groups.

In her march towards development and move to enhance the quality of life for most of her citizens, Nigeria has encountered many problems of appropriate strategies for development.

The purpose of this study is to investigate the historical development of the Nigerian society and to identify some of the major changes that have occurred in the country as a result of its contact with the Middle East and the West.

A critical review of the general literature on the role of education in the promotion of social change was made in this study. It emphasized the non-formal aspect of education with special reference to literacy campaigns. References have been made to various studies, archival documents and newspaper reports on education and development in Nigeria. Some data obtained by the researcher through interviews, questionnaires and on-site observations have been used to elucidate some aspects of the study.

Finally, the study addresses some implications of the Universal Primary Education and the National Mass Literacy Campaigns for the Nigerian society. It concludes with suggestions for improving these services through careful selection of language for instruction, production of materials and training, active participation in planning by the people, and effective supervision.

107. A National Plan for Developing and Training Successful Entrepreneurs in Swaziland

Benjamin N. Dlamini

Chair: Alfred S. Alschuler 1984

The policy to diversify the curriculum to create entrepreneurs succeeds if supported by incentives and opportunities. Achievement Motivation Training is used to develop entrepreneurs because trainees become active, and start new businesses. They take calculated risks, innovate, overcome obstacles, work long hours, employ more people, and invest in profitable ventures.

Achievement Motivation Training is more cost effective than all other forms of aid given to developing countries. The training is effective for different nationalities, classes, and for all types of business, but success is dependent on support by incentives and opportunities. In schools, Achievement Motivation can create among students long-term entrepreneurial behavior and short-term improvement in classroom performance. This requires a changed classroom structure, climate, and student-teacher relationship.

This paper suggests that in order to promote entrepreneurship in Swaziland, capital and incentives should be made available in rural areas. Agencies should develop small businesses and provide incentives that focus on distribution and services. Policies and laws should provide increased control over business by Swazi citizens, and jobs should be created at E 1,000 per job. Prime business sites in towns and rural areas should also be made available.

Training entrepreneurs should emphasize increasing entrepreneurial behavior, market testing and marketing, and management skills such as costing, purchasing, stock control, cash flow, loan application control, financial control, and communication. Training should take place largely on the job. Entrepreneurship should be encouraged in the schools and in private companies, and the government should control all examinations relating to entrepreneurship.

This dissertation advocates a plan for developing entrepreneurs by (a) forming a public company to advocate for entrepreneurship development, facilitate granting loans, guarantee loans,

and organize and conduct correspondence business leadership education; (b) providing Achievement Motivation training to entrepreneurs and employees in government and the private sector; (c) providing technical consultancy services for the private sector and government on management and Achievement Motivation; and (d) introducing courses on Achievement Motivation in schools, colleges, and the university.

108. Oral Narratives in the Classroom

Bhekokwakhe F. Langa
Chair: David R. Evans 1984

Various folklore programs in oral narratives exist at a number of schools in the United States, particularly between kindergarten and junior high school. Much has been written about them in both popular and scholarly publications. This study investigates the curriculum and folklore theories rationalizing their practice. For example, a number of oral-narrative projects exhibit a highly literary and text-oriented bias typical of the traditional approach in folklore scholarship. This approach is being effectively challenged by a significant number of contemporary folklorists and linguists who argue that folklore scripts, like linguistic grammars, although important, are necessary but not sufficient information about the social context and performance which gave birth to them.

To test the validity of that assumption, this study, using the t-test for two matched groups, conducted an experiment involving 3 teachers and 71 elementary and junior high school teachers from or near Amherst, Massachusetts. A statistical analysis of the higher experimental group's scores showed the results to be significant, i.e., about .04; thus strongly attributing the difference in the scores of the two groups to the main-effect. However, more experiments will be necessary, not only to independently verify the results of this study, but also to address the many educational and folklore issues it raises.

109. Organizing to Help Rural Groups: Income Generation and Rural Development in the Third World

Richard L. Betz
Chair: David R. Evans 1984

This study establishes a role for nonformal education training and financial assistance in the development of self-managed income generating activities. The main question that the study answers is: Within the context of an expanding modern sector, in what ways can the use of nonformal education approaches and training techniques enable indigenous Third World rural structures and organizations to be transformed into viable self-managed income generating groups.

The first part of the study discusses the poverty situation in the Third World and describes the need for self-managed and controlled income generation as one strategy to lessen this situation. It examines the dominant role that the modern, urban sector plays in the development process and its relationship to the traditional, rural sector. It makes a case for using traditional groups in the development of income generating groups. The first part concludes with a presentation of written material from a variety of income generating group activities from selected Third World countries.

From these examples, a framework for analyzing income generating groups according to certain commonalities was developed.

The second part of the study presents baseline data on three field-based income generating groups located in the African country of Lesotho. The material contains both descriptive information based upon the author's experiences with these groups as well as statistical data. Nonformal education training and a revolving loan fund were used with these three groups over a period of time by the Lesotho Distance Teaching Centre, an institution within Lesotho. Both descriptive and statistical information on the results of this assistance and the progress made by the three groups demonstrate the important role of training and financial assistance. This case study information was analyzed using the previously described framework for income generating groups. This analysis led to the identification of dimensions and guidelines for designing an effective nonformal education program to facilitate the development of self-managed income generating groups in a Third World context.

110. Nonformal Education and University Participation: Planning Considerations for Universities of Korea

Yong Hyun Kim

Chair: Horace B. Reed 1984

This paper examines planning considerations for universities' participation in nonformal education. The main purpose of the study is to help guide the policy-makers and planners in Korea who are engaged in the formulation of strategies which will lead to a greater involvement of Korean universities in nonformal education. This involvement is in keeping with the full intention of promoting nonformal and lifelong education in Korean society under the provisions of the new constitution as revised in 1980.

The methodological approach combines a critical survey of literature, three case studies and an analytical survey of needs assessments. The survey of literature incorporates a comprehensive review of educational dilemmas in the world context, the potentials of nonformal education in promoting people's lifelong learning, and the roles and values of higher education in the world as well as the Korean context. The case studies highlight the models appropriate for adoption within the Korean higher education system in order to maximize Korean universities' involvement in nonformal education.

The survey of needs analysis, which is the most central aspect of this study, was designed for utilizing ideas and issues related to Korean universities' participation in nonformal education as major needs components for the formulation of the Nonformal Education Act. The several data gathering approaches suggest these major recommendations for increasing coordination between Korean universities' and nonformal education's efforts: establish a system for preparing specialists in nonformal education in universities; arrange for university representation in national nonformal education policy bodies; provide financial support to universities for nonformal education efforts; and, increase the effective dissemination of university findings concerning nonformal education. This study supports the thesis that the tensions between formal and nonformal education in Korea can be a creative source of energy and ideas, building on the strengths of systems.

111. The Use of Computer Modeling in Planning for the Reduction of Regional Inequalities in Education

Anita P. Nazareth

Chair: David R. Evans 1984

The time has come for planners and policy-makers to use computer simulation models more frequently as a tool in the decision-making processes of educational planning. The problem for both short- and long-range planning is how to simulate the possible outcome of various alternatives intended to resolve problems by a specific target date.

This study focuses on the use of computer modeling for the reduction of educational disparities existing in the Indonesian education system.

Available educational data were used as input to models designed for both mainframe and microcomputers. Various alternative scenarios were created for consideration by planners. Microcomputer-based models designed specifically for the study included the "Enrollment Projection Model," "Resource Requirements Model," and "Teacher Demand /Supply Model." A School Location Planning (SLP) software package available on the mainframe computer was used extensively to calculate various equity indices and to create alternative scenarios for the reallocation of additional resources for the reduction of educational inequalities between geographical regions and between urban and rural districts of Indonesia. Interviews were conducted with educational planners at the World Bank and the Indonesian Ministry of Education to assess their responsiveness and reactions to the use of computer modeling as a planning tool. Their opinions were sought on the advantages and disadvantages of each model used and alternative scenarios for reducing inequalities.

Analysis of interview responses indicated that planners found computer simulation particularly useful when the problem being addressed called for "what-if" analysis requiring numerous reiterations to test the effect of changes in key variables on the education system. At the same time, they felt that computer modeling should not become a substitute for thinking among people who do not comprehend the basic principles of calculating the equity indices used to interpret degrees of inequality.

The study concluded that adoption and acceptance of computer modeling in educational planning is evolving at a remarkable pace in a setting like the World Bank but that planners in a developing country like Indonesia are still uncertain as to the cost effectiveness of incorporating computer use in their work, although they do recognize the potential of such a technology.

112. Training for Development of Small Industries: An Analysis of Four Approaches

Julio D. Ramirez de Arellano

Chair: David C. Kinsey 1985

This study explores the results of four training programs for small industries development in Honduras. To provide a framework, characteristics of small industries, their role in rural communities in less developed countries, and their role in the development process is reviewed. Characteristics of programs for development of small industries and the role of training in those programs are analyzed.

Prior to the analysis of each case, data on small industries in Honduras are provided, and the programs where the cases were implemented are also described. Each case represents a different training approach for small industries development. The first case focuses on training field agents to become facilitators for small industries. The second involves one-to-one training or assistance for small entrepreneurs, especially on management issues. The third case centers on technical training to upgrade skills of small entrepreneurs. The final case is concerned with using other industries as models for training small entrepreneurs.

For the study, documents produced by the programs that implemented these cases were used. Data on the results of the programs were evaluations performed by programs themselves or by outside organizations requested by the funding agencies. An analysis was made of the results, and training and non-training variables which affected the results were identified. Training variables related to training design, methodology and content, while non-training variables related mainly to selection of participants and program support.

Recommendations are made at the end of the study relating to optimum experience required by field personnel, a practical orientation of training, and the use of entrepreneurs' innovations and experiences as input to training.

113. Linkages Between Formal and Nonformal Education: A Study of the People's Universities in the USSR

David Currie Lee

Chair: David C. Kinsey 1985

The system of people's universities in the USSR is a large-scale, nonformal educational program for adults with important linkages to a range of institutions in Soviet society. This study investigates and analyzes the experience of people's universities, concentrating on the importance of its ties to other Soviet institutions in promoting the continuity and long-term development of the system.

Initially the study discusses the issues surrounding the creation of large-scale nonformal educational programs and the establishment of linkages between nonformal education and formal educational institutions. An overview of the developing theories of Soviet continuing education also places people's universities in the larger context of Soviet adult education. Subsequent chapters, based almost entirely upon research conducted in the Soviet Union in 1983-1984, focus on the origins and development of people's universities from the turn of the century (Chapter II), the goals and content of people's universities (Chapter III), important organizational issues for the system of people's universities (Chapter IV), and a six-month case study of a people's university of culture (Chapter V). The two concluding chapters analyze the complex arrangements between people's universities and the institutions with which they cooperate and assess both the benefits and costs of these arrangements for people's universities as a whole. The future role of people's universities in Soviet adult education and the implications of the people's universities' experience for other large-scale nonformal education programs are also considered.

This is the first in-depth study of people's universities by any Western researcher, hence it will be of value to students of Soviet society who wish to understand the complex workings of adult educa-

don in the USSR. Furthermore, those seeking to comprehend the difficulties of large-scale nonformal education programs, and to find some responses to those difficulties, will find much of interest in this study.

114. Development of a Nonformal Education Information-House: A Case Study of the Nonformal Education Department of Thailand

Mayuree Tongstri

Chair: Horace B. Reed 1985

The major focus of this study is to investigate and explore the factors involved in designing and developing a nonformal education information house, using a field-based case study of the Department of Nonformal Education, Ministry of Education, Thailand.

Significant variables such as information about the potential users, their problems in obtaining adequate information, and the difficulty of the information content presentation are studied.

A central theme of this study is to develop the theoretical grounding and design a model that supports the development of a Nonformal Education Information house. The sources of this grounding include an exploration of the theory of communication, definition and characteristics of information; characteristics of users and their information needs; types, functions and structures of information centers; and, the nature of the Nonformal Education Department and its programs. The study of the theoretical framework was conducted at the University of Massachusetts. The field-based study was conducted within the Nonformal Education Department of Thailand using questionnaires as the survey instruments.

The selected sample size of this study was two hundred and eighty-seven persons selected from the Nonformal Education Departments of Thailand's nation network. Two hundred and twenty-six responses were returned.

The data analysis is in both the qualitative and quantitative dimensions. The quantitative analysis of the questionnaires is used to analyze the characteristics of the respondents, information which

they need and have, and their suggestions on functions of a Nonformal Education Information house.

A qualitative analysis is used to explore the relationship between the demographic information of the respondents and each dependent variable. Recommendations on the establishment of a Nonformal Education Information house are made specifically for the Nonformal Education Department of Thailand. Also included are suggestions on areas of further research.

115. Volunteer Fieldworker Motivation in Rural Development: A Case Study from Indonesia

Zulkarnain

Chair: Robert J. Miltz 1985

Community participation has played an important role in rural development in Indonesia for many decades. Recently, the Indonesian government has established a new approach of integrated rural development. Volunteer rural cadres, who are villagers selected to work with other villagers in planning, implementing and evaluating village development programs, are a key element in Indonesia's new development strategy. However, the performance of these cadres is still far below levels of expectation.

This dissertation explores and examines factors affecting volunteer fieldworkers' motivation and recommends approaches for improving their support and commitment to development programs by manipulating the psychological benefits that accrue from volunteering.

Volunteer support and commitment is considered a dependent factor in this study, while expectations, organizational climate, reward system and training are considered independent factors. Other bio-demographic factors (sex, education, marital status, occupation, age, family income, and family size) are examined to see if these factors significantly correlate with independent and dependent factors listed above.

The main finding in the study is that these independent factors interact with and significantly contribute to volunteer support and commitment;

acting alone, only organizational climate appears as a key factor that significantly predicts volunteer support and commitment. All independent factors and dependent factors seem to be correlated with each other. Roles, functions, and leadership style of village heads and subdistrict administrators seem to be the key elements in improving RDCs' performance, support and commitments in village development programs.

The research procedure employed in this study seems to be most appropriate for a study which uses respondents with relatively low levels of education and little experience in rural development.

116. Soviet Training and Research Programs for Africa

Harold D. Weaver, Jr.

Chair: George E. Urch 1985

The purpose of this study was to assess Soviet training and research programs for Africa.

Through field observation, interviews, and written documents, the research project investigated a variety of Soviet formal and nonformal training programs for Africans. Special attention was given to a case study of a post-secondary institution created primarily for training African and other Third World students: Moscow's Lumumba Friendship University. In addition, the study analyzed other areas of Soviet support through education, including the development of technical institutes in Africa, Soviet research on Africa, and Soviet moral support in the United Nations. Variables of importance in the study's assessment of Soviet aid were two major African priorities in the early (1955-64) decolonization process: the indigenization of human resources and mental emancipation.

Among the major findings the study reported on Soviet training programs for Africa are the following:

- A. American coverage of Soviet training programs for Africans was characterized by mass media's institutionalization of misinformation that, by and large, the scholarly literature scientifically sustained.
- B. In general, Soviet training programs for Africans were found to be Afrocentric in supporting

the processes of African empowerment, indigenization, democratization, and conscientization.

- C. Specifically, Soviet training programs for Africans at Lumumba Friendship University were found to be innovative in program development, recruitment and selection, and curricula.
- D. Finally, Soviet research on Africa was generally found to be Afrocentric, with noteworthy exceptions, in its revisionist, antithetical efforts aimed at the decolonization of African history.

117. Motivations for Workplace

Democratization: A Case Study of Airline Mechanics

Nanette Brey

Chair: Horace B. Reed 1986

This study was designed to glean a greater understanding, from workers' perspective, of their motivations toward workplace democratization. The active participation by workers in democratizing programs is crucial to their long term success.

Study participants selected for this study were airline mechanics. Nine mechanics worked for Firm A which had no participatory decision-making program and which offered a minimal stock ownership plan. Ten mechanics were from Firm B which had introduced an employee participation program and which had a compulsory stock ownership plan.

The predominant method of data collection was the in-depth interview. All mechanics from each firm were interviewed once for a thirty-minute interview on their experiences with and/or views on two potential motivating factors: ownership relations and decision making structure. Six mechanics from each firm were selected and interviewed for a second, two-hour interview on five theoretical motivating factors: family upbringing, education, religion, political economy and media. These factors were identified from a review of the Base-Superstructure Theory of Social Change. A sixth factor, military service, was identified as influential by the study participants and so was included.

The results of a comparison of Firm A and Firm B response suggested that group ownership experience was a major factor in influencing workers favorably toward majority ownership in general.

However, several other intervening factors such as personal economic gain, lack of control over stock, mandatory participation, and degree of firm's financial stability inhibited workers from supporting majority ownership of their own firms. Experience with an employee participation program was a factor in Firm B mechanics' greater knowledge and skills in applying democratic principles, but not much of a factor in worker support for employee participation in firm level decisions.

The results of a comparison between Group A comprised of mechanics from both firms who tended to favor workplace democratization and Group B comprised of mechanics from both firms who tended not to favor workplace democratization did not substantiate theory. Differences between both groups were found on three motivation factors: family upbringing, media and military service.

118. An Educational Program on Indigenous Foods for Better Health and Better Economy for the Philippines

Dahlia C. Aspillera
Chair: Luis Fuentes 1986

This study explores the nutritional and economic needs of the Philippines suggesting as a solution the return to indigenous staple foods. It culminates in a Teacher Training Workshop created to bring together Philippine public elementary school health education teachers to dialogue why a state of nutritional well-being is elusive in the communities they are serving. Teachers will be trained to remedy this deprivation, a direct effect of the colonizer/colonized relationship resulting in economic disorder.

Chapter I presents background information, problems to be resolved, definition of terms, and gives evidence of a technologically and culturally advanced pre-colonial Philippines. Chapter II details the political and economic disorder which resulted from colonizations. A review of literature on global food production is included in this chapter. Chapter III is a review of literature on liberating curriculum by educators who reflect in their writings their concern for this disorder.

The literature demonstrates that in the course of current events, and in the need to get ahead, people unknowingly or otherwise cause the exploitation of others. Nowhere is this more evident than on the issues of global small-farm conditions. Powerful Country small farmers who are today living in economic destitution are the same farmers who for decades have caused not only despair but starvation among Oppressed Country small farmers.

This study identifies tools to measure the economic and nutritional value of indigenous foods. Two such instruments are introduced in Chapter IV, the Food Intake Dairy, and in Appendix A, the Comparison of Nutrients in Interchangeable Foods. The Workshop, Chapter V, takes for its theme the recognition of the most crucial of needs in Oppressed Countries, locally grown foods.

The materials and hand-outs included in this educational program are puzzle pieces to understand the relationship between Oppressed Countries and Powerful Countries where the two sides are not partners and not sharing equitably. The curriculum questions those in power in their traditional handling of development issues in Oppressed Countries. The teachers and later their pupils, who will be the future farmers, will decide who are the victims and who are the beneficiaries of this economic disorder.

119. Training Needs of Village-Level Leaders for Participatory Rural Development: Focus on Sri Lanka

Stanley Gajanayake
Chair: Horace B. Reed 1987

People's participation at the grassroots level in development is a major concern of policy-makers, development planners, research workers and practitioners in the field of rural development. The ability and the willingness of rural people to involve themselves actively in the development process depends on their level of motivation. Village-level leaders can play a central role in the process of motivating and igniting the enthusiasm of people at the village-level. Strengthening the capabilities of the village-level workers in this respect is one of the crucial challenges faced by practitioners in the field of rural development.

The primary purpose of this study is to identify, prioritize and operationalize the training needs of village-level workers in performing their role effectively as facilitators in involving rural masses in the development process.

The design of the study combines a critical survey of literature, a case study, a needs assessment and an operationalizing process of prioritized needs. The survey of literature incorporates a critical appraisal of concepts of rural development and of people's participation. It also highlights the crucial role of village-level leaders in eliciting people's participation, drawing upon examples from selected development models. The case study inquires into the role of village-level leaders of the Sarvodaya Shramadana Movement in Sri Lanka, a unique example of a participatory rural development effort in the developing world and also evaluates the nature of its training efforts. The needs assessment explores the training needs of the village-level leaders of the Movement. The prioritization process highlights the major training needs, and the operationalization process breaks down prioritized needs into more clear dimensions. At the conclusion of the study these major dimensions emerging from the prioritized training needs have been analyzed and synthesized to present a general framework for the formulation of training programs for village-level leaders. While the study is focused specifically on the Sarvodaya Shramadana Movement of Sri Lanka, the broad framework may be relevant to training programs for other developing countries.

120. Case Study on Job Performance and Implication for Staff Development for PENMAS Peniliks (Community Education Fieldworkers) in North Sumatra, Indonesia

Syahbuddin Harahap

Chair: Robert J. Miltz 1987

The purpose of this study is to assess job performance of the Penmas fieldworkers and to identify the factors that affect the performance of field-workers which should be considered in planning staff development for these personnel.

Fifteen respondents from Deli Serdang District in the North Sumatra Province were randomly as-

signed and interviewed in-depth in order to gain information regarding their perception about their job performance and other influencing factors, i.e., organizational climate, reward system, working facilities (as the components of situational factors) and training experience (as the component of personal factors).

Qualitative and quantitative analyses were used to interpret data gathered. Central tendencies (mean, mode and standard deviation), were used to find out the average tendencies of all factors investigated. Pearson correlation and multiple regression were employed to discover the relationship between job performance and other factors and to find out if a single factor or a group of factors correlated or contributed to the job performance of the fieldworkers.

This study found that organizational climate, reward system, working facilities, training experience, together, quite significantly correlated or contributed to the job performance of fieldworkers. However, acting alone, only reward system and organizational climate at the district level correlated and contributed, and therefore significantly predicted job performance. Thus, a staff development program for fieldworkers should be comprehensively planned considering all investigated factors.

This study also found that there were many situational factors and/or problems in villages that influenced the performance in organizing and developing learning groups, i.e., factors that were motivational, physical and climatic in nature. However, since this study focused on interviewing fieldworkers and there was little chance to observe the real condition of learning groups and villages, it is necessary to follow up this study focusing on the dynamics of learning groups that might be useful for further development of Penmas learning programs in the future.

Since this case study used a small sample, to generalize these finding to a wider context, these findings should be tested using a larger sample covering different geographical and cultural contexts.

121. Environmental Perception Studies of Andean Peasants for Educational and Development Planning

Basha Vianne Hicks

Chair: Linda Lockwood 1986

Environmental perception data contributes significantly to planning and design decisions. This research samples a broad range of environmental perception variables that explore the cognitive, affective and behavioral dimensions of human relationships to the environment. These relationships are held in the mind and are reflected by evolving knowledge, attitudes, fears and expectations. Although mental images and response to the environment vary among individuals, a distinctive local character may be discerned. The goal of this research is to analyze environmental perceptions and behavior in order to identify planning and design considerations to aid regional hydroelectric development.

Three critical micro-watersheds of the Guanarella parro hydroelectric project in the Venezuelan Andes were selected as test sites. A random sampling of dwellings yielded 318 interviews. The survey instrument was administered by a team of six trained Venezuelan forestry students and the project director. Survey information was organized into the following nine categories of variables: demographic, economic, agricultural economic, agricultural, agricultural knowledge and perception, environmental knowledge and behavior, environmental perception, social and psychological.

Analysis of the data focuses on four main research issues:

- a) a self-defined needs analysis of inhabitants which reveals expectations for development;
- b) environmental perception data concerning fauna, forest, soils, climate, and water;
- c) the interrelationship of environmental quality perception and objectively measured environmental conditions; and
- d) development and educational guidelines that incorporate the needs and perception of learners.

122. Introducing Technological Innovations for Education in a Developing Country: Implications for Planning

M. S. Vijay Kumar

Chair: David R. Evans 1986

This study examines planning issues relating to the introduction of technological innovations in developing countries. Three major problem areas with respect to planning for innovation have been identified:

- a) a disproportionate "Application Focus" as compared to an "Organizational Focus," that is, more concern for the innovation characteristics than for the contextual and people-related aspects of an innovation;
- b) insufficient attention during a pilot study to factors that could affect the future possibilities of an innovation; and
- c) lack of mechanisms to detect and address probable changes required in the technology, the users or the intervention process for effective use of the innovation.

Literature on representative innovation projects involving technology such as radio and television for education in developing countries and theories and models of innovation research have been reviewed. The review of projects indicates the criticality of organizational and long term issues for the success of an innovation's installation and future. The review of innovation theories and models reflects an increase over time, in the level of synthesis of factors affecting the innovation process and in the emphasis on human and contextual aspects.

A field study was conducted in Lesotho, Southern Africa to assess the viability of using electronic learning aids to supplement literacy and numeracy education in primary schools and to identify factors affecting the introduction and future use of this innovation. Conclusions, implications and recommendations, specific to this project and for innovation planners and practitioners in general, have been presented.

The study concludes that despite the encouraging results of the exploratory study, substantial efforts on the part of the innovators, major changes in the infrastructure and intensive marshaling of resources would be required for large-scale, long-term use

of the aids in Lesotho. An extensive pilot-study is recommended as an essential "first-step." For innovation planners and practitioners, the study recommends a balance between Organizational and Application perspectives, and a consideration of long-term aspects during the introductory phase.

123. Instructional Methods and Media: Issues Surrounding the Open Colleges of Korea

Kyung Jae Park

Chair: George E. Urch 1986

The development of an open learning system as an alternative to formal, full-time study enables a broad cross-section of the adult population to compensate for missed educational opportunities and to acquire new skills and qualifications for career changes. Through the use of modern communications technology, the open learning system can reach more people more effectively. One of the most important tasks facing an open learning institution, therefore, is to develop an appropriate instructional system which employs such modern communications technology.

This study examines issues surrounding the development of methods and media in the open colleges of Korea. The study focuses mainly on identifying: (1) the problems and constraints working people perceive in continuing their education at an open college; and (2) the needs of Korea's open college staff for developing appropriate instructional methods and media.

The methodology of the study consists of a comprehensive review of literature, two case studies, a survey of students, and a needs assessment. The review of literature explores the nature of open learning, its strengths, weaknesses, and potentials as an alternative to formal, full-time study at the post-secondary level. Also examined are the didactic possibilities and limitations of major instructional methods and media currently or soon to be used in open learning. The case studies inquire into the practical issues and implications for developing an appropriate instructional system.

The survey of open college students explores those problems and constraints they encounter in continuing their education, which should be considered in developing instructional methods and media.

The needs assessment identifies the needs of open college staffs for resources which are necessary for the development of instructional methods and media that would be appropriate for their students. The study concludes by addressing several recommendations for the development of open colleges in Korea, especially the development of their instructional system.

124. Developing a Framework for Feminist Participatory Research: A Case and Assessment with Former Battered Women in Gallup, New Mexico

Patricia Ann Maguire

Chair: David C. Kinsey 1987

The purpose of the study is to develop a framework for feminist participatory research, an alternative, emancipatory approach to social science research. Feminist participatory research, which challenges male oppression of women, is important in light of participatory research's intention to uncover and change systems of oppression.

The first part of the study builds a rationale and framework for feminist participatory research. The second part further develops and modifies the framework through a field project with a multicultural former battered women's group in Gallup, New Mexico.

To establish a rationale for feminist participatory research, the study examines dominant and alternative paradigm social science research. Examination of participatory research exposes androcentric, i.e., male-centered, aspects similar to the male biases of dominant, positivist-informed research. A comparison of feminist and participatory research provides the basis for a feminist participatory research framework.

The second part of the study describes the Former Battered Women's Support Group Project. Anglo and Navajo women name, investigate, and explore solutions to problems they face after leaving a local shelter. Extensive interview material is included. The project is analyzed and evaluated using both participatory research characteristics and the framework. Participants have a voice in project evaluation. The framework is evaluated and modified based on the field project experience.

Hence, theory and practice inform each other. The study concludes with recommendations for further developing feminist participatory research.

The study is of interest to participatory and feminist researchers and those exploring emancipatory research approaches. It may interest practitioners and researchers working with former battered women.

125. Primary School Teachers' Nutrition Knowledge and Attitudes: A Study in Belize

Nanette Hegamin

Chair: George E. Urch 1987

The study investigated the Relevant Education for Agriculture Production (REAP) Program at the BELCAST School of Education, Belize to determine its influence on the primary school teachers' nutrition knowledge and attitudes among food choices, nutrition related diseases, and nutrition principles.

The methodology used for the investigation were two instruments developed by the researcher: the Nutrition Knowledge Inventory (NKI) and the Nutrition Attitude Scale (NAS). A pilot study was conducted in Belize to test the reliability of the instruments. Reliability at the .75 level was established for the attitude scale. The KR-q21 Formula was utilized to establish reliability for the NKI at .97. The level of significance was established at .05.

The population consisted of 74 primary school teachers (15.5%) systematically selected from three of the six political districts in Belize. Of the total teachers, 25 teachers had completed the REAP program and 49 had not. Three null hypotheses were tested to determine the differences among the two groups of teachers. Hypothesis One, there is no significant difference between the NKI mean score achieved by the two groups. Hypothesis One was rejected by the findings. Hypothesis Two, there is no significant difference between the two groups' mean score on the NAS. The findings revealed Hypothesis Two failed to be rejected. Hypothesis Three, there is no significant difference between the correlation of the two groups' knowledge and attitudes among the

subsets: food choice; principles of nutrition; and nutrition related disease. The results revealed a significant difference on the principles of nutrition correlation and food choice, however, no significant difference was showed by the correlation on nutrition related disease.

In conclusion, the researcher, suggests a replication of the study countrywide and a closer examination of the barriers which may account for the teachers' attitudes toward nutrition.

126. Learner Participation Practices in Adult Literacy Efforts in the United States

Paul Joseph Jurmo

Chair: David C. Kinsey 1987

Current efforts to expand adult literacy services in the United States too often merely replicate past ineffective practices and fail to make use of alternative instructional and management approaches available to them. Learner participation practices are one such potentially useful tool. In them, learners are intentionally encouraged to take greater control and responsibility in the running of program activities.

Not enough is known at present about the purposes, origins, forms, users, supportive or hindering factors, and outcomes of these practices as they have been developed to date. While there is evidence that the field has a growing interest in participatory approaches, only limited information and analysis have been developed to guide those hoping to improve and expand the use of these practices.

To begin to fill in these gaps in knowledge, this study initially reviews the literature on participation and discusses three purposes for active learner participation: "efficiency," "personal development," and "social change." It then presents the results of a national survey of participatory practices in the instructional and management components of U.S. literacy programs. In instruction, learners are in some cases actively involved in planning, evaluation, peer-teaching, writing and reading practices, field trips, and artistic activities. In management, learners are taking leadership roles in public awareness and advocacy, governance, learner recruitment and intake, mutual

support, conferences, community development, program staffing, income generation, and staff recruitment and training. Built on documents and interviews, the survey reveals that this interest is evident across the field, particularly within community based and volunteer programs.

Next, intensive case studies describe participatory activities in two volunteer programs, two minority language programs, and two programs for low-income women. These cases and the national survey provide the basis for an analysis of the origins, limitations, strengths, and critical conditions related to participatory efforts. Finally, the study recommends actions aimed at improving and expanding the use of these practices. These actions include building a deeper understanding of participatory literacy education, research and training, and expansion of the material and human resources needed to make these practices work.

127. Curriculum Development and Constraints of Reality: Issues, Approaches and Insights from an African Case Study With Particular Reference to Language Materials Development

Gudrun Lilli-Anne Forsberg
Chair: Robert J. Miltz 1988

Curriculum development is a complicated and complex process in any country, in developing countries the task is often exacerbated by lack of human and financial resources and necessary institutional infrastructures. This means that existing curriculum development models have to be adapted to fit local circumstances. This study investigates and analyzes the practical realities of curriculum development work in Somalia, particularly as it refers to Somali language materials development for primary schools.

In the first part of the study I provide the background and the framework of analysis for curriculum development in Somalia. I present an overview of the curriculum development literature adapted to the situation in African countries by describing the educational context, the curriculum components, and the conditions and problems of curriculum development for African primary schools. I also describe and compare two "field-adapted" curriculum development models.

In the second part of the study I examine curriculum development in the Somali Language department at the Curriculum Development Center (CDC) in Somalia. In the case study I first describe the daily realities of curriculum development work, the context, the activities and the nature of the challenges. I then discuss and analyze various factors that influenced the work in the Somali Language Department—foreign adviser influence, lack of trained personnel, language and equality issues and the institutional context. Finally, I compare and contrast the curriculum development models suggested by the field-adapted literature with the practical realities at CDC. In the concluding chapter I consider needs and future directions for curriculum development in impoverished countries.

The study is of interest to curriculum planners and practitioners and to scholars and researchers of curriculum development in developing countries, and to donor agencies funding educational projects in such settings.

128. Social Marketing, Nonformal Education and Participatory Research in Primary Health Care: Urban Rabies Control in Guayaquil, Ecuador

Michael Frith
Chair: Horace B. Reed 1988

In support of a 1985 Guayaquil anti-rabies campaign, practices selected from Social Marketing, Nonformal Education, and Participatory Research were combined in the Qforum, an "inverted" survey whose goal was creating social knowledge rather than capturing facts.

The Qforum questionnaire was "broadcast" to over 1,000 household learning groups by fourth, fifth and sixth grade schoolchildren from six Guayaquil schools. Families were to check multiple-choice answers to twelve highly-reactive questions related to knowledge, attitudes and practices concerning rabies control. A final essay question was designed to elicit a commitment by families to support the city-wide rabies control campaign. Eighty-seven percent of the forms were returned.

In this study, the philosophical constraints to merging parts of the three theoretical and practical sour-

ces of the Qforum are discussed. The content of forms, including four evaluation questions, is analyzed. Estimated production and deployment costs are given, as well as suggestions for improving the Qforum.

The goal of the mass dog vaccination campaign, funded through WHO and the Pan-American Health Organization, was to halt a persistent urban rabies epidemic that had cost over 130 human lives. As funding was delayed, and allowances for educational support of the mass dog vaccination campaign would have been insufficient in any case, the bulk of the educational phase of the campaign had to be undertaken with severely limited resources.

Traditional barrio organizing and neighborhood "chats" to encourage participation would have been too expensive. The only low cost option was advertising through donated mass media time. However, educational planners were not satisfied that citizens could be expected to commit themselves to action on the basis of public service announcements alone.

Costs were comparable to mass media educational methods, and the Qforum proved highly effective in transmitting multiple educational messages embedded in a process of interactive learning carried out simultaneously in independent family groups. It is felt that the Qforum would be applicable to AIDS education and to other diseases requiring education towards complex behavioral changes.

129. A Framework for Participatory Evaluation of Primary Health Care Projects in Rural Areas
Berengere de Negri
Chair: Robert J. Miltz 1988

The participatory approach of Primary Health Care (PHC) is certainly a reasonable philosophy to pursue the goal of Health for All in the Year 2000 set at the Alma Ata conference in 1978. But how could this approach be effectively implemented? The numerous PHC projects which have already been carried out do not provide much information on that point because not enough data have been gathered on their implementation. Few evaluations

exist and those existing do not shed much light on the reasons for the successes or failures. A more systematic evaluation of PHC projects is necessary in order to build on previous experiences and propose better health projects and programs in the future.

The present research has as its overall objective the development of a framework to systematically evaluate PHC projects or programs. The evaluation is participative and involves a continual monitoring of the activities implemented. The participatory evaluation process is, in this manner, linked to the managerial process. It is also connected with the educational process as the participants are "learning by doing."

A "proposed framework" to evaluate PHC projects was developed from the literature on the subject and submitted to the critics of 120 persons involved in the PHC and related fields through a questionnaire survey. Thirty two responses were used. In addition seven direct interviews related to the evaluation approach were carried out. The reviewers endorsed most of the framework and recommended some change and improvements which were incorporated in a new version called the "revised framework."

The study ends up recommending ways of implementing this framework and of improving it through some participatory research aimed at detailing further the monitoring system proposed.

130. Citizenship Training for Steady National Development: A Case Study of the P-4 Training Program for the Students of Higher Education in West Java, Indonesia
Endang Sumantri Nawawi
Chair: David R. Evans 1988

As an independent and a developing country, Indonesia is already attempting to improve national welfare both materially and non-materially. During the first two decades of independence (1945-1965), the Indonesian government and the people had many problems to be solved. Tasks to be accomplished then concerned the socio-political and institutional frameworks. These frameworks as guidelines for nation building and character building were based on *Pancasila* (the Five Principles)

as the national ideology and the state foundation, as well as based on the 1945 Constitution.

The government has been attempting seriously since the third decade to impart national values and the spirit of 1945's independence to the people and the younger generations who do not have the direct experience of the national independence struggle. This effort is one of the older generation's (New Order Government's) honesty for the sake of steady national development.

One part of this effort is the P-4 Training Program, which teaches people the "Guidelines to internalize and to practice Pancasila" in their daily life as individuals and as groups of citizens. The P-4 Training Program for students of higher education has been carried out since 1984. This study explores whether or not the P-4 training program influences students' cognitive and non-cognitive performance.

A case study research design was employed to study trainees at three higher education institutions in West Java of Indonesia by using a "cluster sampling procedure": 30 respondents as subjects of an interview technique; 355 respondents as subjects of pre- and post-test techniques; and 125 respondents as subjects of a dialogic technique. The researcher spent three months collecting data from those respondents including consultation and observation.

To analyze the data and to determine the degree of relationship among the factors, direct difference t-tests and a one-way ANOVA as well as descriptive statistics are employed. The main finding in this study is that the P-4 Training Program positively and significantly influences the students' cognitive performance. Likewise, qualitative analyses also revealed that students' non-cognitive performance (personal interests, ideas and commitments) showed that their understanding of citizenship was improved.

Some issues and problems may have to be considered in further research. These include students' attitude towards the essence of national development, their opinions regarding improvement of the P-4 training strategy, and their own values concerning national leadership. The urgent recommendations of this study are 1) improving training of trainers and 2) creating an effective

"aftercare or follow-up guide" for trainees after completion.

131. Self-Reliance or Dependency in the Horn of Africa

Thomas R. Neilson

Chair: Robert J. Miltz 1988

This dissertation is about refugees in Somalia, how they got there, where they came from, and why they stay. It discusses the community development program, the notion of self-reliance and the manipulation of these concepts to create a circumstance of regional dependency.

The research puts refugee circumstances in Somalia into a global context of economic and military oppression. Dispelling the myths of poor farm management, drought, overpopulation, and backwardness, war is named as the primary cause of refugee origins worldwide.

A major theme of the research is that we live in a corporate warfare/welfare world in which development aid pursues hearts and minds, as well as markets. Within this system, development workers must understand local political/social structures and put them into the context of global political/economic realities.

132. Critical Pedagogy for the Non-Poor: A Case Study in Cross-Cultural Education for Transformation

Donald S. Graybill

Chair: Horace B. Reed 1989

Within the last decade, there has emerged a new field of international "transformation education" travel programs which are intended to raise consciousness, create empathy and promote solidarity within North American middle-class program participants for the Third World poor and oppressed. Such programs integrate and apply selected elements of liberation theology, critical pedagogy and experiential education in order to catalyze change in participant attitudes, values and behavior that, it is hoped, will ultimately increase a participant's future social and political advocacy on behalf of the poor people's liberation struggle for justice.

There is an acute lack of case study literature which documents and analyzes current practice, and critically assesses the efficacy of program methods and operations in relation to program goals.

This study partially addresses this deficiency through an in-depth qualitative investigation and analysis of one such program—the Cuernavaca Center for International Dialogue on Development (CCIDD) located in Cuernavaca, Mexico. From April 1984 until June 1985 the researcher conducted a field investigation of the CCIDD organizational environment and program curriculum, as well as an in-depth qualitative assessment of program effects on a total of eleven study group participants selected from two different CCIDD programs. Using primarily a qualitative research framework, the researcher (a) identified study group participant needs, (b) charted their daily developmental passage through the intensive ten-day experiential program, and assessed post-program effects one year after the program's termination.

Findings indicate that the majority of study group participants evidenced consistent changes which closely resonate with program transformation goals, correlate to program operations, and which participants highly attribute to program participation. Through an analysis of the program curriculum, the author identifies a range of principles and characteristics present in the CCIDD program which are associated with positive research findings.

The study concludes that the CCIDD curriculum model is a powerful, efficacious model of transformation education and critical pedagogy for the non-poor. Relevant questions and issues pertinent to both theory and practice, as well as recommendations for future research are presented.

133. The Deployment of Educational Innovation Through Foreign Aid: An Inquiry Into America's Developmental Ideology

Michael L. Basile

Chair: Horace B. Reed 1989

This study examines the educational policies adopted by the Agency for International Development (AID) over the past three decades. The purpose is to explore the nature of America's developmental ideology embedded in the documented policies by applying a reflective method of critical analysis. The author investigates the hypothesis that the ideological elements of the policies work to narrow the scope with which the Agency is able to approach its educational programming.

The first part of the study is a historical review of the public argumentation used to establish the Agency's approach to development. The public argumentation is found to contain underlying ideological elements that effectively combine rationales for national security with economic development. The arguments set the context in which foreign assistance was initially mounted. The study goes on to explore the more basic underpinnings of development as an outgrowth of western positivistic thought that evolved into a policy science of development.

The concept of ideology used herein is one based on work conducted by critical theorists in the European tradition of the Frankfurt School and its recent followers. Ideology is looked on as an investigative device which enables the study of how meaning is produced to mobilize concerted policy making. The author develops a framework for the analysis of AID's policies and the identification of their ideological referents within a social space.

In the second part, a semantic discursive analysis is done on the policies to identify the themes and metaphors contained within them. The metaphors are grouped and analyzed to determine their place among the economic, political, and legitimational forces in which the developmental ideology emerges. AID's educational policy discourses are found to arise dialectically with the effect of concealing their real ideological origins. Their effects are to narrow the diversity with which AID approaches development. The author concludes with evaluative comments about the potentials and limitations of critical analysis for policy research in education.

**134. Action Research from Concept to Practice:
A Study of Action Research Applications
Within Indonesian Community Education
and Development Programs**

Douglas Russell Dilts

Chair: David R. Evans 1989

This study details the evolution and application of Action Research methodologies within Indonesian community education and development programs. During the last five years a concerted effort has been undertaken to define, test, refine, and apply Action Research within a variety of programmatic settings, in this context, Action Research has proven to be an important tool for clarifying practice and allowing for more congruence between espoused values and actual programs at the community level.

The first part of the study concerns the conceptual terrain of Action Research, especially its relation to the dominant research paradigm and problems therein. Subsequently, Action Research is discussed in terms of its relation to other "new paradigm" methodologies such as participatory research. The current Indonesian application context is described in order to provide background for the case studies.

The second part of the study documents and analyzes several representative case studies from Indonesia. The cases involve examples of Policy Oriented Action Research, Village-level Participatory Action Research, and a Field-based Training Program for Action Research.

Through the case vehicles, a number of key Action Research components are highlighted and analyzed including levels of participation, research structures, and approach models. Other issues emerging from the study include the role of nongovernmental agencies (NGOs), the effectiveness of support networks and the idea of sustainability. The final chapter of the study attempts to draw findings from experience that will answer basic questions and provide suggestions for those wishing to pursue or support Action Research programs.

**135. English Curriculum for Medical Students
in the People's Republic of China**

Xian-Min Zhuo

Chair: George E. Urch 1989

According to the Chinese government's policy, all students attending medical universities and colleges are required to study English for two or two-and-a-half years of their five or six year program. However, an English curriculum especially designed for medical students has never been developed. Currently, the English curriculum for science and technology (ECST) is being used in medical schools. The ECST is not based on any needs assessment of medical students, medical professionals, and medical professors, and lacks credibility. Without an adequate curriculum, the available English courses for medical students are irrelevant and ineffective.

This study discussed and analyzed the problems relating to the English curriculum in medical schools and designed a relevant English curriculum for medical students. In doing so, the study utilized the following research procedure: 1. review of the government's policy; 2. review of literature in English for specific purposes and curriculum development; 3. review of the current English curriculum for science and technology (ECST); 4. review of medical English textbooks; 5. review of English textbooks for Chinese secondary school students; and 6. field observation.

Although there are no specific figures available, a growing number of Chinese medical students have been studying in English-speaking countries for the past decade. Considering that the Chinese government is likely to maintain its "open door" policy, students will continue to participate in advanced studies overseas. As part of their academic work, they are required to write papers in English. This strongly suggests that there is a need to design an English writing curriculum to help students develop needed writing skills in the English language.

The curriculum developed in this study is for medical students who specifically need to improve their English writing skills in medical science. Based on the students' needs, goals and objectives were developed, and a syllabus was specified.

Teacher-training, materials and methods, as well as evaluation procedures were also defined.

The curriculum is relevant for Chinese medical students, however, its effectiveness and sufficiency need to be field-tested and appropriate modifications must be made.

136. Small-scale Enterprises for Women in Developing Countries: Assessing Causes and Definitions of Success in Selected Case Studies in India

Rema Pai

Chair: David C. Kinsey 1989

Although there is an increasing interest in the economic, educational and developmental roles of small-scale enterprises for women in the Third World, there is relatively little in the literature that provides detailed case descriptions and analysis of how and why some efforts "succeed." This exploratory study was designed to address this need. Based on a review of the literature and three intensive case studies in India, it attempts to discover the kinds of factors that contribute most significantly to the success of such small-scale enterprises from the perspective of the participants as well as to examine the different ways that "success" is or can be defined.

Certain factors that supposedly help promote success are identified in the literature. For instance, education and business skills of participants appear to play a critical role in their ability to raise capital for establishing an enterprise. Other factors cited include community control of the enterprise, the role of participants in decision making and problem-solving, and the acquisition of new skills. The case studies are used here to reassess such assumed factors and to identify new types of factors related to economic success of small-scale enterprises for poor Third World women.

In addition to "success" as an increase in income, the most commonly used indicator, the literature seems to suggest that there are important non-economic benefits which participants of small-scale enterprises also include in their definitions of success. Again, the field inquiry into the three cases in India explores the range of non-economic benefits perceived by participants as related to

their small-scale enterprise. This provides a basis for an argument for a broader definition of "success" in planning, implementing, or evaluating such efforts.

The literature reviewed includes that on small-scale enterprises with particular reference to women, as well as literature on women and economic development in India, to provide a context for the case studies. For the three case studies, ethnographic and qualitative interviewing methods were used.

An inductive analysis of the data revealed factors in the following groupings: Factors Deriving from Organizational Design and Structure; Factors Deriving from Management and Administration; and Factors Deriving from Participant Characteristics. The non-economic benefits with implications for definitions of success are grouped under Skill Related Benefits, Benefits Related to Changes in Lifestyle, and Benefits Related to Personal Growth.

Since this was an exploratory field study, one of the concluding chapters provides some important hypotheses for further investigation, and the other provides some recommendations for development agencies, educators, and researchers concerned with the topic. A sample questionnaire used in the field study is available in the Appendix, followed by an extensive bibliography.

137. Mechanisms of Local Participation in Extension Programming: A Study of Local Participation in Massachusetts Extension Activities

John Pontius

Chair: David R. Evans 1989

The focus of this study is the examination of local or client participation in Cooperative Extension programming activities, specifically program development and planning, in Massachusetts. To accomplish this a general model of the process of participation is developed based on a review of literature concerning participation. Writers who have dealt with extension approaches such as Rogers, Mosher, Bennett and Oakley are consulted for what they consider to be important dimensions of participation within extension. Writers such as

Cohen and Uphoff and Kinsey are examined for additional perspectives from rural development and nonformal education.

The model relating to program planning and development is then applied to a variety of mechanisms used by Extension staff in Massachusetts to include local participation in their programming activities. The mechanisms used by Extension field staff for including local participation are identified and analyzed to determine which allow for effective local participation. Several cases are then examined using the portion of the general model applicable to program planning and development. The purpose of this examination is to determine how local participation occurs within the context of an often used mechanism for client participation, the program advisory committee. The case studies that are analyzed include one in-depth case and four shorter cases. All are cases of Extension agents who are working in western Massachusetts with program advisory committees.

Recommendations are made in the final Chapter concerning how an extension system might enhance the effectiveness of local participation. Recommendations focus on what agents and administration can do to enhance local participation. Recommendations include a mentoring system to help agents who are not familiar with participation, the need for autonomy for agents working with participatory groups, and the need for flexibility on Extension's part for what participatory groups do and for the processes they follow.

138. The University and Its Role in Rural Development in the Developing Countries

Falai-Riva Taafaki

Chair: George E. Urch 1990

In response to changing social, political and economic realities in their own societies, many universities and colleges in the developing countries are departing significantly from a philosophy which strictly adheres to traditional academic, familiar and basic functions of teaching and research, and are moving towards a more utilitarian role; several of these institutions have made the adage: "take the college out to the community and bring the community into the college," an implicit part of their working philosophy. By "community",

they mean the vast majority of people living in the rural countryside.

However, the task of understanding this emerging role is complex, and past efforts have met with increasing frustrations. Observers in education and development in the developing countries are now asking the question: What are the factors which characterize a successful relationship between higher educational institutions and the process and practice of rural development?

The purpose of this research study is to examine, by a case study approach, the rural development activities of a number of higher learning institutions in India, using an analytical framework based on an intensive research of theories and practice of education and development. This is further supplemented by a series of actual field interviews and discussions with staff/faculty, and students of more than six educational institutions in India, two of which were finally selected for the purpose of specific and detailed analysis.

The analytical framework consists of major concepts, processes, roles, and linkages underlying the institution's philosophy, goals and objectives, staff and student participation, rural people participation, relationship with government agencies including the political apparatus, methodologies including program planning and implementation, integration of functions (research, teaching, and community service), and internal organization and administration. Using this framework, the study identifies the major constraints and implications underlying well-meaning university efforts in rural development. New perceptions and insights derived from the analysis are further proposed as generalizations for the benefits of educational planners, researchers, policy makers, university administrators, staff and faculty.

139. From the Voices of the Oppressed: Cultural and Educational Experiences of Indigenous People in the Andean Region of Ecuador

Juan A. Aulestia

Chair: David C. Kinsey 1990

This study critically explores the socio-cultural, political, and pedagogical issues that characterize

the experience of indigenous people in the official and informal education system in the Andean Region of Ecuador. This experience is documented through the actual voices of the Indians themselves. It is their testimonies that construct and incorporate the reality of formal and nonformal schooling, including the complex interactions involved between the teacher and student, the content and focus of curriculum, the role of language and culture, the structure of the school, and the inclusion and exclusion of the indigenous community.

By means of a series of dialogic, in-depth interviews, the researcher engaged twelve indigenous leaders from five Indian Organizations (a national Confederation, a regional Confederation, and three provincial Federations), in describing, conceptualizing, and theorizing about what education has been and what it might become.

The major focus in these interviews was: (1) the historical context of education for indigenous people; (2) the lived educational experience of the participants and its support or negation of indigenous self-respect, cosmo-vision and beliefs, history, culture, class, and ethnicity; and (3) the contributions of historical context and educational experience to the formulation of indigenous education as an alternative position.

Two major themes were made evident in this study. The first theme that emerged from the data is the condition of subordination. Testimonies detail an educational experience that was clearly shaped and positioned by the multiple, complex, and even violent negation and exclusion of indigenous history, language and culture.

The second theme is that of indigenous resistance and determination. Despite efforts to "civilize" and destroy the cultural capital that characterizes indigenous identity, the people and their communities have, for the most part, maintained a strong sense of ethnic valor. Testimonies document the ongoing nature of this struggle and describe numerous and varied forms of resistance.

Overall, this study reveals that government and church sponsored education is neither viable nor appropriate. Participants make clear that only an autonomous indigenous education can afford the

potential of a future for these communities, nationalities, and peoples.

140. Towards Participatory Evaluation: An Inquiry Into Post-Training Experiences of Guatemalan Community Development Workers

Juanita Diane Campos

Chair: David C. Kinsey 1990

During the past two decades, out-of-country development assistance training programs have emerged in response to the need to promote peoples' self-determination through increased participation at the community level. Participatory training based on an empowerment ideology has been advanced by some practitioners. Yet, little emphasis has been placed on evaluating the efficacy of this strategy as it pertains to applying training experiences in program participants' home setting. When this is attempted, the traditional evaluation procedures typically used render information which is of limited value to planners, practitioners, and program participants themselves. Thus, the development field operates with a distorted understanding of the complexity involved in applying empowerment training principles in actual community settings.

The study investigates the possibilities and limitations of participatory evaluation (PE), an alternative evaluation approach, as a research strategy. A training case for Guatemalan community development workers referred to as the Central American Peace Scholarship Project sponsored by the United States Agency for International Development provides the program background. The PE strategy is based on a theoretical perspective rooted in critical theory and a methodological perspective derived from a participatory research paradigm. By focusing the PE process on participants' questions, critical insights that might not appear in traditional evaluation findings are revealed. Further, PE increases the possibilities for evaluation to serve a developmental role for program participants and an informational role for program planners.

In application, the process moves through three key stages:

- a) a collaborative assessment of the Guatemalan research context,
- b) the emergence of participants' evaluation questions through a series of informal interview encounters, and
- c) critical reflections, the creation of alternative solutions and action-taking.

PE provides participants with training reinforcement in their home setting while informing program planners of the efficacy of a particular training methodology from a Guatemalan perspective. Findings challenge policy makers, planners, practitioners, and researchers to acknowledge multiple field realities as well as contextual and structural impediments to applying an empowerment based methodology in various socio-political contexts.

141. A Comprehensive Analysis of Teacher/School Administrator Attitudes Toward Outdoor Education/School Camping in Kyonggi Province, Korea

Eun Sok Han

Chair: Robert J. Miltz 1991

In order to make school camping programs educationally more effective, teachers, school administrators and educational policy-makers should be provided with data on the important issues of conducting school camping programs. Some of these issues include goals for school camping programs, constraints in conducting such programs, and knowledge and value perceptions of teachers and school administrators concerning school camping programs. However, little research has been obtained to get empirical data on these issues. The purposes of this study were to:

- a) diagnose teacher and school administrator attitudes toward the value of outdoor education and school camping and the skill levels necessary for conducting outdoor education and school camping programs,
- b) identify broad goals and program objectives for school camping as well as constraining factors based on the teacher and school administrator opinions,
- c) ascertain variables that influence teacher and school administrator attitudes toward outdoor education and school camping.

Among one thousand fifty questionnaires sent, 733 were returned and 723 responses were analyzed by ANOVA, MANOVA, and Factor Analysis.

The results and conclusions of this study can be summarized as follows:

- A. In general, teachers and school administrators are quite positive toward the value of outdoor education and school camping.
- B. Teachers and school administrators are not equipped with knowledge and skills related to outdoor education and school camping.
- C. Five sets of broad goals were extracted through Factor Analysis and all of them were considered desirable as the goals for school camping. However, teachers and school administrators prefer the goal "To improve human relationships" to other goals.
- D. Seven constraining factors were identified through Factor Analysis. Among the seven constraining factors, "Administrative difficulties and teacher inconvenience" was considered the most constraining factor.
- E. Several variables were found to influence teacher and school administrator attitudes toward outdoor education and school camping.

142. Becoming Authors: The Social Context of Writing and Local Publishing by Adult Beginning Readers

Marilyn Kay Gillespie

Chair: David C. Kinsey 1991

In a small but growing number of adult literacy programs across the United States, adult beginning readers have begun to write about their lives and publish their work as individual books, newsletters and anthologies. The use of the writing process in adult literacy classrooms is part of a more general trend toward greater learner participation and has been initiated primarily at the grassroots level. Although this practice is spreading, to date no comprehensive studies of its history, nature or potential value to learners yet exist.

This exploratory study begins by gathering together information about the history of writing and publishing by adult beginning readers in the U.S. and, to a lesser extent, England and Canada, based on expert interviews, a mail survey and collections of local publications. The second, central phase of

the research involves a qualitative study of the experiences of authors in three literacy programs in New England. Eighteen authors were asked to describe their life histories' with respect to literacy and how they had changed as a result of becoming an author. Specific indicators included: authors' purposes for writing, their audiences, their beliefs and self-concept in relationship to literacy, learning and knowledge, their beliefs about writing and how it is learned, changes in everyday literacy practices, and plans for the future. Factors which influenced these changes, including aspects of the writing context and people in the authors' lives who helped or got in the way of their literacy acquisition were also considered. Six authors' stories are presented as life history narratives.

Findings indicate that authors used writing as a means to re-examine their life histories, reflect on the stigma of illiteracy, overcome internalized beliefs that they are unable to learn, and advise others. The writing process facilitated authors' growing ability to speak out and recognize the authority of their own knowledge. This was further validated by opportunities authorship provided for taking the role of teacher and expert.

Finally, the wider implications and constraints to the entry of adult beginning readers into the public sphere are examined, along with the potential role of learners, in the creation of knowledge about literacy.

**143. "It's More Than Just a Technique":
International Graduate Students'
Difficulties With Analytical Writing**

Helen Fox

Chair: David C. Kinsey 1991

Do graduate students from non-Western backgrounds have difficulties with analytical writing, or does the Western university have difficulty interpreting their ways of understanding the world?

Both, according to the findings of this exploratory study at the Center for International Education at the University of Massachusetts. Based on interviews with seven professors who work extensively with international students and on interviews and writing samples of sixteen graduate students from Asia, Africa, and Latin America, as well as on the

author's observations as a teacher-researcher, this ethnographic study looks at what happens to mid-career professionals, some of them published writers in their own countries, when they try to modify their writing and thinking styles to produce "analytical" papers in the Western context.

From the interviews and writing samples the author identifies ten issues that affect these students' writing. Educational and societal influences—the students' previous education, their knowledge of American language and culture, the communicative style taught by their own societies, and their gender and status in their home countries—all may have been internalized since childhood, making them difficult for students to change in order to meet the demands of the American university.

Writing and thinking strategies, on the other hand—their idea of how to discover the nature of truth, their treatment of authorities, their voice, and their sense of audience—are easier for students to work on. But as students change these writing and thinking strategies, they may find they need to abandon the ways their culture taught them to communicate.

These changes often cause resistance, either to writing itself, or to feedback from professors, or to the university's assumption of the superiority of the Western world view. Just as resistance inhibits students from changing their writing style, students' writing "ability," or their need to express themselves and their willingness to work over and over a draft, tends to facilitate some students' struggles with "analysis." Students and researcher conclude that while international students need more support in understanding Western writing styles and world view, American professors also need to appreciate other styles of writing, thinking and communicating.

**144. Linking Theory and Practice in Popular
Education: Conceptual Issues and a Case
of Training Popular Educators in
Colombia**

Mario A. Acevedo

Chair: David C. Kinsey 1992

This study examines the gap between theory and practice in Popular Education, discusses the impli-

cations, and explores ways in which training can promote better linkages between the two domains. Its central concern is that this discrepancy hinders conceptual development and theoretically informed practice in the field. The specific vehicles for inquiry are 1) a critical assessment of the relation between theory and practice as seen in the literature and in Latin American programs, and 2) an analysis of a training program for popular educators to illustrate options for linkage.

Initially the author presents the characteristics of Popular Education as seen from the perspective of practitioners in the reports of their regional meetings, from a comparative study of 17 Popular Education Programs, and from the literature on Popular Education. He also critically reviews the literature and perspective of researchers to identify divergences between theory and practice, to assess problems that result, and to find alternative strategies for linkage.

The study next focuses on training in order to analyze how the gap between theory and practice can be either widened through an "instrumental" approach to training, or narrowed through a "holistic" training strategy.

Then the Training Program for Popular Educators at the University del Valle of Colombia is introduced as a program that attempts to implement a holistic training strategy. This case study is based on documents produced during its design and implementation, interviews, and participant observation of the author. It is used to understand how such a program can mediate between the theory of Popular Education and the practice of its participants as popular educators on the community level.

The attributes of Popular Education are used as criteria for analyzing this strategy and examining how it put principles into practice. Problems encountered were obstacles in assessing the pertinence of these principles within the context of the program, constraints presented by the University, and habits or attitudes of teachers and participants affecting the adoption of important principles.

Finally, there are concluding observations on Popular Education theory and suggestions for how training programs and further research can contribute to the need for linking theory and practice.

145. Conceptions of Success and Contextual Influences in Training for Rural Community Development: A Case Study of the Training Center for Social Promoters (CAPS) in Guatemala

Elmer Manolo Sanchez

Chair: David C. Kinsey 1992

This study reviews the literature on training and community development, and examines conceptions of success and contextual factors affecting it in the case of the Training Center for Social Promoters (CAPS) in Guatemala. It gives primary attention to views of the voluntary community promoters themselves in order to help remedy a prevailing neglect of participant perspectives on training or the development process in the literature.

The case study is based on some program documents, observation of training, visits in 1989 to twenty-six rural villages in four regions of Guatemala and in-depth interviews with forty-four volunteer community promoters on location. There also were supplementary interviews on the same issues with five extension workers and two core trainers of CAPS.

The author presents findings in the form of descriptive narratives, quotations from interviews and comparative tables. It is seen, for instance, that promoters' views of success follow a pattern that reflects their position in society, their indigenous or non-indigenous background, and powerful economic, political and religious factors. Non-indigenous "ladino" promoters view success largely in terms of individual achievement and economic improvement, while indigenous promoters see it more as a process toward communal advancement, cultural survival and self-determination. There are also contrasts between promoter, extension worker and trainer perceptions of what success is, and what influences it.

In conclusion the author draws out implications of this study for trainers, community developers, and researchers, and makes recommendations for each. There are also specific recommendations for CAPS, a twenty-four year old non-governmental training and rural development organization that is facing internal changes and external challenges posed by hundreds of new NGOs in Guatemala.

146. Conceptualization of Critical Feminist Pedagogy as a Theoretical Tool of Social Transformation and its Applicability in a Korean Context

Mee-Sik Kwon

Chair: David C. Kinsey 1992

Education can be an important tool of social transformation by empowering, organizing, and leading poor Third World women into the process of social transformation as agents of change.

However, a review of the literature and interviews with those involved in nonformal education programs reveal that formal education and most nonformal education do not fulfill this purpose. Though radical change-oriented nonformal education may increase poor Third World women's critical consciousness as poor Third World people, it does not do so for them as women.

A close examination of the literature on the theory of critical pedagogy, on which these radical change-oriented nonformal education programs are based, demonstrates that critical pedagogy itself fails to deal seriously with gender issues.

In an effort to complement critical pedagogy, the author attempts to conceptualize critical feminist pedagogy by integrating feminist elements and vision developed by feminist pedagogy into critical pedagogy.

This initial conceptualization of critical feminist pedagogy still requires more thought and development. Nevertheless, it may provide poor Third World women with a better theoretical framework for their education by addressing class, nationality, and gender issues with equal seriousness. Further, it may contribute to a better theoretical tool for social transformation.

The author's personal experience with Minjung Kyoyuk (a Korean version of popular education) and a review of the literature reveal that, although an important vehicle for a popular movement, Minjung Kyoyuk is still very much male-oriented and needs modification to be a more proper form of education for poor Korean women.

The application of critical feminist pedagogy as an analytical framework to Minjung Kyoyuk helps

uncover the problems of Minjung Kyoyuk in addressing poor women's issues in detail and show ways to make Minjung Kyoyuk a better tool of social transformation.

147. "We Can Even Feel That We Are Poor, But We Have a Strong and Rich Spirit": Learning From the Lives and Organization of the Women of Tira Chapeu, Cape Verde

Marla Jill Solomon

Chair: David R. Evans 1992

This study explores, through participant observation and interviewing, the meaning of the experience of Cape Verdean women who participate in a base group of the national women's organization of Cape Verde, Organizaçao das Mulheres de Cabo Verde (OMCV). The study addresses the significance of this type of organizational activity for Third World women, seeking to illuminate the perspective of women who participate in it. It also has three underlying purposes:

- a) to fulfill a goal of feminist research to see the world from women's viewpoint;
- b) to aid outside 'helpers' of such organizations to understand them more fully;
- c) to contribute to theory-building about women organizing by examining multiple theoretical perspectives in light of a Cape Verdean group's reality.

Based on 20 months of field research carried out during 1989-1991 with the OMCV base group in a low-income peri-urban neighborhood of the capital city, the study asks: What are the relationships between important themes in the women's lives and the activities and issues of their group? To answer this question, I studied the women's words about their lives and their group, revealed in individual interviews, group discussions, and informal conversation, and blended these with my participant observation experiences with the women, their group, and their community, situated within the national context. The study chronicles and reflects on this process of doing research across cultures using an interactive, interpretive approach within an openly feminist research program.

From the study of the women's life stories, four major themes emerged: (1) the economic imperative and women's responsibility for survival, (2) the dynamics of help ties, (3) self-respect, pride, and status, and (4) issues of change and resistance. In the analysis of how these themes relate to women's organization activity, the help relationship symbolized by the "madrinha," or godmother, appears key in defining group purposes, functioning, and relations. I suggest that the women's organization expresses tensions evident in Cape Verdean society at large involving gender, economics, and social relations and status, while it also serves as a subtle challenge to the status quo in the consciousnesses of women.

148. Study Circles: Promoting Caring Learning Environments for Latino Women

Carla Clason-Hook

Chair: David R. Evans 1992

The Swedish study circle is a type of popular, non-formal adult education which was adapted in Sweden from an idea which originated in the Chautauqua Literary Circles of the late 1800s. Study circles became instrumental not only in providing educational opportunities to adults but in promoting non-violent social change in Sweden. These are still the most popular form of adult education in Scandinavia.

The conditions which led early Swedish educators to adopt the study circle as an educational alternative were similar to those which led a group of Latino educators in the United States to use an adapted model of the original version of study circles with three groups of Latinas in a community-based agency. Current study circles in Sweden have evolved far away from the original model and the intention of this project was to use the original concepts.

This study reviews the history and variety of adaptations of study circles in different settings, explores the extent to which this model could be adapted and used for empowerment education, and how gender and differences of race, ethnicity, language, culture and class influence personal and collective development.

The study uses a qualitative research methodology grounded in feminist principles. The author took a leadership role and participated in an action-oriented process which led this group of Latinas to begin a journey of reclaiming their integrity and heritage.

The results of this study revealed that study circles as adapted can be a powerful strategy for Latinas to break silence about their particular experiences of oppression. The study circles promoted a safe and caring environment which allowed the women to begin a process of discovering their power and ability to name, to reflect upon, analyze and value their experiences.

From this experience a different set of conditions emerged which were essential for the success of study circles. Some of these include their organizational foundation, a commitment to promote people-centered education, and to consider problems within a process of consciousness-raising.

149. The Status of Vocational Training for Limited English Proficient Youths and Adults in Hampden County, Massachusetts

Charles M. Harns

Chair: Robert J. Miltz 1992

The purpose of this research was to gain an in-depth perspective on the practices of vocational programs that serve out-of-school youths and adults in Hampden County, Massachusetts. Through interviews with staff at selected educational and private industry sites, and through an examination of secondary sources of information such as census data, the following objectives were achieved:

- a) The degree of participation of limited English proficient (LEP) students in both education and private industry sector programs was determined.
- b) The practices now used to serve LEP students were identified and compared with those of the national Bilingual Vocational Training (BVT) model.
- c) The general research base in this area of study was expanded by identifying and examining two additional program characteristics, not usually cited as part of the BVT model:

content knowledge and the way science is taught is the legacy of two educational systems, the colonial and the Koranic. The Somali secondary level schools further lack systematic curriculum development and tradition and experience in science teaching. The researcher in this study investigated through a literature review what, of all the science content that could be taught, is most essential to be taught in Somali secondary schools and in the Somali secondary science teacher education program. As a result of the literature review it was concluded that this most essential science content, the "essence of science," is "science as a way of knowing."

The researcher further investigated, through a survey questionnaire and an in-depth interview authored by the researcher, and through a Nature Of Science Scale (NOSS) developed by Kimball (1967), the perceptions of a selected group of Somali ex-science teachers, who are now in North America, regarding the following issues:

- a) The most essential aspect of science that should be part of every secondary school science course;
- b) The most essential science content for a secondary science teacher education program in an African country like Somalia;
- c) The most important goals for the teaching of science at the secondary school level;
- d) The most desirable consequences of science instruction at the secondary school level and in the secondary science teacher education program; and
- e) The nature of science.

In the study it was concluded that there was a mismatch between these perceptions of the Somali ex-science teachers and what was revealed in the literature review as the essence of science, science as a way of knowing.

152. Mutual and Contradictory Relationships Among Education, Oppression, and Class Processes: An Overdeterminist Theoretical Standpoint

Badziyili Baathuli Nfila

Chair: Robert J. Miltz

1993

Relationships among education, oppression and class have been presented and explained in distinct and different ways by different social theories, namely, neoclassical and orthodox Marxist determinist, conflationist, and Marxian overdeterminist theories. Human practice, following these different social theories, has had, and may continue to produce, different social structures, some of them disastrous, irrespective of whether the disasters are intended or not. Others carry in them seeds of freedom and justice.

Determinist theories have contributed to disastrous human practice by being exclusionary in approach, picking either education or oppression as their entry points, to which they assigned the privileged position of causality, independent of all other processes. The class process is one of those omitted processes because determinist theories had thought it would be wiped out following changes in education or oppression processes. Conflationist theory has formulated its logic differently, gliding education into oppression, presenting and explaining them to mean the class process. Result: changes have occurred in human practice which are nothing other than continual reformulations of the cultural process of education, whose guiding threads are those determinist and conflationist theories.

Politics, too, has been reformulated to mean competition for power—a process that tends toward oppression even if unintended. The class process itself has either been denied existence in contemporary society or inessentialized vis-a-vis education and oppression, leaving it untouched in the process of changes in education and oppression.

This study rests on an alternative methodological standpoint with respect to how education, oppression and class are related, and how they might be removed. Using alternative Marxian theory, whose logic is overdetermination, I present and explain these three distinct and different processes and their relationships. The method of over-determination understands the processes of education, oppression, and class to be mutually and contradictorily related. Its political implications, which this thesis tries to accentuate as having a promise in achieving freedom and justice, are that changes must simultaneously occur in education, oppression, and class processes.

Following this viewpoint, overdetermination believes a different set of processes will constitute a free and just society. Those processes are politics, classlessness, and non-indoctrinational education.

153. Coming to Know: A Phenomenological Study of Individuals Actively Committed to Radical Social Change

Jane Terrell Benbow

Chair: David R. Evans 1994

This dissertation is a study of a phenomenon, namely the existence of individuals who have actively committed their lives to social change. The study was designed to explore two aspects of social activism: (a) How these individuals were able to follow careers in social change work; and, (b) That aspect of consciousness through which these individuals come to know the world in a certain way. This way of knowing involves a commitment to ending oppression and understanding that oppression is a constructed phenomena that can be changed, and a commitment to change that is based on concepts of participation and volition.

The most salient theme to emerge in regard to the career paths of these individuals was its gradual, unplanned nature. Within that theme, there were a number of commonalities or patterns that acted as catalysts for their career paths. These patterns were:

- (a) A sense of being different;
- (b) experiences of cognitive dissonance;
- (c) being "noticed" by others; and,
- (d) intellectual aptitude.

As to the development of consciousness, the theme that illuminated all of the choices made by these individuals was their commitment to a set of values rooted in concepts of freedom and equality. Patterns or commonalities within this theme were: (a) The sense that these values had always been with them; and, (b) these values had led them to act outside of, or beyond, their socialization experience.

Finally, the researcher focuses on her own meaning making which, while rooted in the themes and patterns that emerged, is neither a clear

synthesis nor a prescriptive analysis. Instead, the meaning making moves the findings into new theoretical perspectives and brings to the foreground new phenomenological issues that deal with the causal and multi-causal nature of the other themes and patterns. She then suggests that neither socialization nor educational experience can fully explain either aspect of the phenomenon. Beyond socialization and beyond educational experiences, there seem to be some transactional connections between consciousness and a specific set of values.

154. Feminism, Empowerment and Popular Education in Nicaragua

Maria Elena de Montis So lis

Chair: David C. Kinsey 1994

Although popular education efforts developed during the decade of Sandinista government in Nicaragua were singularly successful in promoting literacy and constructing popular power, they were limited by an exclusive focus on class analyses and a masculine epistemological framework. In the deployment of the practice-theory-practice methodology of popular education, the specificities of women's day-to-day experience—centered in both private and public realms, and including subjective as well as "objective" dimensions—were not considered as aspects of that practice or reality. Because reality was not understood dialectically, a) its transformation was limited to the public sphere, at the expense of challenging inequalities for women in the domestic realm; b) was concerned only with women's immediate needs, at the expense of the strategic gender need which must be pursued if women are to overcome their marginalization; and c) neglected women's intimate, psychological aspects, at the expense of examining sources of rivalry and competition between women so that a new form of "sisterhood" or "power-with" would be developed to replace the verticalism and "power-over" inherent in the male exercise of power.

Feminist pedagogy might contribute more to popular education than a modification of content—adding gender consciousness to class analysis, and introducing themes such as the validation and reclaiming of women's bodies in order to deconstruct their subordinated identities. By recognizing the

existence of multiple forms of oppression and the complexity of interconnected power relations, this pedagogy has opened pathways toward achieving a holistic approach to confronting oppression by means of educational practices. Using power relations as a point of departure for popular education, regardless of the specific context of any particular group, would allow the development of critical consciousness, common visions, and collective will to strive for comprehensive equity in social relations.

155. Developing a Language-in-Education Planning Model

Philip W. Matthews

Chair: David R. Evans 1994

All education systems are charged with improving the language abilities of the students for whom they have responsibility. The challenge is particularly acute for policy makers when the issue as to which languages are to feature in the curriculum is politicized.

Language planning has provided educators with many insights into language-in-education issues and how to successfully respond to those issues. However, the contribution of language planning is piecemeal and scattered, and it is the need for a coherent and integrated view that underlies this study.

This study has three aims. The first aim is to bring together, as a language-in-education planning model, the processes that occur from when a language-in-education issue emerges from a linguistic environment, to when the issue is resolved in an education system by the successful implementation of an appropriate plan.

The second aim focuses on part of the model, specifically on ascertaining the resources, by required languages, for each option. The concern is to establish: (a) the interrelationship between language linked identity aims, curriculum programs (i.e. mediums of instruction and curriculum subjects) and resources; and, (b) the consequence for resources when a change in these aims causes a change in the curriculum programs. Resources, by required languages, refers to all those resources which need to have language

specific attributes, e.g. the languages that teachers and advisors need to speak and that materials need to be written in.

The third aim is to apply the language-in-education planning model to the complex, politicized linguistic situation in New Hebrides and Vanuatu from the 1820s to 1991 and to the education system as it was in 1990. Five relevant options are presented and analyzed.

The analysis shows that the model successfully discriminates along several important language-in-education planning dimensions. Consequently, the use of the model can result in more explicit advocacy, development of superior options, more informed decision making about the demand for personnel with skills in specific languages, and improved implementation of plans.

156. Public Versus Private Education: A Comparative Case Study of a Public and a Private School in Nepal

Jeetendra Raj Joshee

Chair: David R. Evans 1994

This dissertation examines and analyzes the differences between a public and a private school in Nepal. The study looks at different factors such as school management and operation, school environment, external interference in school business, student discipline and behavior, teacher qualification and training, and school curriculum. The study examines them as factors contributing to the schools' success and effectiveness.

The study explores how the two schools are managed and operated, the curriculums that are taught, and the learning environment that existed. The study describes how students, teachers, school headmaster, principal, and parents felt about the public and private school.

A qualitative case study method was used as the primary research methodology for this study. The main source of data came from in-depth interviews of 16 participants who were students, teachers, school headmaster, principal, and parents of the two schools. Additional data was gathered from the researcher's journal based on school

observations, government statistical reports, and school documents.

The findings indicate that the school headmaster needs autonomy and decision making freedom to manage the school effectively. A positive learning environment is necessary for a school to succeed, and outside interference and the presence of non-educational activities such as politics is destructive to the school environment. The study suggests that the government and the community must clearly define and understand their role in the school, so that their involvement helps rather than interferes in the school.

The study indicates that the quality of education in the private school was better than the one in the public school. Although not significantly different, the public school teachers had more qualifications and training than the private school teachers. However, more supplemental and advanced curricula were taught in the private school. Despite the high tuition and fees, the parents preferred to send their children to private schools.

157. Educational Leadership: An Examination of Issues and Factors that Promote and Hinder Utilization of African Women in Educational Leadership Positions

Meria D. Nowa-Phiri

Chair: George E. Urch 1994

The subject of "women in development" has received some attention from both the African governments and donor agencies, but the focus needs to shift to African women in educational leadership. While some work has been done, most of it has concentrated on women in agriculture, health, and primary education. African women in higher education and girls in secondary schools have received little attention. Education at these levels is highly competitive and not many women and girls attain it. Hence, few women have made it to top- and middle-level administrative management positions, while the majority continue to fill teaching and support staff positions.

This study was designed to investigate issues and factors that surround African women in educational leadership positions. Guided by research questions,

the study focused on factors and issues that affect African women educational leaders; the role of education in promoting and hindering women's advancement; the African woman's role in promoting and hindering her advancement, and strategies for planned change.

Qualitative methods of inquiry were used. Data gathering techniques included literature review, interviews, observation and photography. Lewin's Forcefield Analysis was utilized to organize recurrent issues and factors. Hindering factors included: a high drop out rate for girls due to social problems; a low achievement rate due to multiroles; and, that the education system contributes negatively to girls' and women's attainment. Promoting factors included: girls' and women's perception of their future, their willingness to break traditional barriers that are detrimental to women's success, challenge acceptance, support, ambition, and perseverance.

The study concludes with some recommendations and an action plan. They include: changing women's attitudes toward their roles; educating society on the value of educating girls and women; encouraging and preparing women with potential for leadership positions; providing enabling services such as daycare facilities, forums, and summer institutes; organizing task forces; opening a women's center where women in education can begin to critically discuss women's issues, creating a roster for women in educational management; inclusion of more women in policy-making positions; training of educational policy makers; and, that African women education leaders should provide leadership to change societal definitions of African women's roles.

**158. Accept Me for Who I Am!
A Critical Ethnographic Study of a Participatory Research Project with People Labeled Mentally Retarded**

Mark R. Lynd

Chair: David R. Evans 1994

This dissertation is a critical ethnographic study of A participatory research project in which a group of eight adults labeled mentally retarded, with the assistance of two adults, created and performed a musical theater production called Special. Special was produced as part of a participatory research

process in which group members also interviewed friends, advocates of disabled people, and former residents of a local institution for people labeled retarded, in order to find out how ex-residents were treated once they were placed in community living situations. The information from these interviews, as well as accounts from group members' own lives, comprised the content of Special.

This study consists of two main parts—an interpretive section (Chapters 5 and 6), including emic and etic interpretations of group members' experiences, and a critical section (Chapter 7), in which an internalized oppression framework is invoked to examine group members' experiences.

Three main findings of the study were: 1) that group members expressed a chronic problem orientation; 2) that group members exhibited a justice orientation; and 3) that group members were largely motivated by the drive to visibility, or the need to be seen, understood and accepted for who they really are. Another major motivation for doing the play, which was also a key to understanding much of their behavior, was that when they felt visible, they "acted up," or became positive and productive, and that when they felt invisible, they "acted out," or became destructive, and even violent, evidence of internalized oppression in group members. Group members' drive to visibility, coupled with their resistance to an identity of mental impairment, raises two important questions regarding the issue of social identity with people labeled retarded:

- (1) Are there reasons to believe that people labeled retarded can feel a sense of pride in who they are, both as individuals and as members of a social group?
- (2) If people labeled retarded cannot feel a sense of pride, what are their prospects of overcoming internalized oppression, and of working with one another as a group with an identity, a purpose, and a right to have power like all other groups?

159. The Image of the Teacher in Rural Colombia: An Inquiry into Themes, Metaphors, and Implications for Education
Haleh Arbab

Chair: David R. Evans 1995

This dissertation explores the meaning the rural inhabitants of the North of Cauca region in Colombia make of the rural primary school teacher. It examines the themes and metaphors used by rural teachers, community members, and youth to describe the teacher's present image, their perspectives on the possible changes, and the implications of these perceptions for future educational interventions.

The themes and metaphors that emerged alluded to two general images. The researcher has named these the portrait of the teacher as a hero and as an ordinary human being. The first, she proposes, is an ideal image that comes from people's collective memory. The second, she attributes to their real life experiences. The heroic image of the teacher is depicted through metaphors such as that of an apostle, a pillar of society, a second parent, and a community catalyst. The real image refers to the shortcomings of teachers to fulfill this heroic image. The point of reference for the heroic image is the teacher's archetype that comes from a glorified perception of the past. It contains symbols, archaic images, and motifs that are embedded in people's collective memory. The researcher suggests that the teacher's true image is neither its ideal and heroic image, nor its real and descriptive one, but an amalgamation of both.

She recommends the incorporation of this complex and dual image in teacher training programs. She suggests that beginning teachers be encouraged to reflect on their own impressions of the teacher figure, to analyze the sources of these perceptions, and to situate their viewpoints in the cultural context in which they are embedded. This process of critical reflection allows teachers to become aware of their own contradictions and prepares them for the complex reality of the profession.

160. Alternative Approaches to Staff Development in Adult Literacy: Analysis of a Study Circle Support Group
Joan Dixon
Chair: David C. Kinsey 1995

Although the need for staff development in adult literacy is no longer questioned, there is still an

open debate regarding how to design effective approaches, how to coordinate the relationship between research and practice, and how to define the knowledge base that constitutes adult literacy education. This study examines these issues from the perspective of community-based literacy programs where literacy is defined by functions and uses in the social context of actual communities rather than in terms of discrete reading and writing skills. The vehicle for collecting information was a study circle support group comprised of practitioners from a community-based literacy program in Massachusetts.

The purpose of this study is to identify guiding principles for designing staff development for community-based literacy programs through analyzing how practitioners identify important issues and articulate theory within their own descriptions and analysis of daily practice. Staff development principles were identified through analyzing the study circle process in terms of how the group defined its task, used different forms of talk, approached the use of expert texts, and dealt with changing constraints of time. Findings reveal that practitioners need a forum to define their own staff development task and discuss how to blend theory and strategies with expectations, input and abilities of students inside a changing learning environment.

When practitioners discuss their practice, they combine many forms of talk including story telling, hypotheses forming, self-observation, problem solving, strategy analysis, meaning making and topic discussion. This multi-faceted way of talking results in a rich, contextualized analysis of real-life problems that is different from the generalized theories and skills of traditional staff development. The following guidelines resulted from this study. Staff development should:

1. build theory from practice;
2. focus on problem-posing and solving;
3. be based on authentic experience;
4. be embedded in the social context of actual programs;
5. be on-going and flexible to incorporate emerging issues;
6. have program development as its goal;
7. be connected to a larger system that is working for structural change.

161. The Role of Nongovernmental Organizations in Social Transformation: A Participatory Inquiry in Indonesia

Mansour Fasih

Chair: David R. Evans 1995

This study examines the future role of the NGO movement in social transformation in Indonesia. Social transformation is a process of social change toward the creation of fundamentally new and better economic, political, cultural, and environmental relationships. This study examines three main issues: the nature of ideology, visions, and paradigms of an NGO movement as part of social change; the internal and external factors that prevent an NGO movement from performing a role in social transformation; and, the future agenda and plan of action for social transformation in Indonesia.

The study was conducted by a team of NGO activists employing a participatory research approach. This approach is a combination of research, education, dialogue and action. In this approach, NGO activists are placed at the center and are the subjects rather than objects of the research. This study describes a research process that consists of a variety of activities including field interviews, education, social analysis, dialogue and plans for action.

The first and second part of the study is a literature review of the theoretical underpinnings of social movement organizations. After reviewing various theories on social movements and social change from the perspective of the social sciences and traditional Marxism, the study chose a non-reductionist approach, namely, a Gramscian approach to social movements, particularly in terms of Gramsci's concepts of the organic, state and intellectual civil society, and hegemony.

The third and fourth part of the study critically examine the political, economic, cultural and social settings of the present social formation in Indonesia where this study was conducted, revealing the prevailing ideology and paradigm— called Developmentalism, the mask of Third World capitalism. Chapter five and six describe the process of the participatory research. This is a collaborative process of research and analysis of NGO activists' ideology and vision in social change. This effort led to the construction of a critical map of ideological positions and paradigms

of Indonesian NGO activists in terms of their perceptions and goals for social change. In return, it raised the critical consciousness of the activists in examining existing roles, biases, visions, paradigms, theories, methodologies and practices. The process of the research also succeeded in developing a concrete agenda for change and a plan of action.

The last part of this study includes two chapters, both a conclusion and a reflection on the part of the author about the research process, the methodology, and future research. The personal reflection represents accumulated thoughts and expressions gathered throughout the entire process. It accommodates elements of criticism, disappointment, expectation, hope, and recommendation. It is a reflection and expression on the author's role in the process of creating a fundamentally new and better world.

162. The Journey: An Ethnographic Case Study of Multicultural Education in a Predominately White, Rural, Public

Jennifer Ladd

Chair: Masha K. Rudman 1995

The purpose of this study was to understand how a predominately White school conceptualized and implemented multicultural education. Presently, multicultural education is discussed in the contexts of urban or suburban school settings in which there are students from a variety of racial and ethnic backgrounds. Little has been written about multicultural, particularly anti-racist/anti-bias, education in mostly White rural areas.

The study was conducted over a five-month period from February 1993 through June 1993 with informal visits in the fall and spring of 1994. The data is based on observations, documents, and interviews with teachers, aides, staff, and parents. Questions addressed definitions of multicultural education, successes and barriers encountered in the process, and suggestions for further improvement.

The section on definitions of multicultural education includes eight categories: Accepting and Respecting Self and Others, Learning About Self from Others, Developing Critical Thinking Skills,

Addressing Issues of Bias, Learning Through Contact, Standing Up for Justice, Going Through the Process, and Integrating Throughout the Curriculum.

Factors contributing to the school becoming more multicultural were: a strong and open staff, an in-depth interdisciplinary curriculum, a school-wide practice of inclusion, a small school with strong parent involvement, and a supportive community located relatively close to a university town.

Factors that hindered the school from becoming more multicultural included: an ambivalence about the role and significance of race and racism, a lack of agreement about who ought to provide leadership and how, a lack of a permanent forum for discussion and guidance as the school moves through controversial issues, and a state of constant change which made planning difficult. Despite these barriers, the school community's capacity and commitment to learn and grow creatively in the face of such challenges suggested a strong foundation for the life-long process of becoming a multicultural school.

163. Exploring What Counts: Mathematics Instruction in Adult Basic Education

Bonnie Blythe Mullinix

Chair: David C. Kinsey 1995

A blend of quantitative and qualitative field-based research, this participatory study explores the state of Adult Basic Education mathematics, identifying and examining factors that influence math instruction in ABE classrooms across Massachusetts. Referencing literature on current reform movements in formal mathematics education and literature on adult learning theory and research, patterns in the existing ABE mathematics instructional context that might support or oppose future reform are identified.

To create an accurate and detailed picture of the adult basic education learning environment this study explores five key aspects of the mathematics instructional context: the program context, the instructional environment, the ABE math instructor, the adult learner, and the content, curriculum and support materials used in math instruction. Practitioners within Massachusetts and

across the United States contributed to the design of the study and analysis of the data.

Information was gathered in two phases. The first involved a survey of the programs and instructors involved in math instruction. In the second, a representative case sample of 15 programs was selected and interviews were conducted with 17 individual instructors and 13 focus groups of learners (49). In addition, classes were observed and materials were collected from each program.

Selected themes that emerge include:

- * the general lack of support for math instruction in ABE programs;
- * the need for flexible staff development and curriculum support options to accommodate the diversity existing in the ABE math community;
- * instructor and learner initial anxiety concerning math (and its effect on learning/ instruction);
- * learners' increased self-confidence is triggered by mastering math activities;
- * the perceived effectiveness of reality-based, hands-on, and collaborative activities in learning math;
- * the prevalence of multi-level math classes poses serious challenges for instructors;
- * the discrepancy between use (high) and perceived usefulness (low) of standardized assessment tools;
- * information gathered from those within the learning environment proves to be most accurate;
- * given information, opportunity, and support, ABE math instructors gravitate towards change;
- * recommendations for instruction emerging from adult learning theory support reform and existing structures.

The study concludes by providing recommendations for reform efforts, staff development and training, and development of math curricula, materials and approaches to assessment.

164. The Quest for Universal Literacy: Who Got What From ILY, Why, and How

Susie Rauch

Chair: David C. Kinsey 1995

This study explores the dynamics and politics of international cooperation in the field of education by analyzing International Literacy Year (ILY), a program approved by the UN General Assembly in 1987 and implemented under UNESCO's leadership in 1990. It analyzes the year from the perspectives of its four principal constituencies: intergovernmental organizations particularly active in the area of education; governments; non-governmental organizations (NGOs); and literacy practitioners and learners.

Since the study contends that ILY was proclaimed in large measure for reasons little related to literacy, it first examines the socioeconomic context in which the Year was approved, as well as the global literacy situation as it has evolved since World War II. It then considers the motives and interests of the main players who participated in the Year. The role of the political and financial crisis engulfing UNESCO in determining this agency's interest and subsequent capacity to implement the Year is dealt with in some detail; and motives for the increasing concern of the World Bank, UNICEF and UNDP about literacy and basic education are given due attention. The history and objectives of the International Council of Adult Education (ICAE), the NGO consortium active in the Year, are also reviewed.

After describing how the Year was proclaimed, organized and implemented, and its explicit goals and objectives, the study seeks to view its results, factors of success, and limitations from the perspectives of the various principal stakeholders. A special effort is made to look at the Year from the viewpoints of literacy practitioners and learners, particularly those working in Ontario, Canada, where field research was carried out.

The study concludes by reflecting on the significance of ILY and speculating about the future of international literacy promotion and international years. ILY is deemed to have been efficiently planned and implemented; however, the study contends that there has been little follow-up to the Year in the area of adult literacy. This is attributed in part to UNESCO's continuing financial constraints and diminishing professional status and in part to ILY's eclipse by the EFA initiative launched in Jomtien, Thailand, in 1990 with major support from US-based intergovernmental agencies and many well-heeled Western bilaterals.

165. Behaviors and Attitudes of Teachers and Principals Concerning Effective Supervision

Francisco R. Anello

Chair: George E. Urch 1995

The purpose of this investigation was to look at the behaviors and attitudes of teachers and principals in elementary public schools in Springfield, Massachusetts and to determine the frequency of their perceptions with which each behavior and attitude occurred.

This study was guided by the following questions:

1. What do experts in the field identify as behaviors and attitudes which are necessary for an effective supervisory cycle?
2. What have been the historical (1600s to present) supervisory practices in the schools in the United States?
3. How does clinical supervision as a model provide for the differences in teachers, and principals, behaviors and attitudes?
4. What significance will this study have on teachers and supervisors (principals and assistant principals) in the area studied?

The instrument used in this study was replicated from one used by Gwinn Chunn (1985) conducted in one hundred school districts in Mississippi. Twelve behaviors and attitudes of supervisors and twelve behaviors and attitudes of teachers were identified. These behaviors and attitudes were identified as existing in an effective supervisory cycle. These behaviors and attitudes were compiled into a questionnaire which was given to the principal and a randomly selected teacher at each of the 27 elementary schools in Springfield, Massachusetts. The chi-square test for independent samples was used to determine if the responses of the two independent groups were significantly different at the .05 level of probability.

Overall, the principals in this study indicated a perception that the teacher is not an integrated part of the supervisory cycle. Principals also perceived that they were supervising well in their schools, in this school district the principals felt that each behavior or attitude pertaining to the principal was very critical and occurred frequently in their schools, but when responding to behaviors and attitudes pertaining to teachers the responses

indicated that they were not as critical and did not occur as frequently in their schools.

The teachers indicated that they wanted to be more active participants in the supervision process but they also indicated that they were satisfied with the supervision given and were satisfied with their supervisor. Overall, the teachers indicated that the behaviors and attitudes pertaining to the principal were not as critical as those of the teacher and that they did not occur as frequently in their schools.

166. Change and Continuity in Rural Cambodia: Contours of a Critical Hermeneutic Discourse of Third World Development

Edward Paul Graybill

Chair: David R. Evans 1995

In the present milieu of global change and redefinition, traditional approaches to Third World development are being submerged in a rising tide of skepticism given the dubious record of development efforts to date. The root problem in traditional approaches to development has been epistemological: they have failed to deal appropriately with the complex questions of how people change their beliefs and practices, how development insiders and outsiders reach new, mutually constructed development meanings and understandings that are action-orienting and address in a productive manner the 'tradition-modernity' dialectic in development, in recent years, increasing attention is being paid to articulating alternative discourses of development that better address the phenomenon of change at the implementation level, the level of discourse. This dissertation proposes that a fusion of philosophical hermeneutics and critical theory in the form of a 'critical hermeneutic discourse of development' (CHDD) effectively addresses the epistemological dimensions of the development problematic and can, therefore, ground the discourse-practices of an alternative development. The major theorists drawn upon in constructing this discourse are Hans-Georg Gadamer and Jurgen Habermas.

Chapter 1 examines the development problematic, focusing especially on the epistemological dimension; it establishes the rationale for

proposing CHDD as a viable counter-discourse, and describes the methodology of the study. Chapter 2 reviews prominent theories, models, and strategies of change and development, and deconstructs them in order to free development discourse from its traditionally positivism moorings. Chapters 3-5 describe the major dimensions of hermeneutics and critical theory and delineate their implications for development discourse. Chapter 6 examines the sociocultural background of Cambodia and introduces the case study, the Cambodian Village Development Project, a rural development project on which the researcher was Field Director during 1992-1994. In Chapters 7 and 8 the major dimensions of CHDD are applied to the case study, the aim being to demonstrate how they were exemplified in the design, implementation, and overall discourse-practices of the project. The study concludes in Chapter 9 with a critical assessment of a CHDD and a discussion of the myriad development issues and questions it helps to illuminate with new light.

167. Video in Formal and Nonformal Education in Malawi: A Comparative Ethnography
David Scott McCurry
Chair: Robert J. Miltz 1995

The use of video recording in educational activities in African countries is neither recent nor unique. Various employed in teacher training and extension work over the past two decades, the uses of this technology have been guided primarily by non-indigenous models of communication. This is particularly evident in the teacher training technique known as micro-teaching.

After a critical review of educational technology literature covering foundational theories and field experiences, two case examples are presented which describe first the historical use of video in Malawi's Chancellor College and secondly, the combined use of video production with "Theatre for Development" in a forestry extension project. The analysis of these experiences, based in critical social theory, build arguments which show that conventional uses of video in education act as a vehicle for dominant, exogenous forms of cultural reproduction through the formal education system.

The failure to fully employ and embrace the technology, years after its introduction, may be as much a result of passive cultural resistance to the intentions of expatriate educators as it is a lack of technical training, infrastructural support, or effects of incomplete or inadequate staff development, reasons which are more often cited for the failure of technological adaptations in developing nations.

In ethnographic terms, the institutional case example of video in teacher training describes the general construct of communicative behaviors traditionally employed with video technology, characterized predominately by highly institutionalized and non-indigenous patterns. The ethnography of the village-based production of a video drama represents a selected discrepant case construct, which challenges the defined patterns historically, since emerging models of participatory extension communication are recent interventions in Malawi.

As documentation of a field technique, the study also describes a unique combination of popular theater and video production used in extension communication. This description should prove worthwhile to practitioners, extension workers and educators interested in the use of video in communication and education in development, especially where its use contributes to the facilitation of authentic cultural expression and production of indigenous forms of knowledge and culture.

168. Women's Literacy, Indigenous Form and Authentic Co-Learning: A Research Approach to Participatory Training for National Language Literacy in Rural Senegal
Deborah A. Fredo
Chair: David C. Kinsey 1995

This study explores the experience of women learners and trainers participating in a national language literacy program in Senegal. It addresses the significance of the women's experience as they actively help define what this new "form" of education will be like and how it will take its place among the other traditions of learning that have affected their lives. It presents issues that arise out of preparing literacy trainers to facilitate a

participatory and empowering literacy program which has become a model for nonformal adult education in national languages. Overall, the study challenges some of what has become conventional practice in participatory pedagogy and identifies "form" in participatory training as a heretofore unproblematized area of critical reflection.

Three routes of inquiry developed the problematic of indigenous form in participatory training. The first was a consideration of rural women literacy learners' perspectives on forms of education and traditions of learning in their environment, as well as on their own participation in national language literacy as an emerging alternative form. The second was an examination of a case experience, the process and products of incorporating collaborative research into the training of national language literacy trainers in the TOSTAN program. This research approach to training resulted in the documentation of women learners' and trainers' prior and evolving knowledge as they participate in their national language literacy program. The third was a review of literature and practice that has influenced the development of three methodological attitudes germane to the ideal of co-learning.

These routes of inquiry lead to a form/content critique of first and second generations of the practice of participatory training that represented an alternative to conventional education and focused on the emergence and incorporation of participant content. This study concludes with a call for a third generation of practice that would incorporate indigenous form as well as content in participatory training. It considers research approaches to training and creating an awareness of the implicit design of cultural forms as a means for this. It suggests a reconsideration of the process of "facilitation" in the interest of reaching the empowering goals of co-learning.

169. **Using Historical Narrative as a Tool for Organizational Analysis: A Twenty-Five Year History of the Center for International Education**
Katherine G. Pfeiffer
Chair: David R. Evans 1995

The purpose behind this study was twofold: (1) to argue the value of historical narrative as an alterna-

tive mode for organizational analysis, particularly for non-traditional, educational organizations; and, (2) to illustrate this by developing a twenty-five year, thematic narrative of the Center for International Education (CIE).

The historical research hinged upon the following two part question: (1) How has the Center for International Education responded to the challenges of maintaining multicultural, participatory and experiential learning and program management over 25 years of change? And, (2) How can these responses inform other organizations facing the challenges of maintaining innovation and renewal? Part I of this study includes the methodology and rationale used for collecting and organizing the historical data. This methodology was derived from critical organizational theory and applied to the revisionist historiographer's medium of the narrative. Four issues were emphasized: (1) sensitivity to context; (2) that the analysis flows from the narrative form based on the historical events rather than from a theoretical model; (3) the temporal position and interpretive lenses of the researcher; and, (4) the multi-level, simultaneous nature of historical analysis (Gillette, 1985).

After initial probing interviews for participants to define "critical incidents" in the history of the organization, six "critical eras" and a prehistory were defined. Data was further sorted according to themes that were emerging out of CIE discourse over time, as well as by three levels of organizational development: individual time, organizational time, and historical time (Gillette, 1985). The primary sources of data were "retrospective interviews" (Simmons, 1985) with past and present members of the organization, and archival materials. Part II is the historical narrative of the CIE (1968-1993).

In Part III the research and writing process is critiqued using the historical narrative as its lessons. Five dialogical themes generated out of the historical narrative and four operating hypotheses are presented that represent the "larger lessons" learned both during the research and by the CIE over 25 years. In conclusion, cooperative, community inquiry is proposed as a next step in organizational analysis for the CIE.

170. Development and Use of an Instrument for Assessing the Social Environment of an Adult Training Program

David J. Styles

Chair: David R. Evans 1995

The purpose of this study was to develop and use a social environment assessment instrument in an adult training setting in order to demonstrate the viability of such a procedure for other similar training programs.

To fulfill this purpose, three implementing questions were addressed:

- 1) Do the methods commonly used for assessing the social environment of classroom settings provide a basis for creating an instrument to measure the social environment in an adult training setting?
- 2) By what procedure would such an instrument be created and what would the resulting instrument look like?
- 3) In what ways could the resulting instrument be used as a training and evaluation tool?

By addressing each of these implementing questions sequentially, the purpose of this dissertation was achieved. Sources of information to address these questions included reviews of literature, documentation of the instrument development procedure including feedback from trainer and trainees, statistical tests for reliability and validity, and interviews. The conceptual framework of social environment assessment upon which the instrument developed in this study was based is the work of Rudolf Moos. The primary setting for this study was the U.S. Peace Corps' pre-service training programs in Micronesia.

Results of the study were that the methods commonly used for social environment assessment in classroom settings could be successfully adapted for use in an adult training setting and that the resulting instrument was reliable, valid and useful. Statistical procedures were undertaken on the instrument to determine internal reliability and discriminant validity and the results were as desired. The utility of the instrument was examined by first reviewing relevant uses of similar instruments then examining five cases of actual use thus far of the SEAT instrument.

171. Women as Center: The Process of an Alternative Development Paradigm for the Eastern Caribbean

Alexandrina Deschamps

Chair: Maurianne Adams 1996

The current debate about women and gender in development, sustainable development, and the impact of western development systems on Third World countries, has provided the primary impetus for this study. The ongoing debate is between two opposing viewpoints, profit-oriented and people-oriented.

This study focuses primarily on the newly independent Eastern Caribbean States, former British colonies referred to as the Organization of Eastern Caribbean States (OECS). The Caribbean as a region has largely been lumped together with Latin America, and these nation states have not attracted many scholars to examine or investigate their intrinsic development and political systems.

My intent is not to present a definite or fixed model, but to suggest an alternative development paradigm for the Eastern Caribbean. The specific contours of the transformation process would vary from one nation or area to another, depending on particular individualized circumstances. The broad-based principles of the transformation process would nevertheless be applicable to the larger Caribbean region, as well as other Less Industrialized Countries.

I drew on grounded theory and qualitative research to describe and analyze the practices and factors that characterize a development project in St. Vincent and the Grenadines. This approach is particularly appropriate for a topic which is multi-dimensional in its investigation. Using multiple qualitative data sources, and the involvement of the investigator as a researcher and participant observer to the social environment of the chosen site, allowed for the greatest possible depth and richness in this study. It included opportunities for observations of the formal and informal processes of the project implementation.

The proposed alternative paradigm includes factors such as development that redefines growth; development in which women play a central, active and guiding role; development which revitalizes indigenous culture and identity; development that empowers the poor majority and builds a basis for

genuine democracy; and, development that permits a spectrum of political and economic options and experiments.

The practical outcome is that Eastern Caribbean Nations and Less Industrialized Countries no longer have to adhere rigidly to one paradigm to guide their development path.

172. The Effectiveness of The Partnership Approach in Community Development

Daniel Shea Gerber

Chair: David R. Evans 1996

This study explores the concept of partnership in community development programs. The purpose of this study is to investigate the concept of partnership, and acquire a comprehensive understanding of community development programs called partnership programs.

In the past few years the international development community, especially the nongovernmental or organization (NGO) community, has been discussing the importance of establishing partnerships between organizations and people from the developed countries with organizations and people from the emerging nations. Also, during the past fifty years, community development programs have become the dominant type of development program for communities working together to improve the living conditions of the community members. In the last few years a new concept called, "partnerships and community partnerships" is being heard as a new type of development program. What are these partnerships? How are they different from community development programs? Are these partnerships worthwhile? And if they are, how, and to whom? These questions need to be answered in order to decide if and how development organizations should implement partnership programs. The following research hopes to answer these questions.

Six programs have been studied, five short cases and one longer case study. The issue of power and empowerment have been examined in detail because it is important to understand exactly how partnership members empower themselves to improve their lives. Three other dimensions used in this dissertation to understand partnership are:

different types of teaching pedagogies, participation, and different types of community development organizations. By examining partnership programs through these four dimensions the author was able to better understand and explain why and how partnership programs are different from community development partnership programs of the past.

The study concludes with a description of what partnership pedagogy is, and how the author believes that creating partnerships in development is one way of transforming out institutions into more effective systems for human beings to work and live together.

173. The Role of Trade Unions in Adult Basic Education and Training: A Case Study of the National Union of Mineworkers in South Africa

Menzi M. Mthwecu

Chair: David R. Evans 1996

The administration of basic education and training in South African mines lacks democratic participation, among other problems. This is because stakeholders like worker-learners, educators, and trade unions are mostly not involved when employers plan, implement, and evaluate programs. Currently, the Congress of South African Trade Unions (COSATU) is exploring ways in which the Adult Basic Education and Training (ABET) system can be transformed. This case study explains strategies and proposals of the National Union of Mineworkers (NUM).

Qualitative research methods were used in data gathering. From 1993 to 1994, onsite, I observed and participated in NUM and national ABET activities; interviewed labor and liberation leaders and educators, managers, worker-learners, and NGO adult educators; and analyzed union resolutions, an agreement between NUM and the Chamber of Mines, and national ABET policy proposals.

Through workshops, NUM is in the process of building the capacity of Mineworkers to participate in the running of programs. Through negotiations with management, an ABET framework has been agreed upon. Through COSATU and the African National Congress (ANC), NUM contributes in

national efforts for reconstruction and development

The defining characteristics/principles of the new industry and national ABET framework are: ABET qualifications will be equivalent to ten years of free and compulsory schooling, leading to a General Education Certificate; both general education and technical training will be certified in a common integrated framework; and, a national core curriculum, in a competency-based modular format will allow for assessment and recognition of prior learning and experience. Negotiations are continuing between unions and employers about paid education and training leave, and how education and training can relate to job grading systems.

ABET provision, within a national qualifications framework, is intended to: redress the apartheid legacy, and respond to economic and social needs by offering both technical and social skills. Consequently, the ABET framework more than combines the formal, functional, and Freirean adult literacy models. In conclusion, the study highlights some major labor accomplishments, challenges, and questions of this transitional period. It is recommended that, in implementing the ABET vision, joint workplace partnerships/ forums be pursued as viable vehicles for learner empowerment.

**174. From Resistance to Persistence?
An Alternative Self-Directed
Readiness Training Program for
Adult Literacy and Adult Basic
Education Learners**

Donald Robishaw
Chair: Robert J. Miltz 1996

Many adult literacy and adult basic education learners struggle with various forms of negative emotions. Self-doubts are often a result of resistance to earlier schooling experiences and how they processed those experiences. Adults need to shed emotions that interfere with progress and develop the self-confidence needed to persist with academic work. There is a need for a strategy to help learners become more self-confident, persistent, and self-directed.

The purpose of this study was to develop, pre-test, field-test, post-test, and refine a training program designed to help students move closer to self-directed learning. The data was collected through formative and summative evaluation strategies that revolved around a series of critical dialogues with learners.

Findings related to the unlearning process revealed movement by the participants towards several enabling outcomes. These outcomes included unlearning the "blaming-the-victim" mentality; working through the shame issue of returning to school as an adult; resisting the self-fulfilling prophecy that they are incapable of academic work; giving themselves credit for overcoming barriers; and moving towards developing a stronger sense of critical awareness.

This study also found that: 1) learners can benefit from reflecting on their earlier schooling experiences and surrounding circumstances; 2) learners want their critical voices heard; and 3) critical reflection and critical pedagogy are important processes in helping learners overcome negative emotions and getting at those voices.

In conducting the evaluation, several problems in the design were easily rectified, but others were left unsolved. Empowerment and participatory practices are not easy, and program staff may find some of the results too critical, difficult to deal with, and unpleasant. What characteristics make for a good facilitator? Should a practitioner from the learning center be present during the critical dialogues?

The participants not only endorsed the program, but had recommendations for practitioners who might consider participating in a similar program designed specifically for them.

**175. Participatory Evaluation in Community
Development: An Inquiry into
Indigenous Evaluation Among the
Gbaya of the Central African Republic**

Carl C. Stecker
Chair: Robert J. Miltz 1996

Participation in community development work has been emphasized since the late 1960s; Participatory Evaluation (PE), however, was not introduced until the mid-1970s. At about that same time, Participatory Research (PR) was seeking to help shift the ownership and control of community development work and social research back into the hands of the local community. One important contribution of PR has been the recognition of the importance of indigenous knowledge. As indigenous knowledge and indigenous practices were being recovered by communities during PR, it soon became evident that the Western model of development—and its emphasis on the transfer of Western technological knowledge—was often insufficient, inappropriate, or culturally unacceptable.

Although evaluation practitioners increased the participation of the local community in the evaluation of its own development work, PE was often limited to participation-in-evaluation (PiE). The ownership and control of the evaluation process often stayed within the hands of the evaluation "experts," often using Western evaluation methods.

The first part of the study examines the emergence and evolution of PE in community development work during the past three decades.

The study then explores the indigenous evaluation practices of the Gbaya people of western Central African Republic, where the researcher has lived and worked with health and community development since 1982. Ethnographic interviewing of key informants explored the following questions: What are the indigenous evaluation practices of the Gbaya? How is information gathered and used? Who can be involved in decision-making, in what contexts? The study further investigates Gbaya forms of evaluation through the participant observation of the participatory evaluation of a Lutheran church sponsored development program in western Central African Republic.

A framework for better understanding PE, including the factors of "power," "facilitation methods," and "previous training and experience," are also presented. Using criteria from the framework, the following sub-categories of PE are offered: Participation-in-Evaluation (PiE), Less

Participatory Evaluation (LPE), and Highly Participatory Evaluation (HiPE).

Finally, a "Gbaya Way of Decision-making" is presented as one model of indigenous evaluation. This is followed by recommendations to practitioners of PE, as well as recommendations for the further research of Indigenous Evaluation.

- 176. Christian Women's Organizations in Zimbabwe: Facilitating Women's Participation in Development Through Advocacy and Education**
Barbara Jean Huff
Chair: David C. Kinsey 1996

Christian women's organizations in Zimbabwe have a long history. Prior to independence, both the Catholic church and the major Protestant denominations had mother's unions or women's clubs. These groups met at the congregational level weekly for prayer, singing, Bible study and support. Education was also an important function of these groups. After independence, many ecumenical and non-denominational Christian women's groups were formed. The purpose of these groups was to assist in national development and in women's development.

This dissertation explores the role of these women's organizations in facilitating women's participation in development. The premise of the study was that the church in Zimbabwe plays a large role in development and that women are heavily involved in church life. It was not clear, however, that women's involvement resulted in their benefiting from the church's development activities and efforts. It was assumed that women's organizations would be one way that women could access those activities and the resultant benefits.

The literature review includes feminist theories, women in development (WID) and women's organizations. This provided a foundation for exploring the theoretical underpinnings of WID efforts and women's organizations, as well as the appropriateness of those theories, efforts and organizations for women in Zimbabwe.

The field research consisted of in-depth interviews with the heads of various types of Christian wo-

men's organizations as well as leaders within the Christian Council of Zimbabwe. Unpublished documents produced by the organizations were analyzed, and observations were done of one indigenous community development organization and one church-related women's club.

The data revealed that women are benefiting from church development efforts and that women's organizations are largely responsible for that. Also, women's organizations on their own contribute greatly to community development. Christian women's organizations in Zimbabwe have a major role to play in facilitating the full participation of women in development.

177. Learner Generated Materials in Adult Literacy Programs as a Vehicle for Development: Theory and Practice in Case Studies in Nepal

Clifford Trevor Meyers

Chair: David C. Kinsey

1996

Adult literacy and nonformal basic education programs have been implemented on a continuous basis in Nepal for the past 20 years. Both the Ministry of Education and local non-governmental organizations (NGOS) have been implementing literacy courses as "entry points" for community development programs. This exploratory study examines three NGOs which, as part of their adult literacy programs, have organized adult new literates to develop and publish print materials. This process and the resultant texts have been termed Learner Generated Materials (LGM).

Through a critical review of the literature, theoretical rationales and approaches for the use of LGM methods are identified, and patterns of practice, especially in Asia, are analyzed. Three intensive case studies of LGM activities in Nepal, utilizing field research, interviews and observation, describe the process of implementing LGM methods and the use of the materials developed in the Nepal context.

General findings are related to the use of LGM for learning, the popularity and utility of the product for new literates, and the use of both the process and product for participatory action. Findings

indicate that the authors found publishing to be an empowering experience. Readers interviewed strongly preferred reading LGM texts to professionally developed materials in regard to comprehension, enjoyment and inspiration. This was supported by author and reader beliefs that LGM validated them as knowers. LGM texts developed around specific development themes also had a catalytic effect in motivating readers to action in the area of community development. In this regard, LGM texts appear to change the relation and climate between new literates and the development process, moving them from passive recipients to active doers.

Issues which emerge from the study include the use of new literates as editors, publishing texts in non-standard Nepali, the role and applications of LGM activities as tools for learning, and the effectiveness of LGM methods for promoting interactive and critical forms of knowledge. Areas for further research are also identified.

178. International Women as Popular Educators: A Selected Inquiry into the Nature of Everyday Experience

Martha Sue Thrasher

Chair: David C. Kinsey 1996

This study reports on the results of a research project designed to explore the everyday life experiences of women who work as popular educators. Popular education is defined as education that seeks to promote change; is based on dialogue; begins with an examination of people's everyday experience; employs a highly participatory methodology; and promotes action and reflection.

By examining the experiences of women who work as popular educators, this study seeks to understand how women have come to understand themselves as actors in the world and their reflections on education as part of a process of radical social change. Two primary questions framed the research:

1) Who are the women who choose to work as popular educators; and

2) What has been the nature of their everyday experience. The study examines common themes that emerged from the interviews, and draws out implications so that all practitioners of popular education may reflect on the potential for a gendered analysis of their work.

The study was undertaken by conducting phenomenological interviews with an international sampling often women who have substantial experience working as popular educators. The information gathered from these interviews is "re-presented" here in four ways. Autobiographical profiles introduce the participants and provide contextual data on the range of their experience and background. Five selected work profiles are then presented for the purpose of focusing in on everyday practice and experience. With this information as background, the study then examines five themes that emerged from the interview data: identity; social and political activism; participation and organization; power; and resistance and independence. The women's voices are then brought forward once more in a final section entitled reflections.

The final chapter of the study looks at the implications of the knowledge brought forward from the women's voices, and posits some initial thinking regarding gender issues in popular education, as well as the potential for further research and study.

179. International Exchange Students in Japan: A Qualitative Case Study of Interpersonal Relations in a Study Abroad Program At a Japanese University

Patrick Dean Burns
Chair: George E. Urch 1996

This dissertation analyzes a study which focused on the problem of interpersonal relationship development between Japanese hosts and visiting North American exchange students during their one year of studying abroad at a Japanese university. The study identified and analyzed factors that contributed to, or inhibited social interaction which led to effective interpersonal relations. The research described and explained the

interpersonal relationship development experience of the research participants. A qualitative interpretive case study, participants included both North American exchange students and Japanese people with whom they developed relationships. Data collection was accomplished over a one-year period utilizing in-depth interviewing and direct behavior observation methods.

Results included identification of cross-cultural social-psychological factors which contributed to and inhibited effective interpersonal relationship development. An analysis of cultural value-orientation differences led to the explanation of problems in relationship development.

The North American exchange students established cordial relationships with Japanese people and were overall very satisfied with the exchange program and their one-year experience. However, the study concluded that North American students were disappointed with the perceived shallowness of relationship development. This negatively impacted their cultural and language learning.

Recommendations were made to study abroad administrators in Japan and North America, as well as to prospective North American exchange students and researchers. These recommendations were in the areas of cross-cultural understanding and orientation, programming, advising and recruitment, and future research efforts. These recommendations are designed to assist in enhancing relationship development effectiveness.

The dissertation includes a review of study abroad research literature that focused on social interaction and interpersonal relations.

180. Psychosocial Community Education and War Trauma: Conceptual Issues and Case of Central American Mental Health Workers

Mishy Lesser
Chair: David C. Kinsey 1996

Increasingly, war and armed conflict are having devastating effects on the psychological and social well-being of civilian survivors throughout the world. There is a serious shortage of practitioners

and culturally-appropriate models for assisting victims of psychological trauma with their healing and recovery. Educational settings, be they formal or nonformal, are appropriate places for psychotherapeutic interventions. This dissertation focuses on the intentional use of a nonformal educational setting for psychosocial healing of those exposed to war-induced trauma. A participatory education program designed to teach Central American community mental health workers the basic concepts and techniques of trauma treatment also served as a healing environment for the trainees. Individual psychological trauma as well as war-related intra-group conflict were addressed. Using an integrative model of healing and recovery, the intervention combined cognitive, emotional, spiritual, social, and physical approaches. The educational setting provided a larger interactional framework for the social contextualization of intrapsychic wounds, thus supporting healing. The case illustrates the importance of self-care for professionals and paraprofessionals working with the psychologically traumatized, which is rarely mentioned in the literature.

This is a qualitative study that combines a literature review on the nature of trauma and recovery, a case study with Central American community mental health workers, interviews with practitioners, and personal experience. The literature review takes into consideration cultural and Latin American perspectives, the importance of community based approaches, and the linkage of individual and social dimensions. It includes a critique of post-traumatic stress disorder as a conceptual framework. The inquiry examines the viability of intentional incorporation of psychosocial healing into an educational setting, and indicates which components of participatory nonformal education best lend themselves to interfacing with psychological healing. Findings from both the literature and case study point to a need to question long-held assumptions of psychotherapy when working with trauma survivors. Self-care, safe container-building, peer support, mentoring, and a heightened role for paraprofessionals are recommended. The training and preparation of community mental health workers is seen as an effective response to the proliferation of war-related trauma.

181. Perceptions about the Role of Education at the College of Micronesia: Federated States of Micronesia

Grant Suhm

Chair: David R. Evans 1996

This study describes the evolution and range of goals attributed to the College of Micronesia in the Federated States of Micronesia (FSM). In doing so, it traces the transformation of education from community-based, traditional Micronesian activities, to missionary and Japanese schools, to American formal education, and finally, to the public school system that exists in the FSM today. It tracks the evolution of the College of Micronesia-FSM from its earliest roots in the 1950s to the present. The study includes an interview and questionnaire process that identifies numerous College roles and then asks representative student and staff groups, to evaluate each role in terms of importance. The process allowed comparisons of student and staff perceptions and examined, in-depth, the ramifications of following the eight most-highly valued College roles from each group.

Although the College of Micronesia was originally conceived as a teacher education institution, it has evolved into a liberal arts institution, which by having an unclear mission, appears to fill the expectations of its different stakeholders. In all, the College was found to have 25 distinct missions; ranging from teaching English to providing manpower for national development. Two groups, students and staff, were found to view all but one of the missions as important. On the whole, students and staff were found to be in general agreement about the various missions of the College, but for different reasons. Whereas staff tended to see the College as a nation-building institution, students tended to see the degrees the College offered as a vehicle for obtaining government jobs and a higher living standard. Both groups were found to have broad ranges of expectations. The argument was made that in light of decreasing resources, the College should begin to focus its mission.

In the final analysis, the study sheds light on similarities and contrasts of Micronesian and American educational goals and values and illuminates difficulties of managing colleges in developing microstates. It presents a detailed look at one of the

world's least known national colleges so that its future can be plotted more systematically.

182. Evaluation of an Experimental Distance Education Course for Training Teachers as Community Development Agents in Rural Bolivia

Eloy Anello

Chair: David R. Evans 1997

A three-semester experimental distance education course for training teachers as community development agents was carried out in rural villages of Bolivia, with 364 graduates from the course in 1995. The teachers were trained to facilitate adult learning processes that empower community leadership and organizations with the essential capabilities required for sustained development.

The primary purpose of the study was to evaluate the effectiveness of five key components of the experimental Course from the perspective and experience of the Tutors and Teacher-Participants. The components that were studied are:

1. Content of the Course: 12 Modules
2. Elements of the Learning Methodology
3. The Training of Tutors
4. Community Participation in Workshops and Application Exercises
5. Moral Leadership Module

Three social research methods were triangulated to gather information for the evaluation: a survey questionnaire, focus groups, and interviews. Over 800 of the Teacher-Participants and Tutors participated in the survey, which provided data that was highly representative of the groups studied.

The study shows that the Moral Leadership Component of the Course was a key factor in motivating the Teacher-Participants to commit themselves to become agents of community development and to engage in processes of individual and collective transformation. A more extensive description and analysis was given to this Component in order to understand the role it played in the process of empowering teachers to become effective social actors.

Although it is still too early to do an impact evaluation, the study attempted to assess some initial effects that the course has produced in the lives of the participants and in the communities where they work.

This study may contribute to the betterment of distance education approaches in Bolivia and in Latin America in general. The evaluation of these components may also improve the quality and effectiveness of any future replications of this Course. The evaluation has also been designed to enhance the learning of the key stakeholders of the Course.

183. Denaturalizing International Development Education: Silence and the New-World Dis-Order

James A. Cumming

Chair: Robert J. Miltz 1997

Using critical discourse analysis, seven "problematic moments" that occurred during a two week educational event in the conversations of a multinational group of fourteen students at an international development education institution are analyzed. Each moment illustrates some aspect of "silence" which I define as a consequence of ideology. A relationship is established between the micro meanings of those interpersonal and group silences with the macro level meanings of changes occurring at the international level. Contradictions in the discourse of international development education are revealed through this analysis and the dilemmas these contradictions pose for an international institution embedded in that discourse are explored.

Changes which are having an impact on international development education programs include U.S. foreign policy since the end of the cold war, the increased integration and dependence of less developed countries on the international market economy, and the reduction in the amount of "public space" in which non-governmental organizations can operate. As the institution is drawn into the new international market economy, it is changing to become more academic and expert based. Its program is being developed to train graduates to manage the non-governmental and

private organizations that work for an agenda of globalization.

One result of these changes is confusion about the concept of identity as old theories of the self are no longer meaningful in the new-world (i.e., USA-led) order. Current international changes, rather than creating order, are creating a disorder that is painful and difficult to articulate in "normal" group interactions in the context of unquestioned institutional practices. It is suggested that by paying attention to the meaning of silences in its discourse, the institution can discover ways of using language to counteract the silencing of alternative worlds, and can learn how to design participatory peer learning events that allow for a medley of voices and silences in international and intercultural contexts.

- 184. Testing the Systems Model in Mexican Distance Education: The Case of the Virtual University at the Instituto Tecnológico y de Estudios Superiores de Monterrey**
Luis Galarza-Perez
Chair: Robert J. Miltz 1997

This study is concerned with the systems approach in distance education. As a modality of instruction, distance education has grown in importance rapidly in the last thirty years. Most theories in the field have been solidified and are part of a sophisticated body of literature addressing learning issues, technologies, administration of programs, instructional design, and models. Systemic thinking has been proposed as a way to operate in distance education to obtain good results in the practice of distance education.

Because most theories and models of distance education have been developed in industrialized nations, this dissertation looks at the systems approach in the context of a Latin American university. Some of its postulates are examined to determine if success areas at the Virtual University are the result of systemic practices. The larger context of this dissertation is the analysis of a distance education model within a university in the developing world.

The Virtual University of the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) in Mexico serves as a case study for this work. In eight years, the unit has grown dramatically offering several graduate degrees, undergraduate courses, and continuing education programs in 26 national campuses and in other locations of North, Central, and South America. Its success and problem areas are worthy of analysis looking at a distance education model developed in the US.

Through the use of surveys, review of literature, institutional evaluations, and unstructured interviews, the study looks at the interconnectedness of different process parts of the Virtual University. An assessment of success and problem areas is presented.

Through the analysis of data and discussion, I propose that distance education success in this Mexican university is perhaps related to cultural perceptions or the sophisticated technological infrastructure in the 26 campus system.

The result questions the adoption of external models in developing countries. It suggests that, rather than continuing to explain practices in distance education with foreign schemes, local approaches need to be developed as the basis for research in the modality. This idea may be of interest for distance educators in developing nations and elsewhere.

- 185. The Meaning of Development: African Women Speak**
Barbara Anne Gardner
Chair: George E. Urch 1997

Historically, the concepts of international development and women in development (WID) have been constructed by white Anglo-Saxon men and imposed on the "Third World" and on "Third World" women. The voice of U.S. government texts is authoritative and presumes to speak for "Third World" women. Although most African women play a pivotal role in the lives of their people, their voices are absent from government development discourse.

Most policy makers and planners rely on the knowledge found in texts written by Western, or

Western-trained, researchers and experts. This textual knowledge is powerful because it is the "reality" upon which official action is based. The actions of development organizations often detrimentally affect the lives of "Third World" people—particularly women.

In this study five African women development workers speak from their life experience and the work they do about what effective development means to them. Their words stand out against an analysis of modernization theories of development and WID discourse found in selected U.S. government documents. Recommendations from the women on how to ensure that development means something positive to people includes the importance of: (1) Education for girls and women—including strong role models of both genders for girls to learn from—that encourages them to be adventurous and courageous; (2) Maintaining positive traditional values. Tradition can play an important role in development;(3) Listening to the voices of women and youth. The creativity and wisdom of women have often been ignored. A balance must be maintained between respect for the wisdom of the old and the young; (4) Changing the definition of what it means to have power, to one that is more popular, participatory and transparent; (5) African countries becoming more discerning about the kind of aid they accept; (6) African intellectuals speaking out against harmful practices of their governments; and, (7) Working as development workers from the outside as communities help themselves from the inside.

186. Women's Acquisition of Literacy Skills and Health Knowledge in Nepal: A Comparative Study of Nonformal Education Approaches

Cristine A. Smith
Chair: David C. Kinsey 1997

The goal of this dissertation is to investigate the extent of difference in effectiveness of three nonformal education approaches in helping women acquire literacy skills and/or health knowledge in Nepal, and to propose hypotheses about factors or "influences" that might explain these differences. This exploratory study provides insights that program planners, researchers and policy makers

can use for focusing further research on which nonformal education program designs for women will bring about the greatest increase in literacy skills and health knowledge.

Four sample groups of women were compared: (1) 74 women in three different sites who attended monthly Mothers' Group health education meetings (with no literacy instruction); (2) 38 women in two different classes who completed a 6-month basic literacy course (with no health instruction); (3) 65 women in three different classes who completed a 6-month health/literacy course and 38 of these women who completed a 3 month post-literacy/ health course; and (4) 50 women in two different sites who attended neither literacy course nor Mothers Group meetings. Data related "to "acquisition" included literacy test scores and health knowledge oral interview scores; data related to possible "influences" included demographic data, and information about community and classroom context. Data were coded and analyzed by standard statistical procedures.

The findings indicate that nonformal education of any kind is effective in helping women acquire some degree of both literacy skills and health knowledge. Type of nonformal education approach was not significantly related to greater literacy skills acquisition but it was related to greater health knowledge acquisition. Participation in the integrated health/ literacy course was related to higher levels of health knowledge than was participation in health only or literacy only nonformal education approaches.

Participation in the post-literacy course was associated with greater literacy skill and health knowledge acquisition than participation in either schooling or other types of nonformal education at a basic level. In addition, literacy skill acquisition appeared to be influenced by class or community factors (hours of instruction, facilitator characteristics, economic status of the community), and health knowledge acquisition was influenced by individual factors (marital status, age, radio ownership, number of children).

187. The Socialization of Adolescent Youth in Conflict: Crossing Texts, Crossing Contexts, Crossing the Line

Valerie R. Haugen

Chair: David R. Evans 1997

The study takes a grounded theoretical approach to the study of conflicted communication among adolescent youth in an inner city middle school. Ethnographic field methods were utilized over an eighteen month period in an inner city middle school and the surrounding neighborhoods. Conflicted communication is concerned with the use of patterned forms and content of conflict behaviors to both maintain and transform the youths' social world. It arises out of the social construction of adolescence, the institutional and community settings, and familial practices.

Three questions are posed:

- 1) What are the patterned forms and content of adolescent conflicted communication?
- 2) How do the school, community, and family make an impact on conflicted communication?
- 3) What does the enactment of conflicted communication reveal about the social world of adolescent youth?

Audiotapes of mediation sessions between youth, interviews with youth, school personnel, community members and families, as well as field notes comprise the primary data sources. Analyses of these data necessarily cross traditional boundaries to explore these research questions. Descriptive analyses reveal the presence of overarching patterned processes and particular repeated content in conflict situations. An interpretive analysis of 'face,' an often-mentioned symbolic theme, reveals the importance of taking the symbolic dimension into account in order to understand the hidden values inherent in conflicted communication practices. Lastly, a critical analysis examines the inter-play between conflicted communication practices and the influence of the inner city institution and neighborhoods on such practices. Framing these three analyses is a meta-theoretical proposition regarding the social world of adolescent youth which suggests that adolescent youth engage in conflicted communication because it provides the means to reorganize social groupings, to

experiment with displays and exercise of power, and to test the strength of socio-familial alliances.

The study concludes with the suggestion that conflict resolution/mediation programs in schools consider the socio-cultural dimensions and functions of conflict in the lives of adolescents. Rather than striving to eliminate institutional conflict, school personnel need to encourage critical reflection about conflicted communication and help youth identify junctures within conflict situations where less destructive actions might be chosen.

188. Whose Oppression is This? Participatory Research with Cambodian Refugee Women after Repatriation

Phyllis Robinson

Chair: Robert J. Miltz

1997

Over the last two decades, international development organizations and agencies have adopted "people's participation" as an imperative of the development process. Viewed as a prescription for redressing the imbalance of power between different cultures and systems of knowledge, its purpose has been a compensation for the "developed" world's mind/colonialization of "developing" countries. I have discovered, through my own work as a Western academic engaged in participatory educational projects in the refugee camp setting, how it is possible to use "participation" as a "smoke screen": masking how we manage and control the lives of the disenfranchised in carrying out our quest for democracy, modernization, market economies and even women's rights as human rights.

This dissertation examines a research process in context. Using aspects of participatory action research, I spent two months with two groups of Cambodian women who had returned to their country after spending a decade or more in refugee camps along the Thai-Cambodian border. The main intention of this collaborative research relationship was to examine issues of reintegration.

The feedback from the refugee women in my previous work in the camps and in this study with women returnees, coupled with the examination of case studies and other qualitative studies from the

literature, has led to questions concerning the epistemological, philosophical and political motivations underlying "participatory" policy, education, and research.

The dissertation examines the what, where, why and how of these considerations. Positioning myself among poststructural and postmodern as well as third world feminists, but with a sense of openness, I combine these world views in deconstructing the methods of negotiation in knowledge production and the dialogic process required in crossing cultural horizons with this particular group of women returnees to Cambodia. The purpose of the study is to examine the possibility of carrying out "the cause for social justice, without destroying it in the process."

189. Macro-micro linkages in Caribbean community development: The impact of global trends, state policies and a non-formal education project on rural women in St. Vincent (1974-1994)

Peggy Antrobus

Chair: David C. Kinsey 1998

A macroeconomic policy framework of structural adjustment designed to address problems of international indebtedness, adopted by CARICOM countries in the 1980s, has been associated with a major setback in the process of broad-based socioeconomic development that had been launched in the context of representative government and independence.

The study examines the influence of these global/regional trends on state policy, with special reference to how the altered political vision of the state, inherent in structural adjustment policies, appeared to impact the welfare and livelihood of rural women and families in St. Vincent. The study also assesses the extent to which an innovative non-formal education project aimed at community development through the empowerment of women in a rural community, served to mitigate detrimental aspects of these policies and related state practices.

The study utilized a feminist research methodology with a combination of interviews, focus groups and observation that provided multiple vantage points

on macro and micro dimensions of the study. The author's personal involvement in various aspects of development and the non-formal education project during this period serves as an additional lens. The study argues that a policy framework of structural adjustment severely weakens rural and social development, and is inappropriate to goals of broad-based socioeconomic development in a small island state.

The non-formal education project which linked university continuing education to community organizing, served to increase human, physical and social capital, as well as enhance community norms and people's capacity to cope in a deteriorating socioeconomic environment. While this intervention was circumscribed by application to a community's immediate context, it does provide clues as to the kinds of intervention required for a fundamental reassessment of policies.

The study further argues that non-formal education interventions can be applied to both micro and macro level situations and that their effectiveness in addressing social change depends on their inclusion of political education about macro/micro links and gender conscientization. Such interventions can strengthen advocacy for policies prioritizing human development within a women's human rights framework.

190. Curricular translations of citizen participation within a Massachusetts newcomer citizenship education program

Mary T. Comeau-Kronenwetter

Chair: George E. Urch 1998

Citizenship education is a traditional tool for establishing the roles that newcomers are expected to take on as citizens. As such it is shaped by assumptions of what defines 'good citizenry.' Although it is commonly assumed that a good citizen participates in the political and social life of the community, notions of narrowly defined citizen participation such as voting have frequently prevailed in citizenship education programs. Opposing this restrictive tradition are empowerment-oriented citizenship education programs emphasizing a citizen participation that

encompasses a view of citizenship as personal and community empowerment. This study examined the definitions, skills, and contexts of citizen participation in the words of the directors, facilitators, and participants of a Massachusetts community-based citizenship education program. Examples of how citizen participation was promoted through the curricula are offered. Internal and external challenges to the full participation of newcomers in their new society are also identified. Research strategies included multi-site case studies and historical and theoretical literature review. Data collection techniques included participant observation, interviewing, and document analysis.

Research participants were found to be collectively creating varied and meaningful definitions of citizen participation. The citizenship education program examined was found to be contributing to the development of rationale, motivation, and skills for citizen participation by (a) providing opportunity for newcomers to investigate and connect historical and contemporary events; (b) facilitating the acquisition of critical tools including literacy, English, and information collecting and sharing skills; (c) providing support for the development of greater self esteem; and (d) offering opportunities to interact and act collectively within their local and greater communities.

In the final chapter, the concept of critical civic literacy is discussed in the context of the research findings. Suggestions for empowerment-based citizenship education program development are offered. Citizenship education programs can make constructive use of participants' backgrounds as they begin the process of social, collective construction of the meaning of participatory citizenship.

**191. Tani prachanaigal (water problems).
Interpersonal conflict resolution
practices of a plantation Tamil labor
community in Sri Lanka: A qualitative
case study**

Andrew Akbar Jilani

Chair: Robert J. Miltz

1998

Due to a worldwide increase in migration, refugees, and migrant laborers, interpersonal conflicts today are more frequent and complex. The young field of interpersonal conflict resolution is therefore being looked to for answers. Practitioners all over the globe are limited by the conflict resolution literature which is mostly written from a western perspective. There is a need to explore interpersonal conflict resolution practices of different cultural groups and societies with different histories of oppression. In a 15-month qualitative research study, I explored interpersonal conflict resolution practices of a Tamil labor community on a tea plantation in Sri Lanka called Sooryan.

The first part of the study traces the establishment of plantations in Sri Lanka by the British. It differentiates between plantation and non-plantation societies. The works of Jayaraman (1975), Beckford (1983), Wesumperuma (1986), Daniel (1993), and Hollup (1994) help trace the cultural, economic, and political factors which cause conflicts on plantations. This part also explores interpersonal conflict resolution practices in different societies, and presents four third-party conflict resolution models practiced in non-plantation societies.

The second part describes the labor community at Sooryan plantation. It explains the living and working conditions of the laborers, and the role of Talaivars (leaders) and trade union representatives. It examines discrimination faced by the laborers from the outside non-plantation community. It highlights the machine bureaucracy and the management style at Sooryan.

The third part explores four categories of interpersonal conflicts, which manifest within-family, between laborers, between laborers and their supervisors, and between the labor plantation community and the outside non-plantation community. It describes processes which the labor community uses in resolving their conflicts. Challenges are posed to practitioners and educators by contrasting the conflict resolution practices of the Sooryan labor community with the mainstream mediation model of the United States.

Finally, the study examines the unique problems of the labor community and how its social, economic, and political isolation makes its conflicts

permanent. With this understanding, further research and effective educational programs can be developed for plantation societies, migrant laborers, and refugees. To this end, the daily water problems of the Sooryan labor community in Sri Lanka serve as a timely reminder.

192. Empowerment, Literacy, and Community Organization: A Case Study of Self-Help Women's Groups in Rural Nepal

Sushan Gautam Acharya

Chair: Robert J. Miltz

1999

This exploratory study, conducted in an integrated watershed management project in rural Nepal, was intended to explore elements that empower women as a group. The study also explores the contributions of functional literacy to the empowerment process.

Experiences of five different mothers' groups from both Brahman and Gurung backgrounds informed the understandings presented in this study. The women's experiences are different, partly due to cultural differences. Open-ended interviews, document reviews and observations are the main sources used to identify empowering factors.

Major factors which contribute to empowering women as a collective group found in this study include both programmatic and non-programmatic interventions. This implies that looking at empowerment of women in developing countries through one lens and drawing conclusions on that basis is premature. Women's lives are influenced by political, social, cultural, economic, and educational situations. Therefore, to consider one component in isolation is inappropriate if the objective is to achieve a multi-faceted goal like empowerment. The study implies that empowerment, which occurs at different levels at different points in one's life, is a fluid process.

Finally, several issues deserve further attention. Functional literacy, assumed to be thought-controlling and mechanical, can contribute to the empowerment process. Functional literacy, which promotes knowledge and skills needed for the learners' daily lives, raises motivation and participation in actions. Engaged in action which

makes their daily lives easier and given opportunities, women find it useful to explore other possibilities to improve their situations. This trend keeps women engaged in action, reflection, and dialogue, enhancing their confidence, self-esteem, and ability to take charge of their situations.

Areas where the study showed investigation is needed include: how can positive socio-cultural traditions be built up to strengthen community-based women's groups? What roles and attitudes do men hold regarding women's participation in individual and community development processes? How can raising men's awareness about and participation in family health and sanitation issues be incorporated into the programs? How can a multi-caste group function as a cohesive unit? And how much do issues of caste, as opposed to economic conditions, affect the process?

193. Factors Impacting on Reading Difficulties of the Students at the College of Micronesia

Marisa Estrada Subm

Chair: Robert J. Miltz

1999

Why are the students at the College of Micronesia having problems understanding their academic texts and materials? That is the question that this study explores through extensive interviews with professors and students, and more than 400 reading proficiency tests.

This study finds that Micronesian students have difficulties with several aspects of reading, and that there are a multitude of factors that contribute to the problem. Those factors fall into the following areas: language, educational background, culture, motivation, learning and reading strategies of the students; and the teaching methodologies, institutional policies and sociopolitical conditions of the school.

The study concludes by recommending to the faculty to directly teach metacognitive reading strategies in all areas of instruction, to adapt the content, language and level of the materials to the educational and cultural characteristics of the students, and to adapt methodologies to the Micronesian learning style.

The new role of college instructors should not be to impart a list of foreign facts, but to serve as a bridge between the culture and academic background of the students and the culture and content of their textbooks. Seen from this perspective reading for Micronesians will become an active interaction between their world and the world of the writer, and no longer an oppressive memorization of meaningless facts.

194. Building a Framework for Assessing the Outcomes of Participatory Training: A Case Study from El Imposible National Park, El Salvador

Mark Protti

Chair: George E. Urch 1999

In the field of rural development there is an increasing appreciation for the need to involve local people in all aspects of their own development. This situation has led to the emergence of many different participatory approaches that attempt to respond to this changing development paradigm. Participatory approaches strive to enable people to value and build upon the knowledge and power that already exists in their own community.

Paulo Freire's work on transformative education has greatly influenced the process, content and expected outcomes of the different methodologies used to attain popular participation in rural development. Academics and development practitioners believe that by engaging in a participatory process, people will gain greater control over their own development which can lead to physical, behavioral, attitudinal, organizational and philosophical transformations within individuals and communities. Yet, little has been done in evaluating the range of outcomes and longer term impact a participatory approach may have on the individuals and communities involved. Thus, the development field operates with an incomplete understanding of the potential benefits and limitations of participatory methodologies as they are applied to rural communities.

This study partially addresses such a deficiency through an in-depth, qualitative investigation of the short term outcomes generated by a training

intervention based on critical pedagogy. The training took place in the communities of San Francisco Mendez and Tacuba, El Salvador to respond to issues that emerged with the establishment of El Imposible National Park. Qualitative research methods were used to assess the program's effects on the participants. These data, along with products and outputs generated by the participants during the training programs, were analyzed to develop a framework for assessing the short term impact of participatory training on rural development.

The research findings show that changes in consciousness level are highly individualized and could only be assessed from the researcher's in-depth interactions with the training participants and from the perspective of the participants' life situation and history. The study challenges policy makers, social researchers and development practitioners to consider the plurality of endogenous and exogenous community interactions as key components to the participatory process in rural development.

195. The FotoDialogo Method: Using pictures and storytelling to promote dialogue and self-discovery among Latinas within a community-based organization in Massachusetts

Flavia Sales Ramos

Chair: Robert J. Miltz 1999

This study aims at building dialogue among culturally diverse groups by examining people's perceptions of social reality through the application of projective techniques. In this study the projective techniques consist of a set of original pictures drawn by the author based on participants' accounts of their living situations. The set of pictures combined with the process of inquiry applied in this study comprise the *FotoDialogo Method*.

This study conforms to the following objectives: (1) developing and testing an original model of inquiry and education which promotes dialogue and self-discovery; (2) fostering dialogue skills and reflective thinking among disadvantaged Latino women; (3) effective intergroup communication between health and human service

providers and their client population; and (4) developing guidelines for the production of research and training materials that encourage effective intergroup communication, and empowerment of traditionally disadvantaged groups.

The research methodology is grounded in qualitative and participatory research principles. The research design stems from Paulo Freire's Thematic Investigation Model, and Henry Murray's Thematic Apperception Test.

This study was carried out within a community-based organization serving the Latino population in Massachusetts. The author took a leadership role in all phases of the study, as moderator of the *Latino Women's Dialog Group* (LWDG), and of a series of *FotoDialogo Workshops* addressed to health and human service providers.

The LWDG sessions were conducted entirely in Spanish- the participants' native language- and recorded by audio tape. These sessions were later transcribed and translated by the author. Throughout this study pseudonyms for actual persons are used to protect participants identities and to maintain confidentiality. Accounts are based on actual interviews, and transcriptions of dialogue sessions.

The results of this study revealed that the FotoDialogo Method can be a powerful strategy for Latinas to break silence about their particular experiences of oppression. The LWDG participants began a process of self-discovery which enabled them to analyze and value their experiences, and to fully participate in their community's social change. The *FotoDialogo Workshops* were also effective in raising awareness among practitioners regarding intercultural communication, and in reflecting upon the sociocultural context in which the Latino community is immersed.

196. An Ethnographic Study of an ESL Pre-MBA Case Study Classroom: The Process of Conceptualizing and Defining Authenticity by Learners and Instructors
Ricardo Sabuur Abdul-Kareem
Chair: Jerri Willet 1999

This study is an inquiry into the second language learning process of non-native English speaking adults who are preparing to enter graduate business programs in the U.S. or other English speaking countries. Specifically, I examine the process of negotiation of authenticity in communication by learners and the instructor. I begin with an initial understanding that authenticity does not reside in materials or tasks, but in how learners and instructors negotiate it (Gee, 1990).

I explore and develop a broad definition of authenticity as being a perception structured and influenced by learner's needs, the instructor's perception of the target skills and needs of the participants, and the learners' own construction or negotiation of what they perceive to be appropriate in the target discourse. The site of this study was the ESL Business Case Discussion Class offered at Harvard Summer School. Using ethnography of communication research as a guide for research methodology, I used participant observation, note taking, videotaping, and interviewing as sources of gathering data over three years (1990-1992).

There were seven conclusions of this study: Authenticity manifests itself and is negotiated over phases, there is a gradual process or development of communication skills, development of language skills seems to reach a plateau, reflection time enhances learning and acquisition, learners construct and accept multiple identities, tensions stimulate negotiation of learning and conceptualization of authenticity, and scaffolding generally facilitates, but can hinder the carrying out of authentic communication.

Implications of the conclusions are that understanding the process of negotiating authenticity will allow teacher educators to inform teachers on ways to improve teaching and increase learning and acquisition by structuring the learning environment to facilitate it. The 'preparation' case study class gives students the opportunity to create an authentic learning environment in which they explore all of the things that might assist them or get in the way of their success in the 'real' event. This kind of scaffolded or sheltered content class is important, but it does not take away the responsibility of the 'real case study instructors' to scaffold second language learners.

197. **Resistance is Futile: A Poststructuralist Analysis of the International (Education for) Development Discourse**
Greta Shultz
Chair: David R. Evans 1999

The International Development field has long been critiqued on ideological grounds. This study complements more recent critical analyses which cast Development as discourse, as a system of logic disseminated through power-knowledge strategies which represent "the real" according to its own dictates. The interface between Education and Development, however, has received little scholarly or critical attention to date. Informed by the work of Michel Foucault and Jacques Derrida, this study employs poststructuralist and deconstructive strategies to investigate the performativity of the discursive formation, (Education for) Development.

The author builds an analytics which posits a "problematic" or epistemological framework, comprised of three regimes of "representation" - History, Geography and Governmentality- and two guiding modes of rationality, the "economistic" and "developmentalist" which underwrite Development's power to constitute "the real."

Analyses of three recent influential texts, the Declaration of the World Conference on Education for All (1990); USAID Technical Paper No.: "Education Policy Formation in Africa" (1994); and World Bank (1995) Policies and Strategies for Education destabilize the apparent naturalness and inevitability of (Education for) Development's own account of itself. Problematizing the discourse's claims to objectivity and disinterested technical knowledge, the analyses subvert the logic which makes possible Development's constitution of problems crying out for solutions emanating from its own epistemological universe. The analyses expose the discourse's power to interpellate its subjects ("girls", "women", "government", "the State") within the limits of its own discursive regimes. Limits to representation proscribe the "girl's"; subjectivity, for example, within the confines of childbearing and domestic labor. The discursive formations "Girls' Education" and "Population" are shown to perform in the service of Development's normalizing and self-sustaining strategies.

198. **Identity, Gender, and Class: Contributions from the Abhidhamma for Self and Social transformation, with a Case Study of a Women's Housing Collective in Namibia**
Swarnakanthie Athukorala
Chair: Robert J. Miltz 1999

In this dissertation I argue that self and social transformation attempted by self-change in order to produce and change the material conditions of the human world and the changing of material circumstances, in mutual relations, eventuates only partial change/transformation. I have pointed out that this partial transformation, based on a materialist view of self and social activity, contributes to the continuation of self and social oppression. I have presented empirical evidence for this argument in the case study of Saamstaan women's housing collective in Namibia. By "self-change" or "becoming" active and collective participants in changing material conditions of their lives, that is, securing houses for all members of the collective, they experience a sense of authentic self-change and changing material conditions. Simultaneously, they are faced with the disappointment, frustration, mental disharmony, and oppression both within and the social, when individual collective members choose not to abide by the ideals of sharing labor and paying off loans, once they acquire their houses. Transformation/change is occurring but the process of full liberation from oppression is not.

I have pointed out that the contradiction between self and material changes which are assumed to be positive, good, and empowering and the accompanying pain and grief due to individuals' failings to abide by the ideals of the collective arise owing to the unchanged non-material, non-conceptual inner condition of possessive selves. If the self and social transformation is to be free of pain and grief, the approach needs to be one which provides for skills in ensuing material change and skills in letting go of possessive selves.

I have presented the Abhidhamma approach as an alternative for bringing about self and social transformation from libratory space within and the social. While in this dissertation I have extensively discussed inner liberation, it does not privilege inner over social transformation. Rather, this is an approach which considers both inner and

outer/social transformation as inseparable and interdependent processes. Thus, I take the position that letting go of possessive self, and self-change and changing of material conditions must occur simultaneously, with equal weight, to achieve full liberation from oppression.

199. An investigation of experiential learning theory: A case study of the Certificate in Adult Education program in Lesotho

Mantina Vincentina Mohasi

Chair: David R. Evans 2000

The purpose of this study was to investigate concepts of experiential learning theory in Lesotho. Common practice in the Certificate Program in Adult Education reflected a gap between theory and practice in teaching and learning with too much reliance on the lecture method.

This study's aims were (a) to find out how people in Lesotho understand experiential learning principles like experience, freedom, democracy, and equality; (b) to explore how people would support implementation of experiential learning approaches like collaborative learning, cooperative learning, service learning, role plays, drama, simulations, and credit for prior learning assessment; (c) to find out what would be the barriers and the possibilities in integrating or implementing experiential learning approaches.

Qualitative research methods such as intensive interviews, class observation, focus group, and a literature review were used to collect data. Structured open-ended grand tour questions guided the interviews. The population in the study consisted of twenty-two participants: four administrators from the Institute of Extra Mural Studies, six lecturers who taught the Certificate Program, six students, and six employers.

The analysis and interpretation followed a thematic approach. There were three findings. First, the concept of experiential learning as used by Dewey and his followers in higher education was new to most people that were interviewed. The meanings that Dewey gave to the concepts of democracy, freedom, and equality are different from the

meanings Basotho people give to these concepts because, to them, authority and responsibility are attached to the concepts. Second, experiential learning techniques like collaborative learning, role-play, and drama can be more fully developed in the learning and teaching process in Lesotho. Third, barriers to implementing experiential learning practices include the rigid structure of the current Certificate Program, the bureaucracy of the University, and the working relations between the University and the Basotho Community.

In conclusion, the study recommended that needs assessment be undertaken; service learning be tried out first; and the Credit for Prior Learning Assessment be piloted on an experimental basis.

200. An Inquiry into the Emergence of Transformative Leadership in Higher Education in South Africa: A Phenomenographic Study

David Ian Bell

Chair: Gretchen B. Rossman 2001

During the colonial and apartheid eras, higher education played a historically strategic role in shaping South African society. As higher education continues to play a significant role as an agent of the state in shaping the social transformation process toward a new democracy, the leadership of higher education in the form of university Vice-Chancellors (VC), continue to play a critical role in this process.

The new democratic government policy relating to education reform and institutional restructuring highlights the social accountability of institutions and emphasizes transformation, hi political and social spheres, transformation has become a rhetorical term for all change and democracy. Transformation has emerged as the mantra of all change in preference to the term reform.

Understanding the phenomena of transformation and the role of leadership in higher education is critical to understanding higher educations' future role in the national, social change process.

This study applies phenomenological phenomenographic methodology and in-depth interviews to explore the conceptions of the Vice-Chancellors of Historically Black Universities (HBU) in South Africa. The research focuses on the phenomena of transformation, leadership and social change. The assumption is that synergistically, Vice-Chancellors' tacit conceptions will frame an African notion of Transformative Leadership in higher education.

The research findings are that although Vice-Chancellors shared an interesting and diverse range of conceptions of leadership and transformation, the conceptions were not sufficiently congruent to define a singular, homogeneous African mode of Transformative Leadership. A further finding was that although higher education is conceptually located within a process of social transformation, the research proceeded from a skewed assumption that the common mode of leadership of transformation would be transformational. Lastly, it emerged that conceptions of a single, explicit mode of African leadership was not possible, or desirable to define.

The role of VC in HBU's is enormously complex and challenging and the new Ministry may need to re-conceptualize the role and function of the Vice-chancellor in Higher Education in South Africa.

201. Construction of Social Identities: An Ethnographic Study of Tibetan Student Discourses in Higher Education

Karma Choepel Dolma

Chair: Jerri Willet 2001

Working within the framework of critical postmodern perspectives, and based on fifteen sources of ethnographic data, and two methods of data analysis, this research explores how Tibetan students construct a variety of social identities through their discourses. The postmodern concept of a variety of social identities is coded here as an individual construction of "a portfolio of social identities" which facilitates the negotiation and mediation of intercultural tensions and identity differences.

Five key themes that emerged were tensions and intercultural challenges in the field of scholarship

and socialization, specifically in (1) negotiating access and opportunity for higher education in forming specific student identities through university and program access and affiliation, (2) accommodating bicultural learning and teaching approaches, and future professional identities, (3) constructing a network of academic support, (4) accommodating change in gender social identities, and (5) negotiating core and intercultural social identities.

Research findings indicate that individual ideologies, goals, and intercultural salience or difference plays a major role in the construction of social identities, as students, as Tibetans, and so on. Tibetan women, and to a lesser degree, Tibetan men respondents expressed greater sense of self-empowerment through acquisition of student and professional identities, financial independence, and intercultural competency. Participants negotiated and accommodated social identities that were biculturally valued by American and Tibetan societies, but these sites were also contested individually, due to differences in ideologies, goals, and so forth. Generally, student and professional identities were more easily accommodated, while other group social identities, such as gender and cultural identities presented more tensions and identity contestations. Students strategically negotiated intercultural tensions by foregrounding salient, and backgrounding contested social identities, while at the same time, maintaining and reaffirming core cultural and intercultural social identities, as Tibetans, as Buddhists, and as western, educated students and professionals. The individual construction of a "portfolio of social identities" can be grouped into three social identity schemas, consisting of modern social identities as individuals, students, and future professionals, political social identities based on negotiated gender and group cultural identity constructs, and thirdly, identity support networks consisting of academic and life-long support sources which facilitate identity constructions.

202. The Socio-cultural Adaptation of Somali Refugees in Toronto: An Exploration of Their Integration Experiences (Ontario)

Hassan All Mohamed

Chair: David R. Evans 2001

For the first time in recent history, Somali society has experienced the plight of a mass exodus. Millions have been displaced by civil war and have sought refuge in places thousands of miles away from their homelands. There are tens of thousands of Somali refugees in Canada; the majority settled in Metropolitan Toronto. Upon arrival, Somalis, still suffering from the trauma of war and uprooting, face the challenges of adapting to life in the post-modern Canadian society. Adaptation implies bridging the cultural differences between Somalia and Canada.

This study, using ethnographic methods such as in-depth interviewing and participant observations, explores the socio-cultural experiences of Somali refugees in Toronto during the process of adaptation. The research questions focus on challenges Somalis face during the adaptation process, and the coping mechanisms they employ in response to the challenges they face.

The study finds that, as recent migrants, Somali refugees have not achieved significant structural integration into the social, economic, and political structures of Canadian society. Dependence on social welfare assistance, a high rate of unemployment, limited educational pursuits, and social and residential segregation are features common among Somali refugees in Toronto. Factors that hinder their effective integration include lack of access to critical initial resettlement services; limited length of residence; limited proficiency in official languages of Canada; and prejudice, discrimination, and racism directed against them as Blacks and as Muslims.

Internally, Somalis are making significant cultural adaptations by synthesizing elements of the two cultures. Younger Somalis are acquiring the values of their peers, which create intergenerational conflicts within the family. Religiosity among the adults and some youngsters is also on the rise. Somalis have created their own ethnic institutions such as businesses and community organizations to provide critical services.

However, considering the salience of racism in Canada and the exclusion of Black ethnic groups from the economic, social, and political structures, it is unlikely that the experience of the Somalis in Canada would be significantly different than that of other Blacks. Most Somalis identify themselves first as Muslims, and second as Somalis, but others see them just as Blacks.

203. Knowing and Understanding through Auto/Ethnography: Narrative on Transformative Learning Experience of an International Graduate Student

Tossapom Sariyant

Chair: Gretchen B. Rossman 2002

This dissertation is a narrative of self-representation, one that employs auto/ethnographical methodology to illustrate the process of the transformative learning experience of an international graduate student. This narrative focuses on showing the process, including the continually nature of personal transformation and transformative learning experiences. Through auto/ethnographical portrayal, I show how the process of self-knowing and self-understanding enables me to relate and then transform my knowledge and my understanding of interrelationships between interdisciplinary discourses on education for (social and personal) transformation. I also show how reflexivity enables me to realize possibilities to apply theoretical insight and knowledge that I have acquired from my graduate study in my future practice as a nonformal educator.

I use a variety of auto/ethnographical representations to illustrate how the historical shifts and changes in theoretical and epistemological assumptions have continually affected the transformation in the articulations of international development policy and the development of educational models as well as pedagogical interpretations and practices of education for empowerment that are implemented in various societal contexts and institutions. Using self-reflexivity during the process of writing auto/ethnography, I show how my personal experiences, which I attained from different learning contexts, influence the transformation in

my understanding, my interpretation and my practices of specific pedagogical approaches for empowerment.

204. Stewardship as a Transformative Practice: An Inquiry into the Nature of Sustained Involvement and Ongoing Learning of Environmental Stewards

Mark Demoranville

Chair: Robert J. Miltz

2002

Stewardship, a trust that we have been given to pass our Earth on to future generations so that they may benefit from its wealth as we have, is a powerful concept. The more that people can begin to understand it and harness it in order to set a course for action, the greater will be our cause for hope, and perhaps even optimism, about the future of the Earth and the lives our children will enjoy.

Increasingly over the past fifteen years or so, a number of small, community-based environmental groups have embraced stewardship as a core component of their mission. While their approaches to advocacy and action are diverse, and while the foci of their work may vary, these groups hold in common a deep sense of responsibility to preserve and protect the natural resources of their home place.

People engaged in the work of these groups, whether as volunteers, paid staff, or affiliates, come from a range of educational and professional backgrounds, as well as life experience. As a result, there may be a number of different reasons why they initially got involved, why they remain involved over a period of several years, and how they address any personal learning needs that arise from their involvement. Nevertheless, patterns may be discerned for all of these dynamics, across educational and professional backgrounds, as well as within and across different groups.

Further, there is a potential for meaning perspective transformation from engagement in community-based environmental stewardship. This takes many forms, with the end result a significant change in one's worldview.

Through a review of primary source literature produced by each of the three groups included in

the study, a series of short, structured interviews with thirty participants (ten from each group), and a series of nine longer, unstructured second interviews with nine of the original thirty (three from each group), data was collected for the study. Data was analyzed first by creating profiles of the three community-based environmental stewardship groups, using the primary source literature and interview responses. Categories within the four dynamics of personal involvement (patterns of initial involvement, patterns of sustained involvement, patterns of ongoing learning, and patterns of transformation) as well as organizational dynamics (patterns of community building, group dynamics) were discerned from the data and analyzed.

The results of the analysis offer a number of suggestions for stewardship educators working with community based environmental groups. However, it should be noted that findings from this research are not generalizable — the study was qualitative, and participants were not randomly selected. A number of suggestions for further research are therefore offered.

This research offers several recommendations, such as: (1) Reinforcing the partnership web of family, community and family through educational policies; (2) Narrowing the gap between children from poor and non-poor families in their access to educational resources; (3) Developing strategies to improve the quality of education for all children in Viet Nam, especially for ethnic minority children.

205. Women of Color Staking a Claim for Cyber Domain: Unpacking the Racial/Gender GAP in Science, Mathematics, Engineering, and Technology (SMET)

Nancy H. Sosnowski

Chau.: Robert!. Miltz

2002

Women and girls of color are severely under-represented in the fields of Science, Mathematics, Engineering and Technology (SMET). Research indicates that SMET will continue to be dominated by men unless we address the needs of women of color to gain entry and sustain a career in these fields. Women of color issues and concerns are

often combined with those of white middle class women, thereby making it difficult to tease out what is important to them in relationship to SMET. This qualitative research project was conducted at a large public university over a three-month period with a group of women of color undergraduates, graduates and professionals in the field of engineering. Methods utilized included phenomenological in-depth interviews and observation.

The study gave voice to what they encountered regarding access, recruitment, and retention to SMET careers, the gender and racial biased attitudes and practices that either supported or obstructed their determination to move forward along the engineering pipeline and the encouraging and discouraging relationships which supported or obstructed the women's determination to succeed in the field. The findings point out the important role engineering departments must take in lowering first year attrition rates by providing an inclusive, "women" friendly environment that provides same sex/race mentors, tutors and programs to encourage and support students through difficult times. Diversity workshops and programs should be created to inform faculty and administrators to develop more effective and respectful ways of communicating with different ethnicities. Creating inclusive pedagogy integrated with feminist frames and constructivist teaching methods whereby students lived reality is integrated into practical applications of knowledge would provide a more comprehensive, interesting and fun way to learn science, math and technology thereby alleviating the boredom often found in engineering courses. The study also identified the important role families played in the success of the women, especially the role of mother and daughter, which prepared these women academically and emotionally for the rigors of engineering. Moreover, K-12 teachers need to learn about, promote and facilitate skills development for girls of color to gain entry to SMET careers. One teacher can make a difference.

- 206. From Holistic Worldview to Holistic Education: Cross-Boundary Journey's of Educators Toward Integrative Learning and Integral Being**
Fan Yihong

Chair: Gretchen B. Rossman 2002

This study was a phenomenological inquiry into the concrete and lived experiences of educators in a holistic school in Ecuador and from the founder of a creativity methodology program in Vietnam. These educators embarked on the remarkable journey from realizing the importance of holistic worldview to bringing about holistic education. The purpose of the study was to explore the significance of holistic worldview for education through investigating life-world stories. Using in-depth phenomenological interviews, the study explored these educators' past experiences, their present experiences and the integration of their past experiences with their present experiences. From a cross-case synthesis the salient themes and patterns evolved and unfolded into an interwoven web of *knowing, doing, being* and *becoming*. When this web is displayed in a two dimensional form it depicts the four most important dimensions of holistic educators: 1) the *integrated knowing* of the self, the subject, the students and the world; 2) the *harmonious doing* to create nurturing learning environments; 3) the genuine being to serve as authentic modeling; and 4) the *ever-evolving becoming* that seeks deeper meaning and larger purpose of life. When transform this web to a three-dimensional spiral, it portrays the dynamic, evolving, uplifting and transcending nature of the journey of holistic educators, where the four elements merge into an ultimate oneness that represents the essence of holistic educators. As Mario Solis suggests in my interview with him, "in a deep sense, my capacity as an educator comes from my choice to allow life to unfold through me and to demonstrate from my entire being."

The study manifests that when educators' entire being lives through their knowing and strives for becoming, namely, a higher purpose and deeper meaning of life, their vision and mission are not empty words on paper but rather a reality of life that they have created as the result of drawing from energy and resources from the creative, implicate order of life. The major insight of the journeys of these holistic educators is about touching the higher values of themselves, allowing themselves to manifest the excellence from within, and in turn, allowing others to manifest their inner resources, creativity and excellence. The study demonstrates how the holistic educators have successfully created a caring, nurturing, and

nourishing learning environment where loving for life, appreciating relationship, learning to live and to create, living to transcend, and educating for peace are modeled and fostered.

207. Instructional Web Sites Design: An Object-Oriented Approach

Thomas Zschocke

Chair: Robert J. Miltz

2002

The great variety of authoring activities involved in the development of Web-based learning environments requires a more comprehensive integration of principles and strategies not only from instructional design, but also from other disciplines such as human-computer interaction and software engineering. The present dissertation addresses this issue by proposing an object-oriented instructional design (OOID) model based on Tennyson's fourth generation instructional systems development (ISD4) model. It incorporates object-oriented analysis and design methods from human-computer interaction (HCI) and software engineering into a single framework for Internet use in education.

Introducing object orientation into the instructional design of distributed hypermedia learning environments allows for an enhanced utilization of so-called learning objects that can be used, re-used or referenced during technology-mediated instruction. In addition, by applying the Unified Modeling Language (UML), a modeling notation tool is available to instructional designers that helps them to visually communicate design specifications using a widely established standard.

This developmental research study is based on an extensive document analysis of resources from a variety of disciplines involved in the instructional Web site development process. The author identifies a set of authoring activities from ISD as well as HCI and software engineering that play a major role in instructional Web sites development. These authoring activities have been specified based on the object-oriented paradigm and visualized using UML. The author provides an example from a higher education setting about how the OOID model can be implemented in the design of Web-based instruction.

This study contributes to the ongoing research into the design of Web-based instruction. The results will be of interest to educators, instructional designers, and other e-learning specialists who want to implement learning objects and improve their development of Web-based instruction by incorporating object orientation as the primary development paradigm and UML as the principle modeling notation tool. This research also provides suggestions on how to develop instructional Web sites for international use.

208. Determining Support for New Teachers in Namibian Schools

Michael K. Tjivikua

Chair: David R. Evans

This study examined the effectiveness of a national support program in Namibia designed to help new teachers improve teaching and enhance student learning. The support activities currently undertaken are short-lived and not effective, therefore not providing teachers with the continual support needed to strengthen and augment their repertoires.

The study also examined problems experienced by new teachers in their initial years of teaching. A major problem affecting teachers' competencies in Namibia is the availability of teaching and learning resources. Another impediment perplexing teachers is learner discipline. Teachers need the appropriate skills to be able to adequately deal with these and other problems so as to create a nurturing environment for teaching and learning.

Based on the recommendations teachers made, a national support program for helping teachers deal effectively with aspects of teaching and learning was advanced. Teachers recommended that the support program incorporate induction and mentoring sessions for new teachers. They also strongly recommended that the program effectively deal with competencies in curriculum and instruction. Teachers reiterated the need for access to knowledge, provision of sufficient teaching and learning resources and opportunities for further education.

**209. Development Discourse for
Socio-Emotional Well-being**
Friedrich W. Affolter
Chair: David R. Evans 2003

Socio-emotional (or psycho-social) well-being, established through nurturing relationships and community experiences, enable children and adults to evolve into caring, non-violent, emotionally healthy citizens. As globalization, social changes and political unrest have - in recent decades - led to increased levels of "socially constructed uncertainty" (Mams, 1991), they put a squeeze on social support networks and care-taking relationships, and jeopardize the prospects for the constructive satisfaction of fundamental psychological needs across diverse segments of human societies.

This dissertation evaluated purposefully-selected development texts' tendencies to make socio-emotionally conducive - or neglectful - program recommendations, by proposing and applying a socio-emotional capacity building framework that draws from research produced in the areas of developmental psychology, peace psychology, and sociology. A mixed-methods text-analytical approach was deployed that combines ideological and critical discourse analyses, as well as quantitative/qualitative content analyses for determining the extent to which development texts acknowledge the relevance of socio-emotional well-being for human and social capital development. The study followed an expertise-based evaluation model called "connoisseurship and criticism" (Eisner, 2002), by first describing and analyzing policy texts, and subsequently engaging in a critical text evaluation.

The study found that UN conference reports indirectly acknowledge the relevance for socio-emotional enablement and protection, in the context of discussions related to human and children's rights, education, or women's empowerment. However, they only marginally discuss the need to foster socio-emotional well-being as a human capacity development rationale per se.

The IMF, while acknowledging responsibility for the social conduciveness of macro-economic development interventions, does not discuss issues related to socio-emotional capacity development.

The World Bank's strategic plan and other strategy papers touch on issues of socio-emotional capacity development only tangentially.

The study concludes that the discourse communities that have authored the development texts analyzed in this study largely ignore the question of socio-emotional well-being for human and social capital development. Their discourse "backgrounds" discussions about the kind and nature of social structures necessary for nurturing socio-emotional enablement and well-being. Developmental psychologists are challenged to "infect" socio-economic development discourse by calling for the effective integration of the theme of socio-emotional well-being into socio-economic development publications.

210. Learning Resistance in West Timor
Karen Campbell-Nelson
Chair: Gretchen B. Rossman 2003

This case study, set in the south central highlands of West Timor, Indonesia, presents a range of strategies used by non-governmental organizations (NGOs) and local farmers to resist the mining of two marble peaks. The narrative, set within the context of political developments in Indonesia in recent years, is presented through several genres to enhance an ethnographic exploration of learning in a context of resistance. Some of the issues explored in the telling of the tale include gender and resistance, and the juxtaposition of NGO and farmer strategies of resistance as shaped by their different relationships to social and political institutions of the nation-state.

The study, however, is not limited only to a discussion of strategies, the "what and how" of resistance - resistance as curriculum - but also looks at resistance as a learning regime, the heuristic occasion for the articulation of identity in which those on the underside of power assert human identity over an identity as victims. The analysis of resistance as learning regime draws on a local hermeneutical framework that situates recognition as a response to the epistemological violation inherent in the mining, rehearsal as a response to cultural violation, and reciprocity as a response to economic violation. This privileging of recognition, rehearsal, and reciprocity is the

perspective from which I argue that subsistence agriculture is a way of life that integrates rather than separates cultural, ecological, economic, and epistemological aspects of identity. As such, it is a viable alternative to projects of unsustainable economic development, such as mining marble, that tear apart ecological systems and the ways of life embedded in those systems in order to control them.

- 211. A Conceptual Framework for Effective Strategies for Information and Computer Technologies in Education: A Case Study of Mauritius**
Papayah Guruvadoo
Chair: Robert J. Miltz 2003

This dissertation focuses on three country case studies: Singapore, United Kingdom, and United States, with occasional compelling examples from elsewhere. The cases are analyzed and synthesized into a rich and comprehensive conceptual framework with contextual factors and a set of metrics that can be used as a lens to assess a country's readiness and needs in terms of Information and Computer Technology education. The lens is applied directly to the case study of Mauritius as a test-bed, and yields the basis of a consensual strategic technology plan for education. Finally, the lens is tweaked to examine possible technology transfer to developing countries, in particular, to Africa.

Further, this study develops the human capacity component of the United Nations Development Program. Markle Foundation's conceptual framework of the components of the development dynamic model, into a model for ICT education, thus providing an integrated conceptual model for ICT education, and ICT industry and/or development.

By scanning the environment against the backdrop of the Information Revolution, the author reaped a body of practices and refined them into a set of best practices in teaching, learning, educational administration, school restructure, teacher training, infrastructure, contents, research and evaluation, school linkages with parents, community, business, and other stakeholders, strategic compact, leadership, funding, and sustainability.

The results of the study impact e-learning and virtual institutions, the digital child, information literacy, computer fluency and new skills for productivity and creativity in the emerging knowledge-based society, and the digital divide. The implications of the dissertation are the provision of a clear guide to effective planning for ICT education for a broad range of countries and ICT transfer to developing countries. The study also explores some pathways in the search for a new social order where the digital capital of the ICT-developed countries could extend the digital dividends to minimize the digital divide within and between countries. It fills a gap in an increasingly important area of knowledge in a confused and turbulent environment.

It will be useful to most governments, which have recently expressed some ambitious strategies for stimulating and supporting the use of ICT in education.

- 212. Evaluation of the Oppressed: A Social Justice Approach to Program Evaluation**
Mohamed Ibrahim
Chair: Robert J. Miltz 2003

In this dissertation, I explored a different concept in program evaluation. There is little literature on using evaluation research as a tool for social justice. The Oppression Evaluation Approach I am introducing is about an alternative method in conducting program evaluation under dominant political conditions, simply dealing with the ethical question: whose side are the evaluators on? The study is based on the experiences of environmental activists in Sudan who have worked under oppressive environments for decades, and how this reflected on the microenvironment of projects run by authoritative managements.

The purpose of this study was:

1) To critically review the concept of educational evaluation, with a focus on areas that are not usually tackled, e.g., evaluation abuse. I introduced a number of illegitimate purposes for doing program evaluations in addition to the ones cited in the U.S.A evaluation literature. I also highlighted major contemporary models and approaches, which have emerged during the past three decades.

2) To introduce a new approach or model, tentatively called Oppression Evaluation, to develop its theoretical framework based on my experience with evaluation projects in the Third World. I accomplished this and introduced the distinct characteristics of this approach (pre-starting conditions, evaluators' role, covert agenda, power relationships, type of data, risk factors, etc.). This was a major achievement of this research.

3) To explore similarities and differences of this approach in two environmental social justice projects in Sudan and Massachusetts, using a comparative case study design. The key findings were similar methods used in both cases, even with different political environments, due to the shared environmental vision by the two organizations. The adopted methodology in this research was qualitative, focusing on detailed descriptions of the two case studies. I relied on my role in the Sudanese case on reviewing its literature and documents, and introducing a distinguished data gathering technique that is used among left movement in Sudan, which I called "Zameel Network." In the second case, I gathered data via email, media documentation, in-depth interviews, direct and participant-observation, and photography.

213. Priorities in Conflict: Livelihood Practices, Environmental Threats and the Conservation of Biodiversity in Madagascar

Michael Simsik

Chair: Gretchen B. Rossman 2003

Madagascar is one of the richest sites of biodiversity in the world. During the last two decades, it has been the target of foreign aid in an effort to halt biodiversity depletion. Despite these efforts, deforestation continues unabated and the conservation activities undertaken to date have been largely ineffective. To better understand the reasons for continued environmental degradation in Madagascar, a political ecology research framework is used to identify different actors vying for access to natural resources and the extent to which their actions influence the conditions of biodiversity on the island. The application of this framework in a region on the central highlands of Madagascar reveals that local actors (most of

whom are subsistence agriculturalists) resent conservation programs that fail to include them as part of the 'biodiversity' that international environmental nongovernmental organizations (IENGOS) are laboring to conserve. Local actors are frustrated by state-sponsored conservation programs that simultaneously victimize and penalize them by taking away traditional lands and then giving them 'protected area' status. At the same time, elite and extralocal interests (e.g., politicians, businessmen), in collaboration with government civil servants, exert their power and influence to mine state resources for their personal benefit. It is this inequality in power and influence that permits extralocal actors to continue the pillaging of state resources without any accountability, as IENGOS and their donors willfully turn a blind eye to these activities. This research posits that contrary to the conventional wisdom of IENGOS working in the country, it is the extralocal actor group, and not the local, that is the primary agent of biodiversity destruction in this region of Madagascar. The behaviors of all of the actors in this situation assure the continuation of the status quo, which includes current patterns of biodiversity elimination. If this situation continues, the Malagasy rainforest and associated biodiversity will surely be eliminated in the near future. To be more effective, IENGOS in Madagascar and elsewhere must take a more vigorous stance in working with local communities to address fundamental causes of biodiversity depletion.

214. The process of collaborative capacity building: The journey towards achieving self-management for local INGO staff in the LAO PDR

Mainus Sultan

Chair: Robert J. Mitz 2003

The geographic landscape of this study is the Lao Peoples' Democratic Republic (PDR), also known by its French name Laos. Located in Southeast Asia, the Lao PDR is one of the six remaining socialist countries in the world. During my fieldwork in the Lao PDR, I facilitated a process of action research with a group of Lao international non-government organizations (INGO) workers. Additionally, I used qualitative research methods to capture the perceptions of the Lao development

workers who collaborated with this study. This dissertation is primarily based on the data that I have documented through interviews, participant observation, focus group discussion and reflective story writing.

The core educational problem that I studied is to examine the historical reasons for the modest educational infrastructure in the Lao PDR and its impact on the growth of the development sector. The other related issues I explored include the limitations of mainstream development and educational models as well as the opportunities emerging as a result of the country's integration with the globalization process. Within the backdrop of the problem mentioned, the main purpose of this study is to explore an alternative strategy that has potential to facilitate the growth of local human resource capacity. The rationale for this exploratory endeavor is to generate functional knowledge that will potentially assist the policy makers and practitioners to develop an appropriate approach for the local human resource capacity building process.

The research method I adapted in the field was a combination of action research and phenomenological inquiry. The key question that I pursued was "What is the process of collaborative capacity building that includes an alternative educational approach and model which have the potential to help Lao INGO staff to increase their capacity as development workers and, in the longer term, develop skills for self-management?" I employed four techniques of data collection, which included interviewing 26 individuals, documenting action research process through the participant observation method, assisting Lao INGO staff to write reflective stories and conducting three focus group discussions. During the data analysis stage, I tried to incorporate the voices of the participants of the action research project to allow them constructing their way of knowing.

215. A Pedagogy of Disharmony: Subjects, Economies, Desires

Kenneth Byrne

Chair: Robert J. Miltz

2003

This dissertation asserts the importance of acknowledging and incorporating lack in the

theory and practice of pedagogy. The alternative view, that identity can be fixed, can be understood in Lacanian terms as a fantasy construction. Such fantasies have powerful effects, sedimenting individual and social desires, and blocking potential alternative subjectivities and social practices from emerging. The dissertation therefore aims to challenge fantastic representations of the fixed subject and the fixed social structure prevalent in educational discourse, and to argue further that a differently oriented pedagogy, focused on acknowledging and maintaining the lack or negativity at the heart of identity, may provide the opportunity for these possible subjects and practices to proliferate.

This dissertation will critique the fantasies of humanism and of structuralism that are widespread in educational theory and practice, arguing in particular that widespread in educational theory and practice, arguing in particular that widespread understandings of the relationship between subjects and economic reality lead to political impasse. Using Derridean deconstruction, post-structuralist Marxian economic theory, and Lacanian psychoanalytical theory, the dissertation then explores discourses on subjectivity and economic reality in the context of the Rethinking Economy project, an interdisciplinary qualitative research project in the Pioneer Valley region of western Massachusetts. A symptomatic reading of the project's text argues for the powerful presence of fantasy in the economic narratives of individuals, in the mainstream economic development conversation, in progressive educational discourse, and in alternative, marginal or daily economic discourse.

The pedagogical moments of the project will be used to illustrate an educational practice that attempts to destabilize fantastical attachments. Based on this reading, I will propose a more general model for educational philosophy and pedagogical practice, one which is based neither on an essentialist view of the subject nor on an essentialist view of the social field and yet which is still foregrounded in particular political and ethical commitments.

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216. Monitoring and Evaluating Adult Education Programs in The District of Columbia

Lulu Mary Davies

Chair: George E. Urch 2003

Survey data collected over the years indicate the pressing need for quality adult education programs in the District of Columbia. According to the National Adult Literacy Survey of 1996, it was reported that the District had the lowest proficiency (61%) in the nation when compared to the 50 states of the United States. This implied that 61% of adults in the District were unable to respond to tasks requiring high-level reading and problem-solving abilities. It was also reported that 85% of District residents with the lowest proficiency levels were those receiving government assistance, otherwise called welfare or Temporary Assistance for Needy Families recipients.

According to the National Adult Literacy Survey in 1999, over 50% of the District's high school students had dropped out. For those students who stayed in school and graduated, many tested below high school reading levels. As literacy levels showed such disappointing trends, so also did the unemployment rate, which was estimated by NALS (the National Adult Literacy Survey) at 4.4% in June 2000.

Based on these complexities, concerns have been raised among adult education practitioners concerning the capacity of the existing adult education organizations in the District to provide employment-focused adult education training. The dissertation proposes that monitoring has the potential to serve as a management tool by identifying management training needs, and by ensuring that these needs are met in a timely fashion through the identification and provision of on-going technical assistance.

The dissertation examines the ways that programs can build on strengths and address areas of weaknesses through the use of a monitoring instrument and the corrective action tool. Theories of formative evaluation, decentralization and social capital are examined closely and relationships are established between them. The dissertation reviews the theories and conceptual framework that illustrates the connection between formative evaluation and monitoring on the one hand, and

formative evaluation, decentralization and social capital on the other. Also examined is the historical context of adult education's early beginnings in the District, and the role of the Department of Human Services, and the District's Public Schools. A case study approach is used and the major issues that evolve are examined. The author describes the impact of these issues on the monitoring process and closes with a discussion of future trends and provides suggestions for further research.

217. Nurturance: An Andean Amerindian Way of Life as an Alternative Construct to Development Theory and Practice

Cole Genge

Chair: Robert J. Miltz 2003

The field of international development has long been criticized for its insensitivity towards the traditions, dignity and honor of indigenous people. This study uses a grounded theory approach for identifying patterns in an Andean Amerindian way of life so as to provide an alternative construct to development theory and practice as perceived in the central Andes of Bolivia.

Initial research lead to the surfacing of the concept of "nurturance" understood to be a system of reciprocity that is grounded in open, frank, and willing conversation with another - be this human or otherwise - as a means of communicating feelings, needs, and longings that can lead towards change. It is a process that is integral to an Andean Amerindian way of life that is neither imposed or alien to the way of thinking and doing; it is part of life itself. Four aspects of nurturance are explored in some depth in order to provide a firm understanding of the spiritual nature, community spirit, environmental ethic, and economic cooperation that makes living in the traditional Andes possible.

The dissertation is meant to inform a western audience - particularly a western audience working in the field of development in the Andean region - and provide a fresh outlook on what is lived and experienced by Andean Amerindians; to exemplify the notion that Andean Amerindians are not the vulnerable *other* in need of hand holding that governments and development projects would

sometimes lead the public to believe. Rather, that the concept of "nurturance" is a powerful construct for development to embrace. In order for this embrace to take place, I propose "engagement" as a concept for the operationalization of nurturance into communities of scale.

What I propose is a process of engagement that is informed by nurturance and its four elements (spirituality, community, nature, economy) in order to foster and strengthen community life. This process of nurturance allows for members of the human species to interact with one another non-aggressively and the potential to move Andean Amerindians and non-Andean Amerindians toward a genuine understanding of *another*.

218. Perspective Transformation: An Ethnoculturally-Based Community Service Learning with Refugees and Immigrants Students

Shekhar Kumar Regmi

Chair: Robert J. Miltz 2003

This dissertation aims to foster a discussion among adult education practitioners on the connections between transformative learning theory and ethnoculture-based community service learning. Based on the concept of perspective transformation described by Jack Mezirow (1991), the study explores how perspective transformation occurs in an ethnoculturally-based community service-learning course whose focus is on helping students to understand themselves within the context of their ethnic and cultural identity.

As a practitioner of adult education I am looking for ways that my research, teaching, and practice are connected. The dissertation employed qualitative research, in particular drawing on ten in-depth interviews, and participant observation, and reflection papers to examine a variety of perspectives in order to analyze the implications of transformative learning theory for practitioners working with refugee and immigrant students.

My research data consistently speaks of a heightened sense of cultural identity and personal development, a greater mastery of leadership skills, an enhanced self-esteem, and more complex patterns of thought in the form of critical

reflection. Most of the immigrants and refugee students expressed that CIRCLE exposed to a large and diverse immigrants and refugee community had significant and positive effects on their identity development process. In summary, my study suggests that the ethnoculturally-based community service can and often does have a transformational impact on participants.

219. Modernizing English Teacher Education in China: Faculty Perspectives

Timothy Taylor

Chair: George E. Urch 2003

Chinese English teacher education is a product of diverse socio-cultural influences, among which Marxism, Confucianism, Russian linguistics and the traditional Chinese teacher-as-mentor role feature prominently. The approach to training English teachers is gradually adopting a more modern approach in response to a burgeoning population of English students, economic demand, technological advances and an awareness of alternatives as the result of international exchange. The study is an interdisciplinary inquiry into the social dynamics of this context and process of change considered from the perspective of its chief agents, teacher education faculty.

The principal research was conducted as a case study at China's largest teacher training university, Hebei Teachers' University, from 1997 to 1999. The study presents the results of 54 in-depth phenomenological interviews with 20 participants involved in English teacher education. The analysis of data from the faculty interviews reveals recurrent themes about the current process of teacher education. Among the dominant influences on English teacher training are the bureaucratic organizational structure of the university; an academic culture favoring theory above practice; the training strategy of learning by imitation, which is reinforced by social strictures that demand conformity; and a cultural ethic mandating the appearance of harmony in collegial relations. The process and prospects of modernizing teacher education are explored and presented. The role of administrative restructuring, foreign teachers, study abroad, the availability of teaching technology, and the

changing economy are among the perceived influences on this process.

The study contextualizes the faculty perspectives by exploring the historical foundations of English teacher education in China from the beginning of the missionary era up to the modern period in which the study was conducted (1664 - 1997). The study establishes a complimentary, philosophical foundation for the faculty perspectives with a discussion of phenomenology as it relates to the exploration of meaning in individual undertaking. Making meaning is a process that takes place within a landscape of one's own personal, social and cultural experience, which further serves as a constant referent.

As a response to the faculty perspectives, the study finally offers some local scale recommendations for modernizing teacher education. The emphasis is on low cost, culturally appropriate, practicable steps that can be taken, with administrative approval, at the department level and by or directly for the faculty or their supervisors. These include an enhanced role for administrators as mouthpieces of reform; modeling alternative practice by internationally trained colleagues and foreign teachers; adopting systematic observation and feedback protocols; and an increased variety of other specific professional development opportunities.

220. Family, Community-based Social Capital and Educational Attainment during the Doi Moi Process in Viet Nam

Duong Van Thanh

Chair: Dr. David R. Evans 2002

We still have a limited understanding of the factors leading to the large differences in educational attainment in the developing world. This empirical study attempted to gain a better understanding of educational attainment in developing countries by examining social factors in order to determine whether or not family-and community-based social-capital affect Vietnamese students' educational attainment during the on-going renewal (*doi moi*) process in Viet Nam.

The research design combined quantitative and qualitative methods in order to understand the

complex factors associated with students' educational attainment. I conducted a survey in 360 households of six villages in the Me Linh district, Vinh Phuc province, Viet Nam, from March to September 2001. In addition, I used strategies to capture a range of ethnic, gender and rural variations. Descriptive statistics together with model testing from the surveys of households, teachers and community members, along with interpretive data from informal discussions and focus group interviews, situated the empirical analyses in a socio-cultural context.

This study's central hypothesis is that family and community social capital increases students' educational attainment. The study examined the three types of capital within the family: financial capital, human capital and social capital. Using the logistic regression model, I found that the mother's and the father's educational levels and the interaction between parents and children positively influenced the school attendance of children. The analyses of variances (ANOVA) also indicated that family social capital is important to the process of educational attainment, i.e. school attendance and educational achievement. Family social capital, combined with financial and human capital, has added a great deal to the educational attainment for children in Me Linh district. This study goes beyond the traditional status attainment model which concentrates heavily on socioeconomic status.

Given the context of the current renewal in Viet Nam, social capital formation was found to be context specific in this study. Significantly, interpretive data revealed that poor children in rural areas of Viet Nam encountered a variety of problems related to economic constraints, household responsibilities, culture, and inadequate support on the part of schools and communities at large. Some of the problems identified were: rising cost of education, lack of access to educational resources, and irrelevance of education for ethnic minority children.

221. Voices of Rural Women in Nepal: Impacts of Literacy on the Lives of Women

Keshab Deep Thapaliya

Chair: Robert J. Miltz 2003

The study explored the complexity of female literacy from the lived experiences of women. The purpose of this qualitative research was to describe rural women's perceptions about literacy to assess the extent to which it impacts their lives.

Female literacy is exceptionally low in Nepal. Despite the government and non-governmental organizations' (domestic and international) efforts to raise women's educational status by organizing literacy programs throughout the country, women have rarely benefited from them. Most literacy programs are top-down, short spanned, often organized in a community by outside literacy providers, usually males. These programs are resource intensive, both physical and human, keeping their services from reaching a multitude of illiterates. In addition, the teaching methods, materials and program strategies used in most adult literacy programs hardly reflect, in particular, the interest, needs and concerns of women. Since there are few studies describing women's perceptions about literacy, we have little understanding of the complexity of female literacy. What did literacy mean to rural women? What did the women perceive as benefits from literacy? What did they aspire to after becoming literate? How did they retain their newly acquired literacy and numeracy skills? The study shed light on these fundamental questions.

Using the participant observation, in-depth interview and focus group discussions this study collected qualitative data from 150 hours of observation, 15 individual in-depth interviews and six focus group discussions with 48 rural women. The data was collected from twelve sites across the country over a period of two years.

The study indicated that rural women needed literacy skills for fulfilling their needs as expressed in social, cultural and economic practices. The need for literacy to actively participate in economic activities was, however,

felt strongly as most of the rural women were facing economic hardships. The study also pointed to the existence of multiple literacy practices in the rural areas. The relationship between literacy and a positive change in women's lives was indicated by a difference in their knowledge base, attitude and behavior. Women's increased abilities to articulate their concerns, participate in decision making, organize themselves for collective actions were some of the examples that entailed a change in behavior of the women. Even for those who did not become fully literate, these experiences were empowering. It was also clear that literacy programs alone could not help women become literate; they were just the exposures to the mechanics of literacy. Self-help literacy programs organized on a cost-sharing basis encouraged women to commit strongly to literacy. The study indicated that woman's motivation for literacy dwindles when they lack a real purpose to become literate. But, the only way to master them was through continuous and persistent practice of newly acquired skills.

222. Sudanese refugee women becoming activists: The role of Popular Education (Egypt, United States)

Magda M. Ahmed

Chair: Robert Miltz 2003

Due to the disruption of refugee women's lives before, during, and after flight, they take on new roles and responsibilities that raise the need for refugee women to acquire new skills and tools with which to handle their new life. The conventional approach is to look at a refugee as a problem and a deficit, desperately in need of services rather than looking at refugees as having agency, motivated, strong, and able to solve their own problems. This has resulted in programs that are not intended to empower refugee women but rather to provide for them.

The main purpose of this research was to understand Sudanese refugee women's activist experiences within their communities in order to explore and analyze the possibilities of using Popular Education methods and philosophies in the context of refugee women's lives. A second related purpose was to inquire into the extent to

which Sudanese refugee women activists were themselves adapting and using Popular Education methods in their daily struggles. My assumption was that none of these activists were familiar enough with Popular Education techniques to utilize them in their everyday work and reduce the burden of being frustrated and burned out as a result. I assured that if you provide services plus activism you get reform within the existing system and there is no radical change: but if you provide Popular Education and activism you get radical change because you build awareness and you sustain empowerment.

As a result of this research the author found that refugee women in general and activists in particular need more than support for their basic livelihood needs. They require skills development and educational interventions that help them to be participants in the decision-making process involved in what, how and where programs should to be developed. There is a strong need for an educational intervention that develops awareness and promotes change by refugee women themselves.

The Sudanese refugee women activists in this study lacked the knowledge and the tools to implement Popular Education methodologies. All the activists in this study had some experience with non-formal educational pedagogy, but all of them lacked specific training that would enable them to use Popular Education approaches in their daily struggles. There is a great need to develop programs that adapt Popular Education philosophies and methods so that the claim of empowering refugee women becomes reality.

Qualitative research methods were used including intensive one-on-one interviews and a focus group was conducted to explore and understand the life histories of Sudanese refugee women activists who live and work within their communities in Cairo Egypt and in the United States.

223. Organize or die: Exploring the political and organizational activities of the Tanzania Teacher Union

Fulgence S. Swai

Chair: David R. Evans 2004

This dissertation explores the political and organizational activities of the Tanzania Teacher Union (TTU). This study attempts to find an organizational model for teacher unions in Africa that will increase their ability to influence policies, taking the example of the Tanzanian Teacher Union.

The study is based on data collected from an open ended questionnaire survey, documentation, the union, relevant literature, focus group interactions developed by the participants on their own, and from correspondence with union leaders.

The data obtained have been subjected to a combination of document and content analyses. Results were triangulated by using a variety of sources including mass media, correspondence, union reports, minutes of various meetings, and articles written before the formation of the union.

The union was analyzed using the theoretical model of Ofori-Dankwa (1993) that characterizes trade unions using two dimensions political and economic which define four paradigms for unions. From the data collected, the researcher concluded that the TTU belongs to the Low Political, Low Economic paradigm. Analysis of the goals of the union however, suggests that it would be more effective in achieving its goals if it moved toward the High Political, High Economic paradigm.

The data revealed that the union has trouble addressing a variety of problems including salary/pension delays that make it difficult for members to pay their medical bills and devoting sufficient attention to the problem of HIV/AIDS among teachers. The data also indicated that there are no mechanisms to develop programs for institutionalizing in-service training for members.

In addition, the union movement becomes the recipient of donor funding and unknowingly spends its own resources to support the donor driven projects. The union also lacks a mechanism for negotiating with the employer. There is resistance from the private employers and the government to provide such a legal system.

Finally, an area for further research is to investigate linkages of unions with the educational systems and other agencies interested in basic education. These linkages are what make unions sustainable while bringing to focus the coordination of organizational activities. The union faces a choice: either to organize itself appropriately or die.

**224. Analysis of a complex policy domain:
Access to secondary education in
Malawi**

Samson L.W Macjessie-Mbewe

Chair: Gretchen Rossman 2004

As in other developing countries, students' access to secondary education in Malawi has been a growing problem. Yet secondary education is crucial for human resource development. That is, the way people are allocated into the educational ladder directly influences human capacity building. This study analyzed how policies constrain the transition of rural primary school students to secondary school. The study answered two major questions: what do standard eight (grade eight) repetition, selection, and community day secondary school policies mean to teachers, students and parents? And what is the relationship between standard eight repetition, knowledge of the policies, and students' aspirations for secondary education? These questions were explored through a concurrent mixed methods design. Using purposeful sampling, data were collected through interviews, focus group discussions, questionnaire, and document review.

The results suggest that secondary school selection at standard eight is problematic and that participants showed ignorance of the policies guiding the selection process. Consequently, they behaved contrary to the policies' demands by encouraging students who are not selected to

repeat, hence affecting their access to secondary education. Assessing repetition and selection policies, participants felt the policies are not beneficial because students' repetition does not necessarily result from the students' own problems. In addition, implementation of the policies was found to be negatively affected by failure to track repeaters in the education system. It was also found that policy communication to rural schools is not effective and there is lack of grassroots stakeholder participation in the policy formation process. As a result, participants felt powerless to influence policy change. Because of the many problems in rural areas, participants felt rural schools should have special policies to facilitate students' access to secondary education.

On the conversion of Distance Education Centers to Community Day Secondary Schools (CDSSs), participants felt the conversion did not solve pre-existing problems and has decreased students' access to secondary education. CDSSs still offer low quality education and the communities are not empowered to run them. Due to problems in CDSSs and rural areas, participants requested the government to help their children attend better conventional schools with boarding facilities, qualified teachers, and adequate resources. The study ends with policy recommendations.

**225. Collaborating with refugee and
immigrant communities: Reflections of
an outsider**

Dale M. Jones

Chair: Gretchen Rossman 2004

This dissertation is a narrative self-representation of my professional experiences working as an outsider within two immigrant and refugee communities in Massachusetts. This study represents and illustrates my experience within the world of education and the personal transformation that took place during my encounters. The narrative focuses upon the interactions among the cultural liaisons, project participants and myself, and the profound effect that these experiences had upon my personal and professional research and practice. This study shows how diligent researcher praxis allowed for the alterations in my practice and research through acknowledging and deciphering fine points of the

insider/outsider dimension and cultural differences. A variety of themes and issues are articulated after careful analysis of the narrative. Assertions regarding the application of the emic and etic theory are woven throughout the narrative reconstruction of events. The learning contexts are community development projects that I participated in and built relationships with those from other cultures. I use the story telling component to relay messages of importance regarding the cultural assumptions and judgments that possibly cloud or brighten the development of good interpersonal and business relationships with people from cultures other than one's own.

The research ascertained a variety of themes and issues were present in my project experiences. These are: personal challenges, insider/outsider dimension, cultural issues, and relational trust building. From these themes I concluded that three main characteristics existed in relation to culture and insider/outsider theory. They are:

- (1) Insider/outsider relations are vigorous.
- (2) Insider/outsider relations are versatile.
- (3) Insider/outsider relations are rooted in context and influenced by politics and economics.

Insider/outsider characteristics were identified for research consideration, and to provide more efficient organization. These elements can be considered to be sensitizing concepts, which allow for a bridge of understanding to be created. By identifying these characteristics, people can see clearly where they are in relation to the other(s). Clearly identifying these characteristics allows for multiple levels of understanding to occur both for the insider and the outsider. This appreciation provided me with the preparation necessary to work among others from different cultures, with different beliefs and different practices.

226. Learning milieu for primary school teachers in Malawi: Perspectives, practices and policies

Fritz Kadyoma

Chair: David R. Evans

2004

The Malawi Ministry of Education's Policy and

Investment Framework (PIF) (1999-2009) on Basic Education highlights four major areas, as targets for educational reform. These areas are access, equity, efficiency and quality. One of the strategies identified to help improve quality is the provision of professional development support services to teachers. However, it is not clear as to what conditions in the teacher-learning milieu facilitate effective professional development of teachers. This study investigated such conditions.

Ethnographic approaches were used to investigate the problem in two districts, of Chiradzulu and Balaka, in the Southern Region of Malawi. Focus group discussions (FGDs), individual interviews, and case studies were principal research methods. Forty teachers, eleven head teachers, one Primary Education Adviser (PEA), four Assistant Center Coordinators (ACCOs) and six education officials participated in the study. Overall findings show that Malawi has structures and opportunities necessary for teacher-learning purposes. However, these structures and opportunities are neither well developed nor effectively coordinated to facilitate efficiency in the implementation of the teacher-learning programs. Consequently, the teacher-learning system is fragmented, incoherent and quite contradictory. Specific findings of the investigation include the following: (1) Teachers are interested in professional development, but they are not consulted enough on matters concerning their professional development. (2) Implementation strategies of some teacher-learning programs are perceived as redundant and overloaded. (3) Teachers and heads who participated in the study did not demonstrate knowledge of policies regarding their professional development; and, (4) numerous systemic problems abound that compromise the provision of professional development opportunities to teachers.

These issues call for a rationalization of the teacher-learning system, and the institutionalization of the teacher-learning programs. To that effect, the researcher recommends that (1) A national strategy for teacher education, now being developed, needs to be faithfully implemented, in order to provide

professional development to teachers in a systematic and concerted manner. (2) Ministry should create a forum for providers of teacher-learning programs and services, where issues pertaining to teacher learning can be thrashed out, on a regular basis; and, (3) ways of consulting and targeting teachers directly, for professional development, need to be sought.

227. Content validity of independently constructed curriculum-based examinations

Elias Watson Jani Chakwera
Chair: Stephen G. Sireci 2004

This study investigated the content validity of two independently constructed tests based on the Malawi School Certificate History syllabus. The key question was: To what extent do independently constructed examinations equivalently sample items from the same content and cognitive domains? This question was meant to examine the assumption that tests based on the same syllabus produce results that can be interpreted in similar manner in certification or promotion decisions on examinees without regard to the examination they took. In Malawi, such a study was important to provide evidence for the justification for using national examination results in placement and selection decisions.

Based on Cronbach's (1971) proposal, two teams of three teachers were drawn from six schools that were purposefully selected to participate in this study. Each team constructed a test using the Malawi School Certificate of Education (MSCE) History syllabus. The two tests were put together in a common mock examination, which was first piloted before the final form. Two hundred examinees from the participating schools took the common mock examination. Paired scores from the two tests and the same examinees' scores on MSCE History 1A were used in the analysis of testing the mean difference of dependent samples and variance comparison. Subject matter experts' ratings were used to evaluate content and cognitive relevance of the items in the test. The findings indicate that MSCE syllabus was a

well-defined operational universe of admissible observations because independently constructed tests equivalently tapped the same content. Their mean difference was not statistically different from zero and the mean of the squared difference scores was less than the sum of the split-half error variances. It was therefore, concluded that the two independently constructed were statistically equivalent. The two tests were also found to be statistically equivalent to the 2003 MSCE History 1A. However, the presence of stray items indicated syllabus looseness that needed redress to improve content coverage. Inadequacy in the rating of cognitive levels was noted as a problem for further research. The need to improve examinations was advocated in view of their great influence in instruction and assessment decisions or practices.

228. Nonformal education in Francophone West Africa: A case study of the Senegalese experience of community-based schools

Mbarou Gassama-Mbaye
Chair: David R. Evans 2004

The study reviews the history of education in Francophone West Africa from the post-colonial era to the current period. It gives primary attention to the conflicting goals of formal and Islamic education, the place of nonformal education during colonial period and looks at the attitude of policymakers towards nonformal education after independence. Furthermore, it examines the role of international partners of development, the World Bank, UNESCO, UNICEF and bilateral cooperation in shaping education policies in Third World countries; presents the background of the Education for All (EFA) movement, its goals, and rationale; and analyzes the Fast-Track Initiative (FTI), the place of nonformal education in the movement, and its implications in Third World education policies.

The study focuses on the S n galese experience. After presenting the education system and the strategies of the government to achieve Education for All in 2015, the author, drawing on field research using interviews, focus groups, surveys, and observations, describes different models of community-based schools and contrasts government and NGO schools. The study analyzes the attitudes of parents, students, and teachers, officials of the Ministry of National Education, the Delegate Ministry of Professional Training, Vocational Education, Literacy and National Languages and NGOs towards community-based schools and raises the issues of girls' education, religious education, and teacher's training. At the end, the author highlights the challenges that community-based schools face and provides recommendations for the state, communities, and school administrations to improve access and to assure the relevance of education to local populations.

229. Using performance level descriptors to ensure consistency and comparability in standard-setting

Dafer January Khembo
Chair: Ronald K. Hambleton 2004

The need for fair and comparable performance standards in high-stakes examinations cannot be overstated. For examination results to be comparable over time, uniform performance standards need to be applied to different cohorts of students taking different forms of the examination.

The motivation to conduct a study on maintenance of the Malawi School Certificate of Education (MSCE) performance standards arose following the observation by the Presidential Commission of Enquiry into the MSCE Results that the examination was producing fluctuating results whose cause could not be identified and explained, except for blaming the standard setting procedure that was in use. This study was conducted with the following objectives: (1) to see if use of performance level descriptors could ensure consistency in examination standards; (2) to

assess the role of training of judges in standard setting; and (3) to examine the impact of judges' participation in scoring students' written answers prior to being involved in setting examination standards.

To maintain examination standards over years means assessing different cohorts of students taking different forms of the examination using common criteria. In this study, common criteria, in the form of performance level descriptors, were developed and applied to the 2002 and 2003 MSCE Mathematics examination, using the item score string estimation (ISSE) standard setting method. Twenty MSCE mathematics experts were purposely identified and trained to use the method.

Results from the study demonstrated that performance level descriptors, especially when used in concert with test equating, can help greatly determine grading standards that can be maintained from year to year by reducing variability in performance standards due to ambiguity about what it means to achieve each grade category. It has also been shown in this study that preparing judges to set performance standards is an important factor for producing quality standard setting results. At the same time, the results did not support a recommendation for judges to gain experience as scorers prior to participating in standard setting activities.

230. Voices from the field: Auxiliary nurse-midwives of Nepal

Erica M. Piedade
Chair: Robert Miltz 2004

The purpose of this study is to explore how auxiliary nurse-midwives (ANM) in government service in Nepal articulate the mediation of the multiple roles their lives encompass. ANMs are pivotal to the government's ability to increase access to health care for pregnant and parenting women and their children in the rural areas of Nepal. Nepal has one of the highest rates of maternal and infant morbidity and mortality in the region. ANMs in the rural health clinics not

only provide direct care but also provide supervision and training to a variety of community based health workers who also serve women of child-bearing age. Most studies on women's health in Nepal focus on service delivery with few reports focusing on the experience of women health professionals.

The ANM program was developed to achieve two goals: to increase access to health care for rural women and to increase the status of women by increasing access to professional training and a profession. Girls who reach the minimum educational requirements to enter ANM training are often young, unmarried, from urban centers, and protected by the family structure. By virtue of the position, they are put into roles that contradict societal and family norms. Retention and the provision of quality services by ANMs have been raised as major concerns by the government.

The main method of research was the use of open-ended and guided interviews with auxiliary nurse-midwives. Document review and meetings with health development workers in Nepal was also carried out. Four themes were focused on to help guide the research: the profession, the role of education, family and other supports, and being a woman.

The cornerstone of the study is the women's narratives. The narratives demonstrate the uniqueness of each woman's experience, yet all speak to the dynamics of their own power, agency, resistance and resiliency. It is hoped that this document will add to the discourse on gender, education and health development. The study concluded with recommendations about the ANM program in Nepal and about the roles professionals and institutions play in international health development or social change.

231. Indications of positive peacebuilding in education: A basic needs approach
Vachel W. Miller
Chair: Gretchen Rossman 2004

This dissertation is an exploration of the construction of indicators that point toward positive peacebuilding in education. A conceptual framework that allows for such integration is that of basic psychological needs. When basic psychological needs are satisfied in a constructive manner, human beings are expected to experience optimal developmental outcomes, including greater potential for caring, pro-social behavior.

The first section of the dissertation employs data on students' experiences in school from the 1997/98 Health Behavior in School-aged Children (HBSC) survey. Organizing the HBSC data according to a framework of basic psychological needs, this analysis examines the extent of need satisfaction in schools, cross-nationally, as well as the association of basic need fulfillment with outcomes such as school satisfaction, eudaimonic functioning, and bullying. The analysis suggests that changes in basic need satisfaction are associated with positive peacebuilding.

The second section of the dissertation explores the construction of indicators for peacebuilding in a nonformal education project sponsored by Catholic Relief Services in Montenegro. Based upon qualitative fieldwork conducted in Montenegro in September of 2002, this section focuses on questions of the meaning of peacebuilding in that context and the use of a basic needs framework to interpret students' growth as "agents of peace." The challenges of constructing indicators collaboratively with the staff of a development agency are also discussed.

As a whole, this study raises critical questions about the nature and use of indicators and the challenge of "retrofitting" data onto a framework of basic psychological needs. The study suggests avenues for further research and implications for the construction of educational indicators based on a framework of psychological needs in both formal and nonformal learning environments. Such indicators could contribute to the goal of building a culture of peace, the author argues, by more clearly connecting students' experiences with the goals of nurturing optimally-functioning and non-violent human beings.

232. "You don't have to have college knowledge to know it all": Meaning-making in a participatory adult education project

Sherry Russell

Chair: Gretchen Rossman 2005

The purpose of this study was to explore the meaning participants made of a two and half year long participatory action research and adult education project, the Changes Project.

Participating partners in the project were five adult basic education programs including a literacy program, two ESOL programs, a workplace education program and a college transition program. Project participants researched key issues impacting their learning needs and goals, and these included: Welfare Reform, Immigration Reform and the changing workplace. Participants in this study were ten adults from four of the adult basic education programs, and four adult educators who coordinated the program-based research teams. This was a qualitative study and the primary method used for data collection was phenomenological in-depth interviews.

In order to be positive, contributing members of their communities and of society, adults must be active participants in making the decisions that affect their lives. A healthy and just society, a rich plurality, is one in which all of its members are participants in its creation.

Many adults enrolled in adult basic education programs, however, feel outside, on the margins, and that they are not a part of these decisions. How can educational programs that serve adults support them in becoming more active participants? How can we create educational spaces that will help people who have historically been silenced or marginalized to develop their feelings of confidence, power and ability? This study explores these questions.

In addition, this dissertation explores the tensions inherent in implementing and facilitating a participatory process. What does participatory mean? What does it look like? How do you facilitate a participatory process? This study also looks at the experience of the

adult educators who participated in this project, believing that we cannot talk about educational change without also looking at teacher change. The results and recommendations emerging from this study are relevant for adult educators, participatory researchers, policy makers and activists engaged in legislation and action related to Welfare Reform, Immigration Reform, the changing workplace, and adult education.

233. Literacy and numeracy practices of market women of Quetzaltenango, Guatemala

Joan B. Cohen-Mitchell

Chair: David R. Evans 2005

Current policy statements concerning adult literacy in Guatemala state that Mayan women need literacy skills in order to better themselves and their families socially and economically and need to possess these tools and skills in order to participate in the emerging civil society. Responding to this rhetoric, and a chance to win funding, organizations that design and develop literacy programming have responded with adult literacy "classes" that focus on a single model of literacy learning for women that tends to be equated to a school model of basic education. Central to this single model for literacy learning, is a single conception of literacy, as a unified, quantifiable easily attainable goal. This reductionist tendency in Guatemala has led to focusing on a single literacy as the solution to the problem of indigenous women's illiteracy. Assumptions about the needs and desires of beneficiaries are made by literacy experts and planners without taking the time to understand the literacy practices that Mayan women and communities are already engaged in.

Examining and analyzing the literacy and numeracy practices women are already engaged in is a very different approach to program planning than the hegemonic centralism of the more traditional autonomous model. By using ethnographic methods to conduct literacy research, a potentially empowering model for literacy programming can emerge that is sensitive to local context and needs. The

following guidelines resulted from this study: It cannot be assumed (1) that programs designed for literacy acquisition are in the best educational or social interests of the target audience; (2) that “best practices” of teaching and learning developed and advocated by Western educators and planners are the most effective and successful in all contexts. Whole language approaches or learner-generated materials may work in some contexts and not in others and we cannot simply impose “state of the art” approaches in all contexts and expect them to work well.

Any sustainable, meaningful literacy intervention in Guatemala would best be conceptualized as a long-term process that helps to establish an intergenerational network of communicative relationships that focus on the social, cultural, economic and linguistic processes of communities.

234. Education in post-apartheid South Africa: Towards liberation or equity?
Tsoaledi Daniel Thobejane
Chair: Sangeeta Kamat 2005

This research examines the educational history of Blacks under apartheid, the educational philosophies of different strands of the anti-apartheid movement, and the nature of education reforms in a post-apartheid South Africa. The research analyzes the implications of these reforms for a specific group of marginalized South Africans, former student militants, that is, Black African youths who participated in the anti-apartheid struggle between 1970 to 1992. It is deeply tragic that a majority of this population do not benefit from the educational and economic policies of the new South Africa, and remain poor and unemployed.

Based on interviews, surveys and focused group discussions with former student militants in the Northern Province of Limpopo and Mpumalanga, this research examines the gap between the educational vision of the anti-apartheid movement and the nature of the present reforms. My research shows that

although based on principles of racial equality, the impact of the reforms can only be understood in the broader context of neoliberal economic reform. The research highlights the contradictions immanent in constructing a deracialized, egalitarian education system that can benefit the Black majority at the same time as the state prioritizes economic growth and competitiveness to succeed in a global economy. The research questions whether the goal of ‘education for liberation’ can truly be attained and the historical oppressions and inequities of the apartheid regime eradicated by education reform that is based on liberal ideals of a nonracialized equal society.

235. Here I am now! Community service-learning with immigrant and refugee undergraduate students and youth: The use of critical pedagogy, situated-learning and funds of knowledge
Janna Shadduck-Hernandez,
Chair: Gretchen Rossman 2005

Here I am Now! was the title immigrant and refugee undergraduate students and local refugee community youth gave to their participatory photography installation displayed at the University of Massachusetts Amherst. This exhibit was the culmination of students' participation in a series of alternative community service-learning (CSL) courses offered through CIRCLE (Center for Immigrant and Refugee Community Leadership and Empowerment). Here first-generation undergraduate students mentored neighboring Vietnamese and Cambodian refugee youth using photography and art and applying community development education principles and techniques.

While community service-learning pedagogy has become an established educational practice on most U.S. universities and colleges today, little research has been conducted viewing the educational impact of community service-learning pedagogy on diverse student populations. The majority of the scholarship in this field focuses on the experiences of white middle-class students engaged in service-

learning relationships with communities from *unfamiliar* and *different* socio-cultural, racial, ethnic and economic backgrounds (Dunlap, 1998).

This dissertation presents a different perspective. Here I examine how immigrant and refugee undergraduate students understood and made meaning of their participation in a community service-learning experience with youth from *familiar* and *similar* ethnocultural contexts. This model valued participants' common cultural assets, highlighted the immigrant and refugee experience, and attended to specific local refugee community needs. To answer my research questions I applied critical ethnographic approaches and analyzed student narratives (interviews, journal entries, reflection papers, poetry and photography) to better understand participants' community-service learning experiences.

Through the prisms of three educational learning theories I review the university context, highlight aspects of the situation under study and proceed to build an emerging framework for CSL pedagogy with diverse communities. These theories include; experiential and critical pedagogy, situated learning theory, and the anthropological concept, funds of knowledge, as guides toward developing culturally relevant CSL curriculum with immigrant and refugee learners. Through student narratives, I demonstrate that critical CSL curriculum and service that emphasize peer learning and strategic and cultural resources (funds of knowledge), provide diverse undergraduate students with alternative and creative spaces of critique and possibility in their higher education and community service-learning experiences.

236. Decentralization by an efficient information system: Enabling efficient decisions for basic education in Malawi

Maxwell Suluma Nkhokwe
Chair: Ash Hartwell 2005

One of the many problems the educational system in Malawi suffered is the lack of an

efficient decision-making system that could make better use of its resources. A decentralization reform was therefore adopted as one of the means by which efficient decisions for the educational system could be assured. The decentralization reform was intended to give local or district level administrators powers for making discrete planning and management decisions for basic education within their jurisdiction. Unfortunately, the implementation of the reform was seen to lack progress.

Some issues that were against the decentralization probably caused the stalled progress of the implementation. The basis of this study was to explore possible factors that might have caused the stalled implementation of the decentralization so that possible solutions could be provided to strengthen it.

A mix of qualitative and quantitative methods was employed to conduct the study. Interviews, documents analysis, observations, and questionnaires were the means for collecting data for the study. Using a sample of 23 participants drawn from different central, division, and district offices of the educational system and donor agencies, the study forces revealed that there were problems in the process and support system for the implementation. Process related forces include: lack of a culture of change, lack of specific decentralization goals for education, fear of loss of power, poor participation, lack of preparedness by the districts, poor coordination, resistance, lack of information, and poor commitment. Support related forces that were for the implementation included: existing policies, willingness of the districts, political will, and donor support.

As a way forward, the study proposes that the implementation of the decentralization could be strengthened if the design of the implementation and its support system are reconsidered and improved. Regular revisions on the design of the implementation to ensure that it meets the decentralization requirements and strengthening the support system by making sure that the districts have an adequate information system can help to strengthen the implementation of the decentralization.

237. Educational technology: Learning in a computer-mediated environment

Karin Moyano Camihort

Chair: David R. Evans 2005

This study investigates the impact of online versus pen and paper homework on college students' learning and performance, and explores their experiences in each modality. After familiarizing students with two different homework modalities, students' decision to work in the online versus the traditional environment was utilized as the student preference indicator. Students' gender and computer comfort levels were also recorded. Although differences were found on the computer comfort levels of male and female students, there were no significant differences on learning outcomes. The findings suggest that students can learn equally well in either modality, regardless of their preference, gender or computer comfort level. In the attempt to better understand their experiences, students were asked to describe and compare their learning in both modalities. According to the students, instant feedback was the most valuable feature. They enjoyed working with computers; it helped them stay interested and motivated. They mentioned, however, that they learn better writing down on paper rather than typing on a computer keyboard.

238. Competition among high school principals of charter schools, public schools, and voucher-receiving private schools in the District of Columbia

Bonnie Jean Cain

Chair: Kathryn A. McDermott 2006

This study explored the conditions of competition that are implicit in the idea that market-based school reform will improve schools. The research was conducted in Washington, D.C., which provides three theoretically competing schooling options to its public students: the traditional, publicly managed public school system; publicly financed but privately managed charter schools; and the D.C. voucher program, which pays private-school tuition with public funds. Based

on interviews with high school principals directing the three types of schools, the study found minimal competition among the types of schools. While all the principals were committed to school choice, there actually was little rivalry among the three types of high school principals. The majority of the principals actually knew little about and felt minimal impact from the other types of high schools. While recruitment of families and students is a major measurement of competition, the study could not find a connection between the level of enrollment and the recruitment efforts of the principals or the quality of information they provided potential families and students. The study also focused on structural issues that could explain the minimal competition among the three types of schools and concluded that, during the period of the study, they were not designed to compete and did not perceive strong incentives to do so.

239. Equating high-stakes educational measurements: A study of design and consequences

Bob Wajizigha Chulu

Chair: Stephen C. Sireci 2006

The practice of equating educational and psychological tests to create comparable and interchangeable scores is increasingly becoming appealing to most testing and credentialing agencies. However, the Malawi National Examinations Board (MANEB) and many other testing organizations in Africa and Europe do not conduct equating and the consequences of not equating tests have not been clearly documented. Furthermore, there are no proper equating designs for some agencies to employ because they administer tests annually to different examinee' populations and they disclose all items after each administration. Therefore, the purposes of this study were to: (1) determine whether it was necessary to equate MANEB tests; (2) investigate consequences of not equating educational tests; and (3) explore the possibility of using an external anchor test that is administered separately from the target tests to equate scores.

The study used 2003, 2004, and 2005 Primary

School Leaving Certificate (PSLCE) Mathematics scores for two randomly equivalent groups of eighth grade examinees drawn from 12 primary schools in the Zomba district in Malawi. In the first administration, group A took the 2004 test while group B took the 2003 form. In the second administration both groups took an external anchor test and five weeks later, they both took the 2005 test. Data were analyzed using identity and log-linear methods, t-tests, decision consistency analyses, classification consistency analyses, and by computing reduction in uncertainty, and the root mean square difference indices. Both linear and post-smoothed equipercenile methods were used to equate test scores.

The study revealed that: (1) score distributions and test difficulties were dissimilar across test forms signifying that equating is necessary; (2) classification of students into grade categories across forms were different before equating, but similar after equating; and (3) the external anchor test design performed in the same way as the random groups design.

The results suggest that MANEB should equate tests scores to improve consistency of decisions and to match their distributions and difficulty levels across forms. Given the current policy of exam discloser, the use of an external anchor test that is administered separately from the operational form to equate score is recommended.

240. Reinventing indigenous knowledge: A crucial factor for an IPM-based sustainable agricultural development

Elias Tana Moning

Chair: Robert J. Miltz 2006

Indigenous farming communities in Indonesia and around the world have probably lived the way they always have: relying on the knowledge and skills they learned from their parents and neighbors. Indigenous communities are not static; they include inventors and innovators who bring changes into their communities. These inventions and innovations

change the community's traditional practices and may spread to the neighboring communities. The search for miracle seeds, begun in 1940's, was part of a major effort to fight world hunger. The dwarf Mexican wheat, for example, could produce quadruple the amount of harvest, and similarly the miracle rice seed---IR8---could produce more than double the traditional rates of rice production, both with application of urea.

Using various credit packages as incentives and gimmicks, governments insisted that traditional farmers to change. They pushed the spread of high yielding varieties for 'food security' reason. This explosion of yields later known as the 'Green Revolution'

Since its inception in Indonesia in 1968, the Green Revolution quickly replaced traditional agriculture. In fact, it destroyed the existing sustainable system of Indonesian agriculture and replaced it with fuel-based agricultural system, heavily dependent on manufactured chemicals. Under the iron fist of their government, indigenous Indonesian farmers were forced to adopt this new and modern system of agriculture with the single-minded goal of maximizing the country's food production, so there would be enough food to feed the nation.

In 1989, the United Nations Food and Agriculture Organization (FAO) introduced the Integrated Pest Management (IPM) program. IPM trained farmers to observe and collect field data and conduct agro-ecological system analyses. IPM training prepared farmers to think critically and to make smart or informed decisions about their crops. IPM was the gateway to this new world of knowledge for the farmers. Geared towards restoring the farmers' ownership of knowledge, Farmers Field School (FFS) became an eye-opening experience for them.

Indigenous knowledge and sustainability had always gone together and had almost become a unity. Traditional agriculture based on indigenous knowledge and subsistence practices of native people had become an inseparable unity that helped sustain farmers through difficult times.

241. The convergence of the global and the local: What teachers bring to their classrooms after a Fulbright experience in Kenya and Tanzania.

Kelly Bryn O'Brien

Chair: Gretchen Rossman 2006

After the events of September 11th 2001, the Commonwealth of Massachusetts revised their curriculum frameworks to include extensive coverage of Islam and Muslim society. As a result, K-12 teachers had to seek out professional development courses to increase their knowledge on this vast subject. In the summer of 2004, with funding from Fulbright, the University of Massachusetts Amherst together with Boston University offered Massachusetts teachers a cultural immersion program into Islam and Muslim communities in East Africa.

The purpose of this qualitative case study was to understand not just what teachers learned as a result of this four and a half week immersion experience into the lives of Muslims in Kenya and Tanzania, but more importantly *how* it was learned. I sought to understand and examine what conditions were critical to learning, and subsequently how teachers utilized that learning in their classrooms upon their return, particularly within the contexts of multicultural and global education.

This study was situated within the contextual frameworks of experiential education and study abroad. Participants included 10 K-12 teachers from across Massachusetts representing all grade levels and most subjects. Data gathered through direct observation, participant observation, primary documents, and interviews were analyzed and resulted in conclusions that teachers benefit greatly from a study abroad opportunity. Experiences identified as important to their learning included: (1) Actually being in Kenya and Tanzania. (2) Immersion into the lives of East Africans through homestays and other face-to-face encounters, and; (3) Engaging in reflective activities with the group and individually.

The study revealed that the teachers applied their experience and learning in a variety of ways. Some teachers were hampered in their attempts to bring their experience into the classrooms due to circumstances beyond their control. All teachers faced obstacles to putting their experience into action, however many developed new and creative lessons based on their learning abroad. In addition, they bolstered and expanded existing lessons by utilizing a variety of materials from East Africa. Many created and implemented professional development workshops for their peers for the first time, reflecting an increase in confidence typical of a study abroad experience.

From the work these teachers did, both in the classroom and with their peers, it is clear that their skills, attitudes, knowledge, and understanding concerning Islam and Muslim communities as well as global and multicultural education were enhanced.

242. Sustainable community development in Nepal, voices from the bottom-up

Totraman Gurung

Chair: David R. Evans 2006

This qualitative study explored how people in rural Nepal understand and make meaning of development, *Bikas*, at the local level. In Nepal, the terms 'development,' *Bikas*, and 'modernization,' *Adhunikaran*, are often used interchangeably. At the community level, the experience of change is how most people describe their perception of development. Open ended in-depth interviews and participant observations were the primary methods used. The research questions engaged the participants in reflecting about past and present experiences with development in their community, especially in how they have observed their quality of life change. Additionally, the members of the Mothers Group, Ama Toli, were also interviewed. The members were interviewed for two reasons, (1) to better understand the role of women and their experiences with development and (2) to develop a case study to understand how community based organizations can be

agents of change. The findings showed that local people have recognized that development does not necessarily mean good changes for everyone. The rich narratives provided a glimpse into how different generations and gender experience development. These findings have major implications for sustainable development in rural communities. How individuals or groups of individual experience development will have an impact on how they participate, support or resist future initiatives. Additionally, what each group believes the gains and losses to be is important for those working as change agents.

The study raises to the surface the experiences and views of those whose views and opinions are generally not included even though they are the supposed recipients of development. The development discourse focuses on the critical need for sustainability. This study affirms that for development to be sustainable all members of the community must have a voice and role in determining the community's course of change/development.

243. **A reflexive postdevelopment critique of development knowledge: Exploring bases for alliance with development professionals**
Peter Tamas
Chair: Sangeeta Kamat 2006

This dissertation accepts that the way that international social and economic development is taught, practised and critiqued condemns its practitioners to co-opt those who engage them in alliances into becoming instruments for the extension of western hegemony. It demonstrates that this analysis and its outcome are inevitable conclusions given the Enlightenment approaches used in the theory and practice and the postdevelopment theory deployed in the critique of development. This dissertation argues that the work of Jacques Lacan provides a foundation for training for, the practice of and the critique of development that escapes these limitations.

Initial exploration for dissertation was

composed within the work of Michel Foucault. This perspective made it possible to see the effects of the partial use made of Foucault by postdevelopment critics. The gap between this potential and their use justified field research. Research involved an iterative sequence of interviews with development professionals that engaged both their accounts of the relationship between knowledge and action in development and accounts of their own production and reproduction as development professionals. Following the Foucauldian argument that there are a plurality of discourses, the content of these interviews was synthesized into narratives that evinced a variety of relationships between knowledge and action. Actions, however, are necessarily justified on the terms of, and therefore reinforce, the dominant discourse.

In addition to discussing the relationship between knowledge and action, subjects were also found to discuss dispositions like naïveté and cynicism. These were not anticipated nor are they well accommodated in Enlightenment or Foucauldian frameworks. This surplus was productively engaged through the psychoanalytic theory of Jacques Lacan. Lacan's notions of fantasy and the unconscious are found to provide a terrain within which it is possible to suggest how development practitioners can be engaged as allies in a manner that does not result in the extension of western hegemony. His theory is also found to suggest a framework for the understanding of education that may produce development professionals who are far more fit than those solely educated in the Enlightenment tradition to serve as allies.

244. **Equating high-stakes educational measurements: A study of design and Perspectives on learning in the Women's Economic and Empowerment Literacy program in Nepal.**
Lisa A. Deyo
Chair: Gretchen Rossman 2007

Agencies providing literacy education have sought to introduce program innovations that more closely reflect learners' everyday lives. A growing number of studies have documented the

situated nature of literacy practices and their implications for program design. The concept of learning is at the periphery. Despite innovations and new insights into literacy practices, practitioners are more attuned to diverse content than learning or literacies. Researchers are more attuned to the concept of multiple literacies and their socially situated nature than learning.

The Women's Economic Empowerment and Literacy (WEEL) program integrates literacy and numeracy education, savings and credit group concepts, and livelihood training for Nepali women. This dissertation is a case study of the WEEL program, focusing on staff members', participants', and facilitators' perspectives on learning.

The research questions were designed to elicit research participants' narratives of their learning experiences. Four themes emerged as the most salient: the powerful role of aspirations; the meaning of education; learning as change; and the life-long, long-term, and life-wide nature of learning. The aspirations are closely associated with Scribner's (1984) conception of the metaphors of literacy: as adaptation, as power, and as a state of grace. Education is interlinked with issues of the women's social identity; gender and caste; concepts of modernization; and the women's hopes for the future. Descriptions of learning are associated with access to knowledge, 'doing' or activity, and seeing from a different perspective. An understanding of learning beyond the program's boundaries is found in the themes of life-long, long-term, and life-wide learning raised in the interviews.

This research confirms and supports the movement towards more localized programs that is occurring in the field of adult literacy education. Program staff provided evidence to this effect, as the findings show how they consider a perspective of literacy and learning oriented to life-long, long-term, and life-wide learning as they engage in program design. The final chapter develops strategies to bring insights from a conception of literacy as metaphor and from adult learning theories to help strengthen program design and ensure programmatic responsiveness to learners' lives.

245. Accelerated learning as an alternative approach to education: Possibilities and challenges faced by CHOLEN, an NGO program in Bangladesh

Mary Monica Gomes

Chair: David Evans

2007

This dissertation is based on a field study of an alternative schooling program, CHOLEN, in Bangladesh. The purpose was to seek a clearer understanding of an alternative education model known as 'accelerated learning', where the time required for learning is much shorter than in conventional models, and is used where learners are unable to attend normal schooling due to poverty, cultural barriers, or conflict. CHOLEN used innovative strategies to enhance learning for tribal/indigenous children who were marginalized and bypassed by mainstream education.

Key among the strategies used by CHOLEN was 'activity-based learning' that allowed learning to be organized around activities, rather than relying solely on the textbook, expanding learning outside the classroom to the learner's life and environment, creating a friendly learning environment, and using varied materials and methods to deepen the learning experience. Teacher training helped to develop teachers as facilitators with creativity and openness to shift from conventional methods to learner-centered ones. The training used a 'reconstruction approach' which taught teachers how to create their own learning activities.

The study also looked at the policy context of CHOLEN. As a non-governmental or NGO program, what were the possibilities and challenges it faced. It looked particularly at the kinds of training and support systems that were essential to effective implementation of this approach.

The study employed qualitative methods, using interviews with teachers and trainers, classroom observations of learners, and discussions with parents and community members. The schools studied included both community and

government schools so that comparisons could be made as to how the training was applied by teachers in these two systems.

The major findings were that CHOLEN promoted 'accelerated learning' by creating a 'culture of learning'. This involved changing beliefs and assumptions of teachers, trainers, and supervisors about learning, learners, the role of teachers, and building a new vision. Changing beliefs went hand-in-hand with practicing new ways of teaching-learning where learners took active role in learning, group and peer-learning were the norm, and learning was often in the form of games and fun. Community members actively participated in supporting this changed environment of learning.

246. Beyond survival: A study of factors influencing psychological resilience among Cambodian child survivors
Urakorn Khajornwit Fuderich
Chair: David Evans 2007

War is one of the major causes of child mortality and morbidity worldwide. Research evidence suggests that exposure to war trauma increases a child's risk of developing psychological problems, both short and long term. However, studies of resilience have shown that some children have a remarkable ability to survive trauma with little or no damage to their psyche.

This dissertation is a study of individuals who have survived childhood war trauma and managed to rise above the odds to function well in major areas of life. The study was designed to explore factors contributing to their ability to remain resilient in the face of adversity. Using in-depth phenomenological interviewing, ten Cambodian child survivors were interviewed. All of the participants were separated from their families in 1975 when the Khmer Rouge took over and suffered extraordinarily difficult ordeals during their internment in the labor camps. Some managed to reunite with their families in 1979 after the Vietnamese invasion of Cambodia before fleeing to the refugee camps in Thailand. Others lost all of their family

members and came to the US as accompanied minors.

Findings emerging from this study reveal that family cohesion, positive childhood memories, supportive recovery environment, stubborn determination to overcome obstacles, and Buddhist values are important factors that work together to produce resiliency. All of the participants were raised by empathic parents and learned to become self-reliant at an early age. The affection and warmth which marked those early years were the most important in sustaining them during difficult times in their lives. The Buddhist values of accepting suffering as their fate allowed them to form greater tolerance of the hardships and enabled them to face adversity with optimism and confidence. As survivors, they are proud and determined to make the most of 'the second chance' granted to them. In the resettlement phase, they were able to heal their wounds quickly by letting bygones be bygones and optimistically moving toward the future. The safe and supportive recovery environment combined with an easy access to different resources made it possible for them to quickly put their shattered lives back together.

247. Taking the Pulse of a Sick Doctor: A Case Study of HIV/AIDS
Dwayne Erik Lee
Chair: David R. Evans 2007

This study seeks to understand the effects of HIV/AIDS on the education sector in Malawi, Africa and to assess its capacity to be an effective safeguard against the spread of HIV/AIDS. The study fills in gaps in the literature by analyzing the perspectives of educators at six levels of the hierarchy - from schools to the Ministry of Education - and assessing their professional, as opposed to personal, HIV/AIDS-related knowledge, attitudes, and practices (KAP). This study benefits international education and health specialists in the preparation and implementation of HIV/AIDS strategies.

The study utilizes a sequential, mixed-methods design in which qualitative data were obtained from 31 participants through interviews and focus group discussions and quantitative data were obtained from 207 respondents through a survey. The data were collected from representatives of the six levels of the hierarchy: teachers, head teachers, zonal advisors, district managers, division officers, and Ministry personnel. Teachers and head teachers represented 32 primary and secondary schools divided between one rural and one urban district in the southern region of Malawi. Descriptive statistics and cross tabulations were used to analyze the data.

The study shows that Malawi's education system is weak, with HIV/AIDS greatly affecting supply, quality, and psycho-social well being. To a lesser degree, demand and management are affected. The effects are strongly felt at all levels of the hierarchy. It was found that the sector is weakened through sickness and death, difficulty of replacing deceased teachers, the enormous financial burden of paying for educators' funerals and lengthy sick leave, and depression. Education personnel – especially those at the school level – are knowledgeable, have positive attitudes about their capabilities, and demonstrate a strong desire to provide teaching and counseling services to their students. Although HIV/AIDS has severely weakened the education sector, the self-reported high levels of confidence amongst Malawi's educators could enable them to take positive steps to change their own behavior and to influence behavior change in others, thus allowing them to play the role of "doctor" to help cure the rest of society of the ills of HIV/AIDS.

248. Choices and Voices of Adult Illiterates: Exploring Their Literacy Needs in Rural Bangladesh.
Sahadat Chaudhury
Chair: David R. Evans 2008

Literacy researchers have sometimes been puzzled by the modest results of literacy

programs in developing countries. One of the key areas identified as a possible cause for limited success of literacy programs is the inadequate understanding of the literacy needs and perspectives of beneficiaries. Unlike many studies that draw mostly on providers' accounts, this study explored the voices and choices of beneficiaries of literacy. In addition to using beneficiaries as primary research participants, the study also explored perspectives of selected provider representatives. One of the key objectives of this study was to generate a better understanding of the complex needs for adult literacy in the context of rural Bangladesh.

Methodologically, this is a "qualitatively focused" hybrid study combining three major traditions - ethnography, case study and grounded theory. Four rural sites of Bangladesh with varying characteristics served as the locations for data collection. The study drew heavily on recent theories of the New Literacy Studies (NLS) School. Considering the evolutionary nature and limited field implementation of the NLS theories the researcher used a flexible theoretical framework so that findings could emerge from data.

The findings of the study portray a substantial difference in perspective both among the beneficiaries as well as between the beneficiaries and the providers. Some of the key findings were rural adults tended to identify themselves as educated or uneducated instead of as literate or illiterate; there was hardly any difference in perspective between neo-literates and illiterates; adults engaged in regular rural occupations like selling labor or farming are less likely to feel motivated to pursue literacy; older male adults preferred to spend their time on religious pursuits instead of on literacy; and older women attached higher priority to skills training as than did younger women. Based on the findings, the researcher argued in favor of developing some common ground to help reduce the perspective gap. Such middle ground could foster increased understanding and cooperation among all actors and contribute to the development of more useful literacy programs for rural adults.

249. Rethinking women, development and empowerment: Toward transnational feminist literacy practices

Sato Chizu

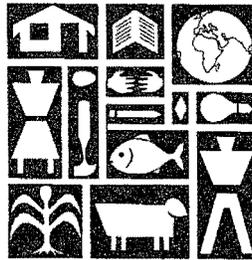
Chair: Sangeeta Kamat 2008

This dissertation develops an over-determinist transnational feminist approach to discourse analysis, transnational feminist literacy practices, to interrogate current approaches to women and development and women's empowerment in particular. This methodology builds on transnational feminist and post-development approaches in order to challenge developmentalism that sustains transnational inequalities. However, both transnational feminist and post-development approaches, despite their persistent critique, unfortunately share with the mainstream developmentalist approach highly essentialized visions of women and economy that make it difficult to develop alternative strategies to transform transnational inequalities.

In order to continue a direct challenge to developmentalism, I first reformulate an approach developed by a transnational feminist Chandra Talpade Mohanty by drawing on overdeterminist theories, namely, anti-essentialist Marxist theory of class, Lacanian psychoanalytic theory and discourse theory. Through the lens provided by this reformulated approach I then identify essentialisms and other features that harbor transnational inequalities in two different articulations of women, empowerment and development, examine the mechanisms and consequences of these essentialisms and illuminate possibilities, diverse economies and unconscious desire, which are not visible within Foucauldian post-development approaches.

By re-articulating empowerment with women and development, this dissertation offers a methodology to construct an alternative transnational feminist political imaginary that may function as a nodal point that will create and sustain conditions of

existence for communal transnational feminist praxis on multiple scales and in multiple locations. To outline one dimension of its productivity this dissertation concludes with an exploration of its pedagogical implications for a Northern university context.



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