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CIE Bricolage - 1986

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BRICOLAGE

***annual newsletter of
the Center for International Education***

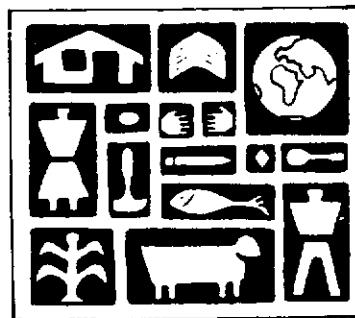
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Dear Readers,

As a new Center Member, I don't know how I qualified to be the editor of this publication, except maybe that I was naive enough about the size of the Center Network and the magnitude of the effort required to collect information that I was willing to step where seasoned members feared to tread. At any rate, this newsletter has been quite an introduction to the community spirit of the extended Center Network.

Imagine my delight when people who had never heard of me responded positively to my letters simply because the logo on the letterhead identified me as part of something special in their lives. Phone calls were the same. Even though I was hesitant to disrupt the lives of busy people who wouldn't know me, I always found them willing to share some thoughts because I was calling from the Center.

Of course the purpose of the newsletter is always to let everyone know what everyone else is doing. But this year we chose to take an even closer look at what Center members are doing with their lives in terms of careers and career paths. The **Feature Section**, in particular focuses on this theme and draws upon the experience of a number of Center graduates. There is also practical commentary on starting a consulting firm by **Hank Holmes** and **John Bing** as well as an article by **Bro Russell** on the worthwhile struggle of setting up and working with an indigenous PVO (private voluntary organization). On a different note, **Tom Neilson** presents some sobering realities as he recreates the conversation he had with a mercenary soldier while flying to Nicaragua to help build a school. He urges us to write U.S. congressional representatives to stop funding the killing. There is something we can do when we are willing to take a stand. Finally, the section ends with an article by new Center member, **Helen Fox**, who contributes some thoughts about the spirit of the Center and the type of work we do.

CIE in 1986 and **Program Development** give an update on the expanding activities of on-campus Center members, while **New Faces at the Center** introduces the new players. Of course, no newsletter would be complete without the standard sections of **Project News**, **Publications**, **Achievements** and the ubiquitous **Members News and Views**.

As a final note, I must reiterate the plea of all Newsletter editors: We need to hear from you. Our network is one of the best achievements and resources we have as an ongoing learning community. Everyone has a role in keeping the connections alive and combining our efforts to improve educational opportunities throughout the world. Enjoy the information you and your fellow members have chosen to share in this issue and take the time to send us something for next year.

Joan Dixon

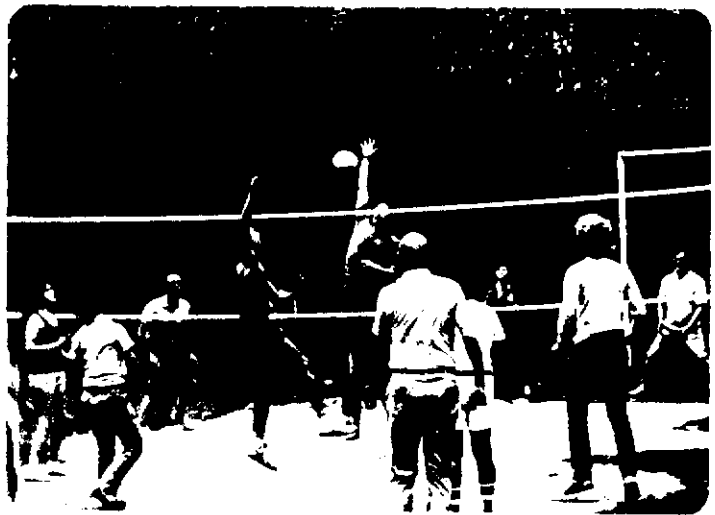
1986 at CIE

1986 was a busy and interesting year for the Center. In March, a number of Center Members traveled to Toronto for the annual CIES meeting. Four representatives from CIE presented a panel on Education in Tanzania. **George Urch** spoke on Education Reform, **David Kinsey** discussed Evaluation for Self Reliance, **Greg Thompson** described the Center's experience with the Teacher Text Technology Initiative and **Oliver Mhaiki** provided comments from the Tanzania Perspective. In another session, **David Evans** spoke on the use of Micro Computers in Development Planning.

Summer at the Center seemed to revolve around the preparation of the Peace Corps Teacher Training Manual which involved many on-campus members and the Six Week Tanzanian Workshop. But on top of all this, visitors were coming and faculty were going. **Anna Donovan** was about the only person who could keep track of everything that was happening and some days were even too much for her.

A DAY IN THE LIFE OF THE NETWORK:

Picture **Anna** at her desk on a typical July day. (You decide if it's cloudy or sunny.) Business as usual. Every computer in the center is occupied by someone working on the Peace Corps Teacher Training Manual. All the phones are ringing. **Marilyn** and **Rob** are organizing for the arrival of the Tanzanian educators and **Greg** is working on a Somalia proposal which must be completed in two days. In walks **Bob Miltz** with a visitor from the past. **Ishmael Moletsane** from Lesotho and The Transkei visiting UMass as part of a Travelling Fellowship. Greetings are barely over when in walks **Cookie Bourbeau** and **Eddie** on vacation from Lesotho via Kenya. Of course they have a million errands and calls and meetings to take care of in addition to greetings and visits. In the midst of this **Gail von Hahmann** phones from Vermont. She is just back from Somalia with greetings from **Gudrun** (who is vacationing in Sweden) and asking for **Greg** (who just returned from Amsterdam, Somalia, Rome and Tanzania), then she'll be off to visit **Jan Droegkamp** (who is living and working in Illinois). Believe it or not, this is only the morning. At noon, **Anna** escapes to the School of Ed to officially say good-bye to **Barbara Gardner Koech** who is leaving to join **Kip** in Kenya.



Fall brought a semblance of order when everyone tried to get back into the regular routine. The traditional Center events, Fall Reception at David Kinsey's, the Tag Sale and the Retreat gave everyone a chance to establish and renew friendships. The Retreat with 35 in attendance, provided a chance to reminisce on Center history and think about the up-coming 20 year reunion. (See David Evans' message on this event.)

CIE was also represented at the Regional CIES conference in the fall. David Kinsey chaired a panel of Center Members including Nanette Hegamin who spoke on Teachers' Understanding of Nutrition in Belize, Bonnie Mullinix and Dave McCurry spoke who about the development of the Teacher Training Manual, and Don Graybill who spoke about Conscientization for Americans at the Cuernavaca Center for Intercultural Dialogue on Development in Mexico.

The year ended with a lot of activity and discussion about the need for a new faculty member. With the responsibilities of Associate Dean requiring most of George Urch's time and Bob Miltz planning Sabbatical in 1987, the faculty will soon be reduced to two members. Letters were written and dinners were held to acquaint Dean Mario Fantini and EPRA Chairman Bill Lauroesch with the circumstances. A major search was carried out to identify applicants who would not only fill the vacancies, but would also provide a balance to the white, male, Africa background dominance of the present faculty. The

year ended with no decisions, but hopes of bringing at least one woman on board for next year with either Latin American or Asian experience.

TRENDS IN CENTER COMPOSITION

	<u>1978</u>	<u>1983</u>	<u>1987</u>
Total Students	41	49	57
Women	16	24	26
Men	25	25	31
North American	23	18	28
International	18	31	29
M.Ed.	3	21	17
Ed.D.	38	28	40

As of the beginning of 1987, there is a good balance between male and female, North American and International. The biggest trend in the Center is growth. DRE has jokingly stated that the size limit will be how many names can be put on a 8-1/2" X 11" sheet of paper. But the current list is filling nearly all the margins and there are only about ten potential graduates this Spring. With six deferred admissions already set for fall, admissions this year will be especially tight. The M.Ed. and Ed.D. balance is basically the way that we like to be as the Doctoral Candidates are the long term students that are generally seen as the core of the Center.

VISITORS AND SPEAKERS DURING 1986

- Dariush Deghan**, visiting scholar from Iran, Jan. 21
- Anita Nazareth**, from the World Bank, Feb. 10
- Paulo Freire, Critical Pedagogy Conference, Feb. 21 - 22
- John Gant, Educational Officer, Pakistan, May 19
- Dr. Mochtar Buchori, Deputy Chairman for Social Sciences and Humanities, Indonesian Institute of Sciences, June 11
- Dr. Mukhtar Ahmed, Ministry of Education, Pakistan, Oct. 1
- Sheldon Weeks, Papua New Guinea, Oct. 27
- Hussein Musse Ali Kediye, Dean of Lafoole College, National University of Somalia, Nov. 20
- Martin Byram, ex-Swaziland Staff, Dec.
- Bob Dalsky, USIA/TTT coordinator
- Peggy Antrobus, Bunting Scholar in Residence at Radcliffe
- Peliwe Zolwama: Black Integration in South Africa's Economy
- Bakary Sidibe, Director Oral Histories & Antiquities Division, The Gambia
- Susan Allen, Dir. of Residential Education and Dan Curley, Social Issues Training Project, UMass: Training for Social Issues in Education

Twenty years at C.I.E. ... a message from D.R.E.

I find it scarcely believable that in just a bit over a year from now CIE will be twenty years old! For you historically precise types, that assumes the founding of CIE occurred at the "infamous" Colorado retreat in October of 1968. Dwight Allen flew the faculty, the planning doctoral candidates (remember **Gordon Schimmel**, the "original" planning doctoral candidate who came to the School of Ed in late spring of 1968?) and anyone else he could think of to a week-long retreat at a ranch in Colorado. There, about 10 of us (and no I won't try to make a list because I'll leave someone out and get into trouble) sat, literally, under a tree and set in motion the ideas which became CIE.

I won't carry on in that vein, but I suspect that many of us would find it interesting to work on creating a history of that time which contains the information, and more interestingly, the feelings, perceptions, and excitement which drove all of us then. Looking back from the vantage point of twenty years experience, what do we see? Are we happy with the results? Have we succeeded, or have we made too many compromises and failed the early promise, or both?

In short, **"What do you want to do about the upcoming 20th anniversary of CIE?"** For our tenth anniversary we organized a combination of professional conference and reunion at an inn in southern Vermont. For those of you who remember that event, what are your feelings? For those of you who don't, what do you think would be appropriate, fun, productive, and feasible to do to celebrate our 20th? My own reaction to the 10th reunion was that we didn't sufficiently involve off-campus CIE members in the planning and organization of the event.

Let's start by each spending a few moments reflecting on why and how we might want to mark 20 years in the life of an institution which in many cases has had a significant influence on the course of our lives. What are the options: A retreat/conference; a publication containing a statement about each of us; a project which expresses in action our commitments; a book of reflective essays written by CIE members; an endowed fund for a graduate fellowship, a reunion combined with the annual meeting of CIES - Stanford did that several years ago; or some combination of such things? What do you think?

We'll have one meeting at the CIES Annual conference in March 1987 in Washington, D.C. For those who can't come, will you write us a note with your thoughts? Will you get together with a few other CIE members in your area, hold a discussion and then send us the results of that meeting? We will find a way to share the ideas so everyone can have some input. **TIME IS RUNNING OUT.** The twentieth year actually begins in Fall 1987 and runs through Fall 1988. What are YOU willing to do?

Program Development News

PLANNING FOR THE FUTURE

by
Mark Lynd

Notice: Anyone with experience in ESL, TEFL, NFE, NFP, or related fields please submit CVs for IQCs advertised in the CBD under RFP #22578.

After eight months as Program Development Coordinator, I am horrified to admit some fluency in that dreaded language known as "proposal-ese." Actually, the above announcement hangs on CIE's job board in more expanded language, though the message is probably the same. It seems that half of the battle for finding the perfect project is learning to decipher alphabet soup.

The other half is applying one's knowledge and experience in new and imaginative ways to the job market. Such is the state of the Program Development Committee, 1986-87. While a number of us around here have become quite adept at culling the Commerce Business Daily, scanning RFPs and writing proposals, few of us have mastered the skills required to create new projects, find funding sources, and win contracts that capture the imagination.

Forever in search of new and interesting (not to mention lucrative) projects to keep the Center afloat, the Program Development Committee has recently expanded its staffing from one to two assistantships. Hopefully, this will enable us to move from our current reactive stance to a more proactive one. The projects we are currently pursuing include a UNDP-funded training component in an upcoming Educational Planning and Management Program in Malawi, and other health and NFE-related projects in Botswana, Zambia, and Colombia.

We also want to build on linkages that have already been made and resulted in contracts and work for Center members last year, including the Peace Corps Teacher Training Manual and In-Service Training Manual (now published), the Teacher-Text-Technology Initiative now also in Somalia, the ongoing BANFES project in Lesotho, and the recently awarded contract for a USAID-funded training program for Guatemalan school teachers.

Though all these projects look promising, there are no guarantees. Even our ongoing projects are due to run out soon. Thus, we rely on you, the graduates of the Center, to send us:

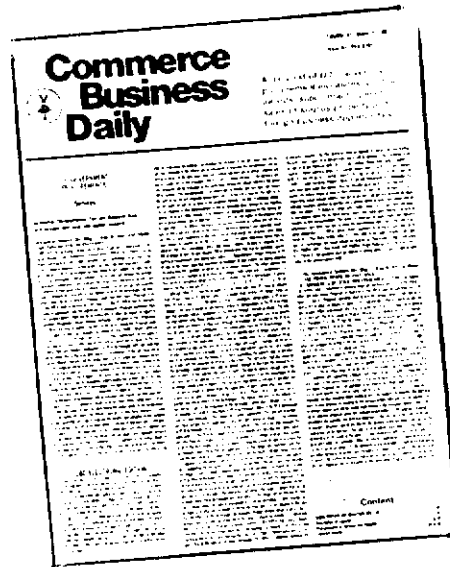
YOUR UPDATED CURRICULUM VITAE. We are creating an active file and database for people who are available and looking for work. Even if you are not currently looking for new employment or consulting opportunities, your curriculum vitae would enable us to use you as a resource person:

- * to let us know of others in your field who are seeking employment;
- * for people seeking hard-to-get information in your field;
- * for students seeking career opportunities or advice.

NEWS OF PROJECT POSSIBILITIES. If you know of any projects requiring a training component, any funding sources looking for proposals in the areas of training and/or nonformal education, or any positions for individuals with Center-type qualifications, PLEASE don't hesitate to contact the Program Development Committee!

Ultimately, the greatest source of support for the Center is its own network. We are now over 400 strong, an impressive size for any network--if only it is used. The possibilities for success are limitless; the probability of success depends on all of us.

For more information contact David Evans or Mark Lynd.



Phone: (413) 545-0465

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LESOTHO BANFES PROJECT COMPLETING SECOND YEAR

It's hard to believe, but the BANFES Project is rapidly approaching the third and final year of its first phase. The year has seen plenty of activity, in Lesotho and here in the States as participant training got off to a solid start.

David Evans and **Mike Basile** traveled to the field in April to participate in a combined meeting of the contractors and representatives of the institutions in Lesotho. This gave them a chance to visit with all the CIE members working or living in Lesotho. **Cookie** and **Fredi** hosted a get-together attended by nearly all of the CIE clan in Lesotho.

The first evaluation was completed in the fall, with consortium members being briefed in Washington by AID evaluator **Jim Hoxeng**. Among the other evaluation team members were **Patrick Fine** and **John Bing**. The first year review provided the GOL, AID, and the contracting consortium members, the Academy for Educational Development, Atlanta University, Ohio University, Aurora Associates, PFP, and UMass/CIE with an opportunity to look at progress and give attention to areas of need. The Project is off to a "solid start," according to Jim, as he reported on the very positive impressions of all parties.

That news is especially good, and due in no small part to the quality work done by all sides, including the technical advisers on the scene. A spirit of cooperation has been developed in each of the working components, and, frankly, it is a pleasure to read the reports and letters from the UMass contingent: **Barnabas Otaala**, **Fredi Munger**, **Linda Pursley**, **Frank Schorn**, and our own **Cookie Bourbeau**. We were also quite fortunate to be able to see most of them when they passed through Amherst on their leaves this past year. **Barnabas** and his wife **Laura** were just in over the holiday season. A splendid meal was enjoyed at the Checkers Restaurant with them, the **Fanslows**, **Basiles**, and **David Evans** with new flame (his personal real estate agent).

Cookie and husband **Eddie** were here in July, **Cookie** as tightly scheduled and busy as she is wont, a pleasant, smiling breeze (not a wind-storm, please!). **Frank** was also here, though we missed **Mercia** and son **Aaron**, the more pleasant side of the **Schorn** family. **Fredi** was also in, but managed to visit **Bob Miltz** and **Linda Abrams**, deftly avoiding the office entirely. **Linda Pursley** did even better and stayed out of the country altogether, going to her second home in Greece.

The summer also saw the arrival in the U.S. of the first participant trainees from Lesotho and the addition to the project staff of **Joan Dixon**, a new center member and the participant coor-

dinator. The Center hosted an orientation seminar for the first five participants in August before sending them on to their various Universities. Several of the on-campus Center Members participated in the various workshops and activities held during the week to prepare the Basotho for life on an American campus.

Next year is a key year in the Project, as the first phase comes to a close. The opportunity to again review progress and set new direction will be provided when the consortium members join with GOL and AID representatives in Washington in April. We would be most satisfied to see the third year develop as well as the first two have.

Dear Anna and Kathy,

Thank god for DRE. I have made the following errors on this journey so far:

- a. At the departure gate in Bradley I started through the doors, having left my carry on luggage by my seat. DRE comment: "Basile, you'd leave your _____, if it weren't attached to your trunk!"
- b. Upon arrival at JFK, we figured we'd need porter service to the terminal bus. So we were taken the 200 yards, and I promptly tipped the gentleman \$5.00. DRE comment: "Are you, Basile, making a political statement by this generous gesture? From now on, I do the tipping!"
- c. After a leisurely cafeteria snack at JFK, I left, only to walk into the departure gate of a flight to Tel Aviv. DRE comment: "Basile, you'd better finish your doctorate while you still have the nose on your face."

It's been great.

P.S. The final Straw:

Mike
Enclosed please find the gas cards to the van, discovered while sitting across from..... you guessed it. DRE comment: " _____!!"

P.P.S. He's paying for the stamp on this.

TEACHER-TEXT-TECHNOLOGY INITIATIVE
TANZANIA AND SOMALIA

Last year (1986) saw the continuation of our Teacher, Text, Technology project in Tanzania and the beginning of a similar project in Somalia. Center members again made the journey to Dar Es Salaam to participate in a three-week workshop for 100 Tanzanian educators. Among the consultants were Campus Coordinator, **Greg Thompson**; Resident Specialist, **Charles Bookman**; Principal Investigator, **George Urch** and Center members **Debbie Fredo** and **Kathe Conrad**.

Meanwhile, back at the Center, **Rob Fuderich** and **Marilyn Gillespie** prepared a six-week workshop for six Tanzanian educators who came to UMass in July and August. In addition to taking on-campus classes, the Tanzanians also visited various schools and educational programs in the area and took weekend trips to Boston, New York and Washington D.C.

After the workshop in Tanzania, Greg visited Somalia where he met with the Dean of Lafoole College and USIS officials to discuss the teacher training needs of the College. A proposal and subsequent funding of the Somalia Project by USIA's Teacher-Text-Technology Initiative were the results of this effort. The Center hosted the Dean for two weeks in November and arrangements were made for three Somali educators from Lafoole College to begin masters programs in Spring 1987.

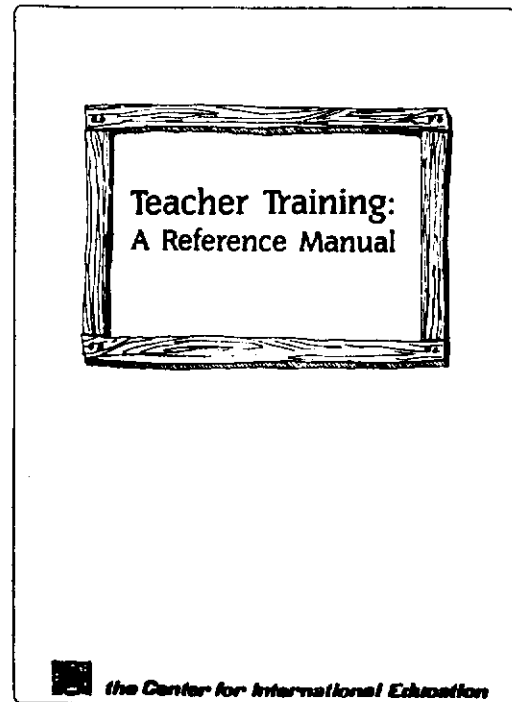
Both the Somalia and Tanzania Projects will sponsor large workshops for educators in 1987. Kathe Conrad, the current Resident Specialist in Tanzania, is planning a February workshop at Marangu Teachers' College in Kilimanjaro. Along with outside help from Greg Thompson and Gail von Hahmann, Center members **Oliver Mwaiki**, **Michael-Lutakamale** and **Mathias Mntangi** will share responsibility for conducting the workshop. The Somali workshop is set for June 1987.



TEACHER TRAINING MANUAL

Every CIE computer was humming this summer as eleven Center Members worked to put together a set of Teacher Training Manuals for Peace Corps. It was a smaller project than the Center usually bids on, but it turned out to be a valuable professional opportunity for those involved. The 176 page Teacher Training: A Reference Manual and the 249 page accompanying training guide were designed and written to address two audiences. First, the Peace Corps Volunteer serving as a teacher trainer and second, host country teachers who would be trained. Therefore, the thrust of the manuals was toward what a teacher needs to know as well as what a teacher trainer needs to know.

Compiled in less than 6 weeks each, the production of these manuals was truly a participatory effort. Nine content specialists worked together in a 3 day workshop to write chapters on all aspects of teaching and teacher training. **Bonnie Mullinix** served as managing editor/ project coordinator and **Anne Dodge** was training coordinator and associate editor. **Dave McCurry** was production coordinator in charge of graphic design and production. **Jane Benbow, Paul Englesberg, Rob Fuderich, Marilyn Gillespie, Mohammed Farah A. Good, Dawn Gordon, Mark Lynd, Dave McCurry** and **Doug Passanisi** were the content specialists involved in writing individual chapters/sessions of the manuals. Teacher Training: A Training Guide was pilot tested by Anne in Senegal and the final publication (now in print and available through ICE, Peace Corps) has received recognition and praise from many quarters.



LITERACY - ALIVE AND GROWING

Finally, after many years of interest and several years of actual discussion, Literacy is finding a permanent academic home at the University of Massachusetts. **John Comings** and **David Kahler**, currently at World Education have, over the past two and a half years, been meeting with **David Kinsey, Bonnie Mullinix, Kerry McCollum**, and others to talk about designing and offering a Master's Degree Program in Adult Literacy at UMass.

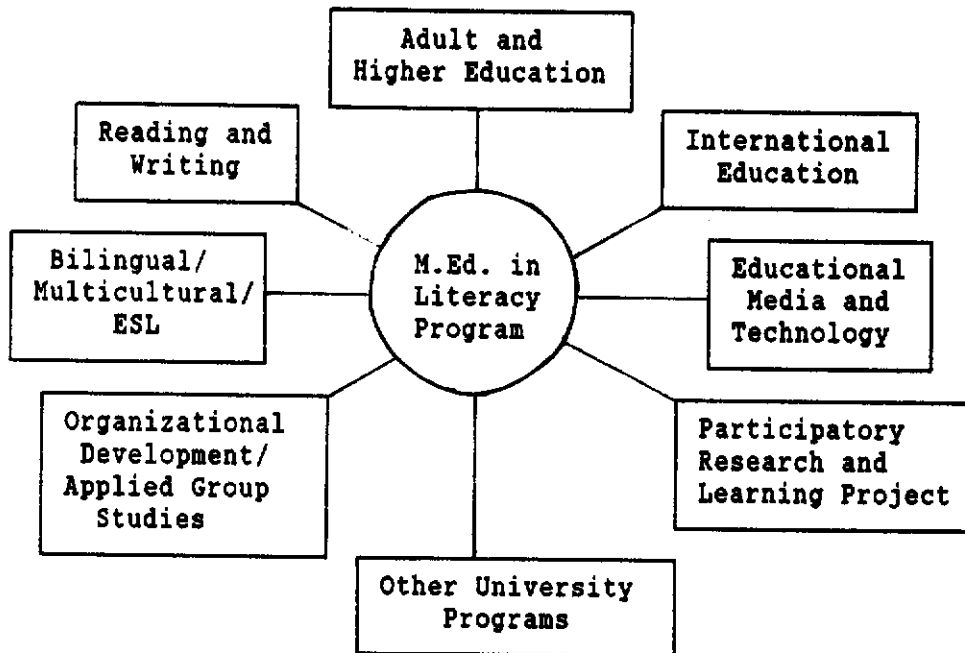
The project finally began to take shape when we convinced the Dean that this was a timely and viable project that needed the financial support of the School of Education. That support took the form of a partial staff position for **David Walker**, recently back from Nepal. With World Education contributing to a work study assistantship for Bonnie, the Literacy Support Initiative was born.

While the Initiative will be aligned with the Center, space and admissions issues require that this program be somewhat separate. Therefore, we are currently involved in negotiating the exact nature of the relationship as well as lining up appropriate funding, faculty, and course offerings to begin a pilot year of the Master's Program this Fall (1987).

Other activities will include conferences, publications, advisory services, research and Summer Institutes (the first to begin this summer - see inserted brochure). There are many aspects of the Literacy Support Initiative that make it both interesting and different from other programs in the U.S.

- * The Initiative represents a joint effort on the part of a university and an experienced practitioner organization to develop a response to the challenge of adult illiteracy.

- * The program will explore approaches to adult literacy in both national and international literacy efforts.
- * The program is aimed at a practitioner clientele seldom addressed--program managers, administrators, trainers, and curriculum and material developers.
- * The degree represents a coherent interdisciplinary effort rather than a piecemeal expansion of an existing concentration. Some of these programmatic inputs are shown below.



The curriculum for the M.Ed. program will consist of three broad areas:

1) **Theoretical Grounding:** The following curriculum areas, covered through a variety of courses, will equip the literacy practitioner with a solid theoretical foundation.

1. Literacy Issues
2. Approaches and Methods
3. Adult Learning Theory
4. Reading and Writing
5. The Background and Context of Adult Illiteracy
6. Education and Community Development
7. Literacy in a Second Language

2) **Competence in Specific Skill Areas:** The following practical skills that are needed in running literacy programs will also be offered.

1. Program Management
2. Curriculum Development
3. Materials and Media
4. Computational Skills
5. Training
6. Evaluation
7. Special Problems in Adult Education

3) Practice: The program will offer the opportunity to link theory and skill to practice through practical field experience. The University will coordinate student placement in collaboration with World Education and community-based literacy groups.



*drawing originally appeared in Vietnamese
Refugee Students: A Handbook for School
Personnel, by Dr. Taen Thi Dang Wei*

NEW FACES AT THE CENTER

1986 has seen the addition of 24 new Center members. A diverse and enthusiastic group, they are making valuable and exciting contributions to CIE. Each one brings an interesting background and important resources; getting to know them is a pleasure!



Hema Abeygunawardena (We just call her "Hema") comes to us from the Ministry of Education in Sri Lanka. Hema has rich experience in adult education and teacher training. With her husband and three sons who are also in Amherst, Hema is a cheery and colorful asset.



Ron vander Bosch from the Netherlands, is a registered nurse with an interest in international health education, specifically a new strategy called C.E.M. (Communication, Education and Social Marketing) He received a Masters' degree in public health from Boston University, and has been working at the Franklin Medical Center in Greenfield, MA. He is adding immeasurably to our stock of jokes and puns!

James Dawson ("J.D."): one of the Center's more vocal members, J.D. hails from Virginia and St. Thomas, V.I. However, he really considers himself to be a global citizen. He has worked for the Peace Corps for many years, most recently as Country Director for Fiji and then Tanzania.



Sekou Oumar Dicko is from Bamako, Mali, where he works for the Regional Directorate of Education. Genial and sociable, he likes music and politics and says snow is "not too bad."

Joan Dixon, from Utah, has worked with Southeast Asian Refugees in both the U.S. and Thailand. Most recently she worked in Nigeria with a child health project. Being kind-hearted and somewhat gullible?, Joan let herself be talked into editing this year's newsletter.

Venecia Fadul-Martinez, from Santiago, Dominican Republic, has worked with farm organizations in that country and in NFE in Costa Rica. She has a background in social work, and shares the common CIE passion for volleyball. Her quiet strength is a valuable contribution to CIE.

Helen Fox with experience teaching in such diverse spots as India, Nevada, Quebec, and even Massachusetts, brings a wealth of experience to CIE. With interests in children, comparative education and international development, Helen adds a dimension of caring and respect for people to our group.



Marilyn Gillespie, from Florida, has interests and experience in ESL and refugee resettlement and has worked in Thailand, Louisiana and Haiti. Her soft-spoken greeting warms up the coldest day. She has been working hard to develop and expand the Center Publications.

Dawn Gordon, from Ontario, Canada, has had experience in Fiji. Dawn has been helping to control the CIE Resource Center with an iron hand and a friendly greeting for everyone.

Jeetendra Joshee, from Nepal and Brattleboro, VT, has worked for the Peace Corps and several other development agencies. His calm good humor helps keep CIE on an even keel, and his wife and two children are also a happy addition to our community.

Adolph Longdong, of Indonesia, works for the National Family Planning Coordination Board of that country as an agriculturalist. He is excited to be in Massachusetts, and even likes snow!

Mark Lynd, of Southern California, comes to the Center after work as a PCV in the Central African Republic. He has taken on the challenge of Program Development coordinator. A singer and guitarist, his music is a welcome addition to all CIE events.

Mark Neassick, another Southerner, and another former PCV (in Swaziland). Mark's humor and insight are welcome and refreshing in classes, in meetings, and in the all-important hallway conversations. Mark is also a fine musician, singing and guitar-ing his way into our hearts.

Ward Mavura, from Tanzania, is a science educator in a Teachers College. He has been coming and going from the Center since 1985. He started his M.Ed. last January, then went home for an independent study to research Science Teacher Training. He will finish in May, 1987.

Nancy Molin from the newly developing land of Nevada, and most recently having taught in Nepal, is taking care of a lot of important duties at CIE, like writing new student introductions, for example! Nancy has established a bit of a reputation for being almost too convincing in class role plays.

Nathaniel Mwita, from Tanzania, has been a teacher trainer for the past ten years. He was on campus Spring semester to do course work, then returned home to do a practical research in Physics Curriculum Reform in Secondary Schools. He plans to finish up in 1987.

Alane Paul Castro, an Amherst native who has spent a lot of time working in Costa Rica, spent the fall getting us organized and to Center meetings on time. She has experience in ESL and Women in Development.

Mohammed Good, from Somalia, is not new to the Center. But he's never been introduced because he actually belongs to the Curriculum Concentration. However, he has become an associate member by adoption since he is involved in so many Center activities and so deserves an "official" introduction here.

Elizabeth Psychas, mother of three and teacher in Austria, Tanzania, Kenya, Harlem, and Massachusetts, brings warmth, wisdom and good humor that keep us all going strong.

Susie Rauch, the "phantom" of the Center, comes with many years of experience at UNESCO in Paris. She worked in Education Operations and has brought some exciting ideas and contacts for Program Development efforts.



Flavia Sales Ramos is an artist and art educator from Brazil. She is interested in the use of popular theater and other media in NFE. Her dazzling, original cartoons and drawings brighten posters, flyers and newsletters all over CIE.

Grant Suhm, a native of New Jersey, Grant brings a rich and varied experience to CIE. Grant has worked for several years in Colombia, teaching and facilitating community development. He is married to:



Marisa Suhm, a native of Colombia. Marisa has experience in education and law, in both North and South America. Her caring and support reaches out to many of her fellow Center members.

Sue Thrasher from Tennessee has worked with the Highlander Research and Education Center, working in social change, oral history, and civil rights. She has been active in exchanges of community educators between the U.S.A. and Nicaragua. Cheerful and upbeat, her smiles warm the most hectic days.



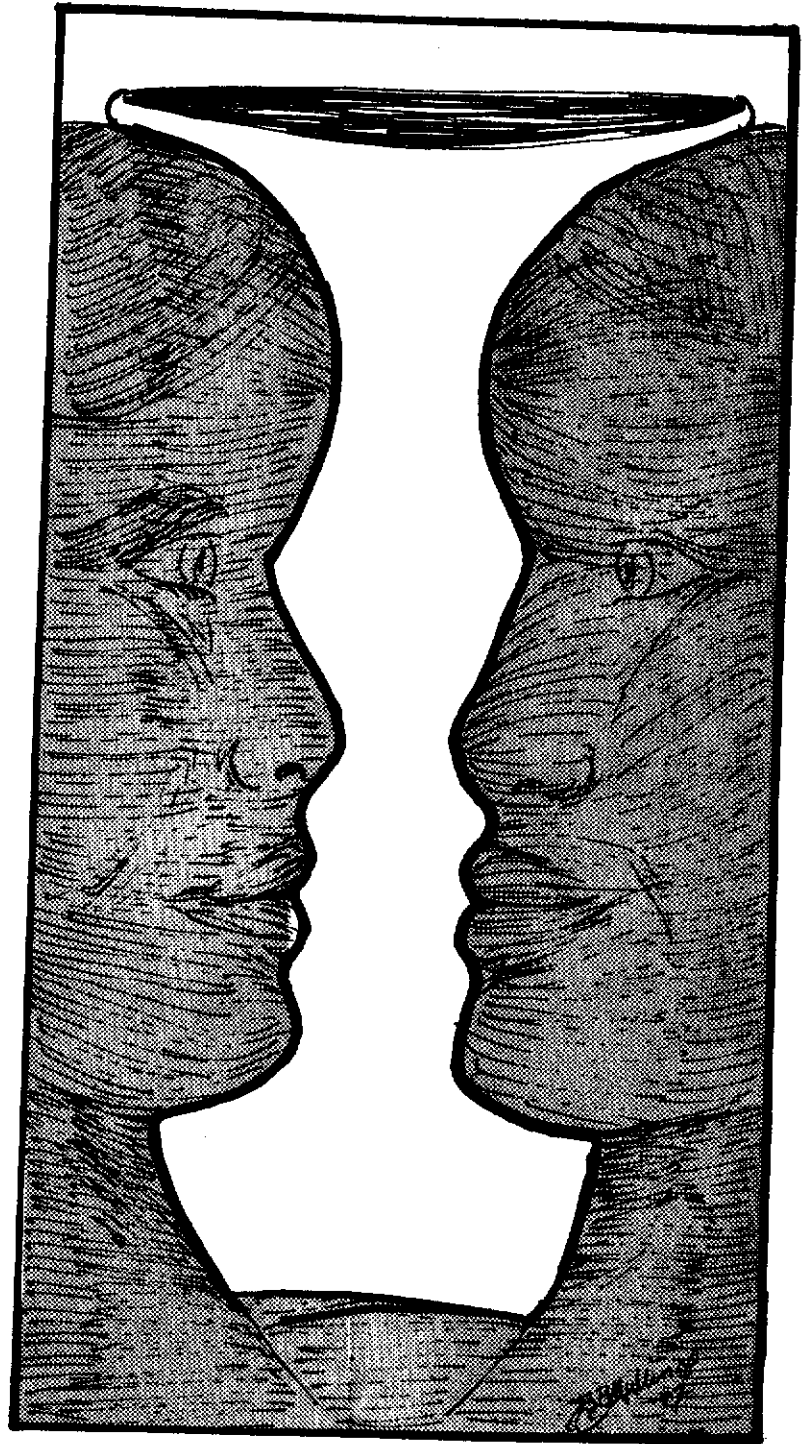
from around the world



Antonia Tingitana from Tanzania, has taught English, teacher training, and cross-cultural orientation for PCV's. Most recently, she has been working for the Ministry of Education in Tanzania. Last in the alphabetical list of new students, she is among the first in caring, in contribution to class debate, and in brightening our lives!

In addition to the new students, there is also a new staff member:

Barbara Gravin-Wilbur has been tackling the Centers' financial duties in addition to serving as fiscal administrator for the BANFES Project for more than a year now. With an MBA from Western New England she brings a lot of expertise to her work at the Center. She is also an energetic mother of four daughters, and can make wonderful Halloween costumes. Barbara made a lasting impression at the USAID Contractors Workshop in December when she showed up at the meetings with one-month-old Whitney Olivia. Now whenever she calls up AID with project related questions, she gets personalized attention because they remember the baby. Who says motherhood and work don't mix? Whitney is regularly seen at the Center helping with typing and filing or just comforting a Center member who needs a baby to hug.



Members' News and Views

Reflection & Reunions

REFLECTIONS AND REUNIONS

"I hope that 1986 has brought you moments of happiness and joy," writes **Susan Carpenter**. "My year has been a collage of changes and reunions. I am enjoying the wonderful, cozy house I have rented in Washington D.C. It is becoming a gathering place for friends as well as an office for writing a book and working on consulting projects. I have been taking advantage of the marvelous cultural and recreational opportunities that D.C. offers. Informal reunions throughout the year were augmented by the large, well organized 25th anniversary celebration of the Peace Corps. It was a time to connect with special friends and affirm what is important in our lives today. This year had its bit of adventure, too. Two friends and I decided to check out Halley's Comet from Down Under. I spent a month exploring Australia's outback, visiting her cities, photographing fish in 60 feet of water and feasting on New Zealand's spectacular scenery. I found a quote that captured the spirit of my year. 'One can remain alive if one is unafraid of change, insatiable in curiosity, interested in big things, and happy in small ways.'" (Edith Wharton)

Reunions played a part in many Center members' lives. **Jan Droegkamp** wrote to tell us about two. Several CIE students, graduates and friends attended the 25th Anniversary of the Peace Corps in Washington, D.C. in September: **Nanette Brey, Jan Droegkamp, Anne Dodge, Will Shaw** (and Mona and Miya), **Jan Basile, Dave Schimmel, Nancy Maklan, John Hatch, Steve and Pat Guild, Jane Benbow, Jill Tucker** and numerous others. Dave Magnani gave a stirring speech that brought several standing ovations and a thunderous applause when he began "What if the Pentagon and the Peace Corps were to exchange budgets?" It was a very emotional three days, highlighted by speeches by The Honorable President of the Philippines, Corazon Aquino, and Sargeant Shriver, and a memorial service conducted by Bill Moyers. Many hugs, tears, and laughs were shared...and many were ready to sign up again!

And speaking of reunions, August 1986, saw the "Women Centered Reunion" held at 54 Middle Street, South Amherst. **Bob Miltz** and **Linda Abrams** were our hosts for this spontaneous get together. A large contingent of CIE folks from the early 80's streamed in and out for a good time and an exchange of news. Folks came from far and wide to attend: **Nancy Maklan** (Washington, D.C.); **Nanette Brey, Michael** and **David Magnani** (Framingham); **David Kahler** and **Mary Beth** (Walpole); **George, Lucy and Fredi Munger** (Lesotho); **Jan Droegkamp** and **John** (Springfield, IL); **Gail von Nahmann** (Brattleboro); **Jo and Book Bookman** (Sunderland); **Don Graybill, Bella Halsted, Masila Mutisya, Margaret McLaughlin, Jan Basile** (Amherst area).



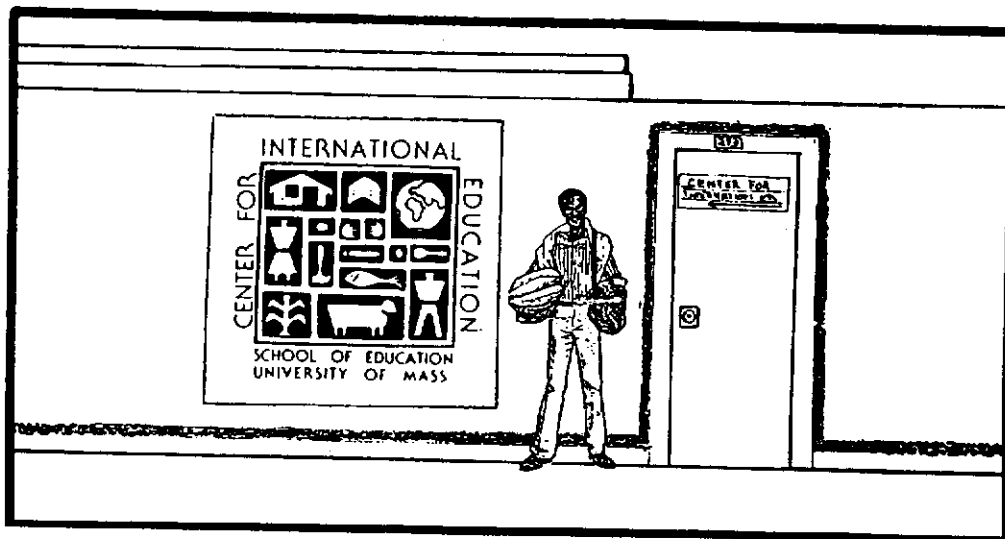
BACK TO THE CENTER

Lillian Marin Goytia was at the Center for a few weeks this fall recalling old times and getting her dissertation proposal in order. Her dissertation will be on "Evaluation and Systematization of the National Literacy and Popular Education Plan in Bolivia." She hopes to finish up the writing as soon as possible and return to Amherst for the defense.

Russ Dilts was also in Amherst to work on his dissertation proposal.

Pat Maguire returned to the Center in December to defend her dissertation, the result of three years of work with formerly battered women in New Mexico. Her dissertation, which includes an excellent discussion of participative and feminist research, will be published by the Center in 1987. She is currently teaching Interpersonal Studies and Women's Studies in Gallup, N.M. The big news is that Pat has a new feminist under construction due to be liberated the end of July, 1987.

Juliet Carvajal, who is married to **Patricio Barriga**, stopped by the Center in September to purchase some CIE publications. She is kept very busy taking care of their four young children, and Patricio is very busy working in Honduras with a USAID Project. Juliet says "Hi" to everyone, especially those who remember her when she was employed at the Center.



Hilda Kokuhrwa is now in Hartford, Connecticut. She has been involved in teaching Kiswahili and consulting with the Institute of Public Service International, University of Connecticut. She came by the Center in early December to say hello and check on some consulting opportunities.

Ramoshebi Ishmael Moletsane called in at the Center for five days during the summer and it was quite a reunion for this former member of the "old" Africa Group and former Director of the Ghana Project (1977). Ishmael is currently in a new position as a Director of a unit which has to do with staff development and effective teaching in higher education. Recently he was at the University of Edinburgh for a two-week course on this very subject. He shared with us at the Center his current activities during his six-month sabbatical leave. He has been at the University of Cape Town from February until early in June. Then he got a travelling fellowship to visit the Universities of London and Wales, Columbia University, UMass, Rutgers and the University of British Columbia in Canada.

David Walker came back to the Center after spending ten years in Nepal. The Literacy Program he helped develop has been very well received by the Nepali Government and the materials are being mass produced for the rest of the country. His experience and insights into the process of developing literacy materials and programs have provided valuable contributions to classes in the Center and the School of Ed. He is now employed as part time staff by the School of Education developing the Masters Program in Adult Literacy. (See Projects section.) David lives in Connecticut and commutes to Amherst three days out of the week.

Last summer, **George Urch** spent time directing a program at the University of London Institute of Education. He then traveled to Harare where he explored the possibility of the Center helping to strengthen Teacher Education in Zimbabwe. The next stop was Tanzania to review and eval-



uate the second year of our Teacher Text Technology (TT) Project. Finally, he went to Kenya where he visited with friends. He sends warmest greetings to everyone. Please write and/or come back and visit the Center.

David Kinsey spent the spring and summer working to get Dean Fantini to support the Literacy Masters Proposal. (See Program Development) He did manage to take some time off for a two week vacation in Tuscany, Italy. During the fall, he and **Jim Dawson** taught a course in International Education which is designed for students outside the Center. They were able to draw upon the expertise of many Center members to help the students gain an insider perspective of life in the Third World. **Greg Thompson, Antonia Tingitana, Masila Mutisya, Riva-Falaf Taafaki, Rema Pai, and Paul Englesberg** served as country consultants for the course.

David Evans has been concentrating on restructuring and deepening the content of all of his courses, particularly "Development Theory for Educators", a new course taught for the first time in Spring 1986. One of the highlights of DRE's year was chartering a sailboat to join the Statue of Liberty Festivities in New York on the 4th of July. The adventure of dodging boats in the harbor was almost as exciting as the fireworks and the chance to be a part of an historic event.

Bob Miltz has finished construction on his house, garage and breezeway. He is looking forward to a year's sabbatical starting in June 1987 when he hopes to catch up on many projects including building an antique car. He also hopes to do some short term consulting overseas.

DAVIDS THROUGH THE DECADES

The new Literacy Masters Program Initiative is not only bringing a lot of Center members together for the first time, it is also bringing together an awful lot of Davids. **David Kinsey, Bonnie Mullinix and David Walker** are developing a Masters Program in Adult Literacy. They are also working with **John Comings** and **David Kahler** of World Education. Last Fall Bonnie, John, David W and David K went to meet with the new director of the Adult Literacy Resource Institute (a joint program sponsored by UMass/Boston and Roxbury Community College) who just happened to be Center Member, **David Rosen**. As they were waiting for him, they tried to figure out when David R. would have attended the Center because between the four of them, they could account for the years 1970 to 1986. Sure enough, David R. had attended from 1968 to 1970. But the Center connections to literacy don't stop here. As they discussed literacy programs around the state, David R. mentioned that one of the most successful was at the Jackson Mann Community School under the direction of Center Member, **Patrick Fine**. If you're disappointed that Patrick's name isn't David too, we offer the consolation that Bonnie's husband is (you guessed it) **David McCurry**.

CENTER NETWORK ALIVE AND WELL IN ASIA

John Comings sent a note in June: "**David Kahler** and I worked on a design for training staff and field workers of Foster Parents Plan in Sri Lanka, Indonesia, Thailand and Nepal. When I took the design out with me to Sri Lanka, **Russ Dilts** and **Jaya Gajanayake** were there to help me adapt it to that setting. The 10 day training helped the field workers investigate the general principles of community development, learn some techniques for applying those principles in their work sites and relate all of this to the promotion of income generation activities. We also trained two trainers each from Sri Lanka, Indonesia, Thailand and Nepal. Russ is doing follow-up in the other three countries. By the end of the program, in July, Foster Parents Plan will have all of its field workers trained in all four countries, and each country will have two trainers with generic training skills that can be applied to other areas of need." On the domestic side, John reports that he is sometimes overemployed, but doing well. World Education continues to offer interesting work and new challenges with the big focus on training and literacy just now. He and Rima are enjoying their role as suburbanite homeowners and have established a seasonal routine of flower planting, clean-up, painting, lawn mowing, leaf raking and snow shoveling and of course, furnace attending. Rima, "newly eminent doctor," is in the process of letter writing and job hunting. John enjoys walking to school and talking with son, Andrew, who is in kindergarten.

1986 saw **David, Mary Beth and John Kahler** firmly settled in on the East side of Walpole, rather than

the South side. Project-related travel to Sudan and Mali provided rather sobering experiences. Travel to Sri Lanka meant time with **Jaya and Stanley Gajanayake**, while workshops in India and Kenya made the bridge between adult education and health and family planning more obvious. Work here in the U.S. has provided an opportunity to work closely with **Nanette Brey Magnani** as well as to find new applications for the many things learned in overseas projects.

As of October, **Kyung Jae Park** is settled back in Seoul, Korea and is working in the Junior College Academic Affairs Division in the Ministry of Education. He helps supervise Junior colleges in recruiting and promoting professors and in operating their curriculum. He and **Yong Kim** miss the Center and Amherst and were glad to have a visit from **Stanley Gajanayake** in September and talk about old times.

Peter Higginson called in January (1987), as he passed through Boston on his way back to Apia, Western Samoa. Peter is continuing as the Chief of Mission for UNESCO's Office of Pacific States. He has become interested in the special problems of small or isolated states - which seems only natural in that part of the world. He reports that much of the development work of the past two years is now paying off with a variety of projects and activities getting underway. Still, there is time for his Hobie Cat and collection of assorted wind surfers to lessen his disappointment at the lack of cross-country skiing opportunities in the region.

Mary Courtney returned from a year at the Philippines Refugee Processing Center only to fly off again. She did come by the Center to give a presentation about her experiences at one of the Tuesday meetings and to catch up on the news. In February 1987, she flies to Stockholm Sweden where she has adult education interviews. If she doesn't find work, she will enjoy a six month sabbatical. By the way, she is "single again."

Endang Sumantri wrote the following note to generate some organizational networking among our Indonesian members.



Para Alumni CIE-UMass dan Springfield College di Nusantara Indonesia Selamat Tahun Baru 1987! Merdeka!
Bagaimana khabarnya rekan rekan di INDONESIA yang terus tekun mengabdikan kepada Ibu Pertiwi? Come on folks, beri khabar berita tentang karir dan kegiatan di tanah air. Bagaimana para alumni yang ada di IKIP, di Pusdiklat, di Direktorat Dikmas dan di Bidang/BPKB? CIE Annual Newsletter menanti selalu tentang berita kemajuan, perkembangan, dan karir para alumninya.
Anggota lama yang masih tekun di CIE adalah **Endang Sumantri** dari IKIP Bandung yang mendapat tugas belajar dari World Bank XI (P2LPTK) Depdikbud. Dia sekarang memasuki genap 18 bulan di UMass. Pada tanggal 21 Januari 1987 yang lalu telah berhasil menempuh ujian komprehensifnya. Sedangkan **Syhabuddin Harahap** telah 5 bulan kembali ke INDONESIA setelah berhasil mempertahankan Dissertasinya dalam merebut gelar Doktor Kependidikan dan sekarang rupanya telah aktif lagi di IKIP Medan. Tapi aneh tiada khabar berita ke Newsletter CIE. Juga itu **Zul-Karnaen** where are you? Dua anggota CIE dari petugas belajar BKKBN satu orang diantaranya **Syahdan** sudah berhasil mencapai gelar master kependidikannya pada bulan Desember 1986 yang lalu dan sekarang telah kembali kepangkuatan Ibu. . . .Pertiwi dan Universitas Mataramnya. Yang tinggal sekarang **Adolf Lucky Londong** dari Diklat Kanwil Deptan Propinsi Sulawesi Utara. Dan khabarnya 5 orang dari petugas belajar BKKBN mau datang lagi; CIE tetap menunggu. Semoga para alumni lamapun dapat datang kembali ke almamater UMass.
Akhir akhir ini CIE sudah lebih luas mengembangkan sayap "organizational networking" nya, terutama ke kawasan Afrika dan Timur jauh.
Kepada para rekan alumni sekali lagi ditunggu kabar beritanya, dan kenanglah selalu "Twilight Shadow"--the Almamater-nya UMass.
Selamat mengembangkan karir kependidikan dan karir administrasi dan. . . .semoga sukses. So long.

Mike and Kathy Frith are in Kuala Lumpur, Malaysia. Michael is still working on his dissertation (The use of Social Marketing and NFE for Urban Rabies Control in Ecuador) and doing some writing and consulting for the Malaysian Commission on Educational Exchange (MACEE). Kathy has a Fulbright Fellowship and has been teaching at Institut Teknologi MARA. She is having a great time and feels that she is able to contribute more there than in Iowa. Giles and Sebastian are in an "American School" and doing well. The Friths would like to invite any Center Members who pass through to call and visit.



IS MARRIAGE BETTER THE THIRD TIME AROUND?

Mayuree Tongsri writes from Thailand that she has completed her second and third marriage, in Thailand and India respectively (Of course all these marriages were to the same man. Those of you who know Mayuree will remember she and her husband, who is from India, were married here in the U.S. and then returned to each of their respective countries to be married again for the benefit of families and relatives.) She is now working at the Center for Educational Technology as a project manager of the T.V. and Video Production section. It is a very interesting project since it is new for Thailand to implement video for NFE.



OUT OF AFRICA

PASSAGE TO AFRICA

On his way to the Teacher Training Workshop in Dar-Es-Salaam, **Greg Thompson** spent a week in Amsterdam at the SIETAR Conference where he also met **John Bing** and **Robbins Hopkins**. John was on his way to Amman, Jordan to negotiate a contract for his former company. Since that time, however, John has opened up his own consulting firm in Princeton. (See his comments on Setting up a Consulting Firm in the feature section.) Robbins, as well, had left her job with Youth For Understanding to concentrate her efforts on her own consulting firm.

Next stop for Greg was a week in Rome to fill up on Mediterranean food and to get a visitor's visa for Somalia. In Somalia he met with the Dean of Lafoole College and USIA officials to discuss the teacher training needs of the College. (See Projects for more information.) Greg was also entertained in Mogadishu by **Gudrun Forsberg**, who was working at the Curriculum Development Center through the UN, and **Gail von Hahmann**, who was finishing up a management training contract with the UNHCR.

ODE TO THE ORDINARY

Around the time for the CIES meeting at Harvard, **Gudrun Forsberg** sent an interesting note critiquing the topics and presenters listed on the program. She has been working at the Curriculum Development Center in Somalia, a place more in need of transport and fuel than reports on efficiency systems or interactive radio programs. We wish she could have been at the conference to deliver her "Ode to the Ordinary." Maybe we can publish it in next year's newsletter. She will be working on her dissertation at the Center during spring semester, 1987.

Despite her skepticism of interactive radio, **Gudrun** is not above using the radio to promote education. She addressed the Nation of Somalia on the radio in March 1985 on the importance of Mother-Tongue Instruction. "Mrs. Gudrun" received rave reviews and a special limerick from a friend about a Swede who.....

went on the radio to plead it
She talked of her book,
said, "Here take a look,
It will do you all good if you read it!"

But she didn't stop at that. By November 1986, she got her chance to make it on Somali TV! As the organizer for a one-week seminar on the promotion of equal educational opportunities for girls, she was seen on TV sitting to the left of the Vice-Minister of Education (a woman), who opened the seminar.

SOMALIA CONNECTIONS

Gudrun also reports that she met **Max Senior** a couple of times while she was in Somalia. He was there doing Health Education workshops in connection with his work at Population Communication Services.

The Center connections in Somalia seem to go on and on. Max sent a request to the Center for a consultant to train local artists to illustrate training materials for Health Education. The result was that **Flavia Sales Ramos** spent several weeks in August doing the training.



CENTER NETWORK TIES

Adeye Befecadu sends greetings to everyone from Addis Ababa. "I hope all goes well out there. Here I'm fine and I've been busy at my job because my counterpart in the office is in London for training. Since Maseru/Lesotho, my job took me to Poland--as a member of our delegation to the Ministers of Education Conference at Krakow. It was an interesting experience--both the country and people (plus ideological situations, religious, etc.) as well as the climate. I was really cold. (I was there in November/December 1985 and it was already -10C) Lots of snow and ice and wind and darkness-- oh my it was incredible. (I experienced just like my first time in the USA!) On route, Rome was lovely. I think I love that city! Otherwise, I've met a couple of beautiful CIE people--**Carol Martin**--who is now my best friend and almost like a sister. Unfortunately, she left for Nairobi. Her contract with World Vision in Ethiopia ended in October! Sad to see her go. You know, I wonder what develops that attachment amongst CIE alumni? It's actually very nice. So I've decided to try to get in touch with as many as possible. If they reply to my letters! And how's everything at the Center? How come you never get into projects that get you or anybody else to Addis? Anybody who's in Addis is welcome to call me and get in touch. Please give my regards to everyone."

Jane Vella was on the road for Save the Children during the last part of 1986 and into 87. She traveled to the Maldives, Sri Lanka, Zimbabwe, Ethiopia and Sudan as director of training.

LESOTHO BASH:

October 1986 was a big month for get-togethers by Center members in Maseru, Lesotho. Aside from the local Center membership represented in BANFES including Frank Schorn, **Cookie Bourbeau**, **Fredi Munger**, **Linda Pursley**, **Barnabas Otaala**, **Phil Christensen** and their families, the Center was also represented by others on short-term assignment in Lesotho. Selected to evaluate the first phase of BANFES were loyal friend **Jim Hoxeng**, recent graduate **Patrick Fine**, and old-timer **John Bing**. **Greg Thompson** was also in town on a consultancy for the Peace Corps. Everyone had a great time at a spaghetti bash thrown by **Cookie** and **Eddie** where there was also ample opportunity to reminisce about old times at the Center.

Michael Kip Koech has returned to Kenya where he is a senior lecturer at Kenyatta University College. He also directs the Environmental Science Program. Recently, he was joined by his wife, **Barbara**, and son. **Barbara** has also assumed a faculty position at Kenyatta University.

Charles Bookman was in Tanzania all last spring with the Teacher Text Technology Project. He returned again in the fall to work with a short-term Peace Corps training project.

Odilon Makara and **Marcel Tsuinyane**, who just arrived at UMass from Lesotho gave us an update on the activities of many Center Members in Lesotho:

Andrew Letsie of NTTC has been appointed Deputy Director (Academic Affairs) since the BANFES Project was launched. He has started performing the functions while waiting for the post to be officially funded.

Morahanye Makheta resigned from the Civil Service and is now with Lesotho Building Fi-



nance Corporation as Public Relations Officer.

Temperance Leloka resigned from her job at the end of December in conjunction with her husband's retirement. She is looking at the possibility of an independent venture in the commercial field.

Mercy Montsi and **Liguori Ngaka Motumi** are still with the National University of Lesotho.

Zacharias A. Matsela is still with the National University of Lesotho as Dean of the Faculty of Education. (There was some excitement in the BANFES office one morning when a copy of the Dec 17, 1986 issue of LESOTHO Today arrived in the mail. The headline on the front page announced a week-long NFE Workshop. As **Bob Miltz** read that the program was officially opened by acting Pro-Vice Chancellor of the National University of Lesotho, Professor **Z.A. Matsela**, he was heard to exclaim, "That's Zach!" It's nice to know that one of our own Center Members is responsible for bringing NFE to the front page of the news in Lesotho.)



Natsomo Mobe, **Pholongoe Moleko** and **Sechaba Vincent Seutloali** are still with the Lesotho Distance Teaching Center. **Lipholo Makhetha**, who was director, has now resigned.

Paul Mottlatsi Morolong is now Deputy Principal Secretary at the Ministry of Labour, Employment and Social Welfare. He sent a short note in December saying his current interest was considering the educational and training needs of the employed and unemployed with particular emphasis on Migrant Labor. He sends kindest regards to all Center Members.

Lebohang Ramohlanka and **Esther Sakoane** have also joined the Ministry of Labour, Employment and Social Welfare Services on promotions. Lebohang recently sent a Christmas card with greetings to everyone.

Mosia Rakubutu is now head of the Instructional Materials Resource Center in Lesotho.

Ruth Stutts Mjiri wrote last April that she had completed the first phase of the oral history documentation on Leadership and Higher Education in the African Continent which the Ford Foundation funded, and the final copies have been delivered to the Kenya Archives. They are now seeking funding for the second phase. She has recently started up an import business in Springfield with members of her family called ACACIA ARTS, Inc. They plan to import and sell items from Senegal, Kenya and Zimbabwe. She also took a group of American Educators on a tour of Senegal, The Gambia, Kenya and Zimbabwe. While in Zimbabwe, **Kotsho L. Dube** and his wife entertained the group and helped orient them to the customs of the country. Kotsho presently has a business in Harare.

GOOD-BYE BLOOMINGTON, HELLO MALI!

Last February, **Stefania Sinigaglia** sent a what-shall-I-do-with-my-life-next? letter. She had found that the focus of the Language Education Dept at Indiana did not meet her expectations. But worse, she "found Bloomington unbearable, dreary as a town, with a depressing landscape as a backdrop: plus some people I found stiff - sort of - while the general climate was all but exciting." She decided she'd had enough of the Hoosiers and packed up and headed for Italy. In October, she sent a something-interesting-has-finally-cropped-up letter. After spending the spring and summer exploring several options, she found a community development project in Mali which is promoted by an Italian NGO. So she's off to do "animation rurale" and might get a chance to link up with former Center Members, **Tahirou Kampo** and **Amadou Kone**.

Dick Betz and family sent a postcard from China where they had a fascinating travel experience. Dick continues to work in Botswana.

IN AND OUT OF AFRICA

Anne Dodge spent a busy summer and fall traveling back and forth to Africa. First, she went to Somalia for OEF to train refugee women to do feasibility studies for income generation projects. (The workshop materials had been designed by **Susie Kindervatter** and field tested in Senegal by **Debbie Fredo**.) Then after returning to Amherst briefly to finish and collect the Peace Corps Training Manual (See "Projects" section), she went to Senegal where she spent two weeks field testing the Manual with a new group of PCV's. Next, in November, she returned to Africa a third time, to do an analysis of rural educational needs and capabilities for the World Bank in Chad. Now she is in Mali doing a training

consultancy for Peace Corps and plans to stay put for at least five months.

THANKSGIVING IN DAKAR:

Anne Dodge, Marla Solomon and Debbie Fredo enjoyed Thanksgiving Day together in Dakar. Anne was returning from a World Bank assignment in Chad, Marla was returning from a Peace Corps Training assignment in Malawi and Debbie was beginning another stint in Senegal with OEF after working with the Teacher Text Technology Project in Tanzania in June and spending a few weeks in Amherst getting her comps proposal in order.

Marla saw **Oliver Mhaki** and **Michael Lutakamale** as she traveled through Tanzania. They are doing really well at Dar-Es-Salaam Teachers' College. They sponsored a walk-a-thon that raised a lot of money to build a preschool at the college. Oliver has also started a canteen at the school where students can purchase meals and snacks.

LATIN AMERICA AND THE CARIBBEAN

Julio Ramirez is living in East Calais, VT with his two children. He is Coordinator of International Training for Partners of the Americas concerned primarily with small entrepreneur training of Hondurans in Honduras and Vermont.

Larry Frankel, former Ghana Project staff member, sends regards to everyone. No details, but as of October 6th, he was just back from Haiti. He is still working for CARE. In fact he called the Center recently looking for one of our qualified students to fill a position at CARE.

Steve Anzalone has finished his second year with the Institute for International Research (IIR). Like many in Washington, he's thankful that so far he has survived the current Gramm-Rudman adventures. He has spent much of the past year knocking about the Caribbean: Haiti, Belize, Barbados, Puerto Rico, and Grenada, mostly on activities related to computers and education.

Juan Aulestia is at Oxfam working with Latin American programs. He has traveled to Ecuador and Bolivia during the past year. In between travels, he is working on his thesis.

EVERYONE KNOWS YOU DON'T NEED AN OFFICE FOR NFE:

Adriana Rothkegel visited the Center in March and during the course of the conversation we found out that **Vicente Arredondo** is alive and well and still working for the Adult Education section in the Ministry of Education in Mexico. His office building was demolished by the recent earthquake but that did not deter Vicente--he still continued working without an office! He and his family are well and send greetings to all Center members.



AROUND AND ABOUT THE U.S. AND POINTS BEYOND

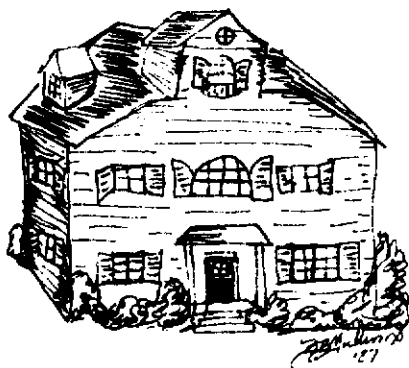
Ron Bell is still active in international endeavors through his work as Assistant Superintendent of Amherst Public Schools. Recently, he traveled to Moscow and negotiated a professional relationship between Amherst Public Schools and the International School in Moscow.

FREELANCING IN AMHERST

Always homesick for the Big Apple, **Bella Halsted** has finally moved her workspace to inner city Amherst, where she free-lances as writer and editor from a sunny studio overlooking the Common. Her current work with the Peace Development Fund involves producing their newsletter and writing articles concerning projects they fund. This spring, she will be traveling to the South to research the changing nature of peace groups, as more low income,



rural people become involved in this work. (In this regard, she will be consulting with **Sue Thrasher** concerning Highlander's recent trip to Nicaragua to study popular education there.) This is also the year to finally pull together many pieces of writing--poetry, fiction--that have accumulated over the years, and who knows...to put Chapter Three of her dissertation into the form of a play!



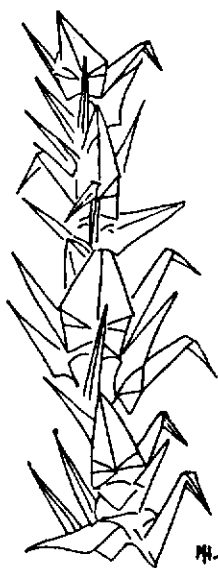
HAUNTED HOUSEKEEPING

Deborah Golub has set up house in one of the oldest homes in the slightly strange community of Yellow Springs, Ohio. She describes her landlady as "elderly, eccentric and with skin that looks like there is no blood underneath." But that's only the beginning, she also writes, "I'm told the house is haunted by a woman who died in the 1800's. Fortunately for me, she apparently hangs out on the main staircase in the other part of the building. The present landlady and husband have a friendly relationship with her and they've worked out a way to share the space. I'm supposed to keep my curtains closed, however, because she abhors bright light. Ah yes, and I thought Ohio was going to be boring!" Not boring and certainly busy, Deborah also reports that her new job at Wright State University includes teaching, research, developing a PhD program, directing the on-campus clinic, supervising advanced grad students, writing and more if possible. The Art Therapy Program is to be a model, so there is a lot of pressure to produce.

Michael Haviland is still very busy directing the Hubert H. Humphrey Scholarship Program for the Institute of International Education in New York. The Center has been fortunate to have several HHH scholars including **Emmanuel Ntibayindusha** from Burundi and **Mathias Chew** from Zambia. We look forward to having more scholars in the future.

Liz Psychas, a new Center Member, was at Maryknoll last May researching their lay-missionary cross-cultural training. She met **Becky Macugay** while she was there. Becky sends her greetings to all her friends in the Center.

Leon Clark is now director of a small but growing International Education Program at American University in Washington, D.C. (A CIE clone in Washington?) His recently revised editions of the series, "Through African Eyes" have been well received.



Robert Pearson is executive director of the Center for Humanistic Change (Doesn't that have a 60's ring!) and Workplace Associates (Doesn't that have an 80's ring.) in eastern Pennsylvania. Through these non-profit consulting firms he teaches "life skills" (communication and parenting skills, stress management, etc.) as drug and alcohol prevention in the public sector and as management training in the corporate sector. His newest contract is to design a conflict management course for the Dept of Public Welfare which will be offered to 5000 managers state wide. In all activities, they impact over 10,000 people a year and know that "Prevention" is where it's at!

Paul Englesberg happened upon a \$130,000 grant for the Five College Center for East Asian Studies while putting together a National Directory of Organizations with resources for teaching about Asia. In the course of his conversations with the US-Japan Foundation, they mentioned they were looking for a university in New England to set up a Regional Program for teaching about Japan on the pre-college level. Since Paul had just completed a CIE course on Proposal Writing, he knew exactly what to do. Consequently, he has assured funding for his own job plus an exciting opportunity to develop a new program for the region. They are currently looking for people in Japan and New England who have ideas for materials and strategies for teaching about Japan.

Jeannette Davis Harris continues to work in the Springfield Regional Office of the State Department of Education. Her multimedia presentation of Afro American Studies has been well received throughout the state.

Eligia Murcia recently had lunch with **Mary Courtney** at the China Palace. (They sent their news updates on the back of the menu.) Eligia is Associate Professor in the Institute of Public Service International (IPSI) at the University of Connecticut, Hartford. She will be training public managers from overseas in different subject areas, and will also serve as an advisor to some of these students. Her new job involves three months of traveling overseas each year to tailor and implement training programs for IPSI clients. These clients are usually government agencies.

Chuck Harns sent a postcard from Nepal last February to add to the Center's collection. He was preparing training sessions which used **Jan Droegkamp** and **Fred Munger's** "Women Centered Training" as one of the approaches. More recently he sent the following note from New Hampshire where he is working for Research Management Corporation: "I certainly do miss the Center. The creativity and freedom at CIE is easily taken for granted while we're there, but now that I'm away I appreciate the Centers' atmosphere and ethic even more. Not to sound too negative, though, I find my new job very enjoyable and very challenging. I am learning a lot about U.S.-based adult education, and I think I am contributing to the project's success."

In his role as director of the Adult Literacy Resource Institute, **David Rosen** has been actively involved in improving literacy throughout the state of Massachusetts. Recently, he spoke at a meeting in Western Massachusetts to share ideas on how to set up an Adult Literacy Coalition.

Nancy Maklan, associate Center member, has been living in Washington D.C. and working hard on her dissertation this past year with good results. She will defend it March 13, 1987. She is also expecting a new baby in the near future.

Paul Jurmo sent a darling photo of daughter Nikki, who is getting to be quite the little person as she enters the somewhat "terrible two" phase. He is working for the Business Council for Effective Literacy and has been making progress on his dissertation as well as keeping up with the demands of being a home owner. Olga is enjoying her job as director of the medical unit at Covenant House, Fr. Ritter's Center for Runaway/ Homeless/In-trouble kids in Times Square.

Frank Bialosiewicz is now living in Shutesbury. He still works at MassCOSH (Coalition for Occupational Safety and Health) and is learning to do massage therapy.

Steve and Pat Guild have had a very busy (but it sounds like fun) year. They went to Florida in January, spent a few days at EXPO, a week at a wonderful family camp, almost three weeks in the San Juan Island and a week in Virginia and Washington D.C. Darren is in first grade and Sue Anne is fluent in English now. They are both enjoying reading. In case you are beginning to think life is one big vacation for the Guild family, Pat's second full year in her own business has been prosperous and challenging. She keeps very busy with writing projects and consulting as well as other activities. Steve continues to develop training programs and materials for various businesses and organizations, including the State Department of Transportation (ask him about "asphalt bituminous paving".) He also joined the faculty of a human resources development graduate program at Seattle Pacific University. This spring he and a friend combined skills and interests to form a full-service training company, Result Plus. They programmed a visit for twenty Costa Rican rural school teachers which was very rewarding.

NFE TO MEDIATE THE ARMS RACE??

CIE had a representative at the Summit talks in Iceland last summer. (Well sort of.) **Roshan Billimoria** was there as part of a small nongovernmental delegation. We haven't been able to contact her for her official analysis of the talks, but her postcard indicated she was having a good time.

INSTITUTE FOR TRAINING AND DEVELOPMENT GOING STRONG

Linda Abrams and **Dan Moulton** continue to enjoy the challenge of working with their own consulting firm, the Institute for Training and Development (ITD). This past year they have been doing community development training workshops in Arizona with groups of rural Guatemalans. Many On-Campus Center members including **Alane Paul Castro**, **Mario Acevedo**, **Manolo Sanchez**, and **Don Graybill** have been involved with a number of their programs.

Dan Moulton has done quite a bit of traveling for ITD this past year. In January, he went to Indonesia. Although he didn't see any Center members while he was there, he reports that **Bianti Djwandono** visited Amherst and she is now working for the Ford Foundation. In October, Dan travelled to Sierra Leone where he met **Cynthia Shepherd Perry**, who says she still misses Amherst and remembers everyone fondly. This past fall, Dan also had the opportunity to return to Hills South for a day and share some Center history with the new Center members in DRE's Introductory Seminar. He spoke about the organization and implementation of the Indonesia Project.

Kathy Parker is another Center member who has been working with ITD. For the past year she has been the lead trainer for the community development training programs with Guatemalans. She is currently in Arizona with the programs although she usually makes her home in Belchertown.

Finally, **Jennie Campos**, another ITD associate, sends greetings from a little copper-mining town high in the Arizona mountains where CIE is shining brightly. "Since my move to Arizona in February of this year, I have been involved in a variety of projects--the most recent one being involved in the development of a field office for ITD's training programs for Guatemalan volunteers. . . hope to visit Amherst at the end of this job. . . The Center remains in my mind, a place where exciting and meaningful things take root all in the name of education that really counts."

BEST WISHES FROM EVERYONE TO EVERYONE FOR THE COMING YEAR

Seasons Greetings were received from **Dariussh Dehghan**, (Maryland); **Raphael Njoku** (Owerri, Nigeria), and **Muljani Murhadi** (Albany, New York.) **Retna Burham** sent a lovely card from Indonesia and **Stanley and Jaya Gajanayake** sent greetings to everyone and best wishes for the New Year from Sri Lanka.

Cookie Bourbeau sent greetings from summery Lesotho. She and Eddie are enjoying life and the BANFES project work. They enjoyed entertaining John Bing, Patrick Fine and Jim Hoxeng and say their door is always open to more visitors. (Anyone in Lesotho should take up her offer. According to John Bing, this was the "party of the decade!")

Meria Khenbo sent a card from Malawi. She was glad to have a visit from **Marla Solomon** which made her feel like she was back in Amherst. She misses the Center and hopes to return for further study. In the meantime, she finds what she learned here to be very valuable in her current work.

Barbara Howald sent greetings from Rwanda, land of a thousand hills. She says everywhere you go, look, sleep, wake up, there are hills. It's hard to take sometimes for somebody from Ohio. She met Center Member **Justin Rwicaniyayo** who is working with the CERAI schools which are rural junior secondary schools that teach basics along with practical skills like masonry, carpentry and sewing.

David Lee's Christmas card brought welcome news to those who were concerned about his recent bout with hepatitis. "I am happy to report that all is on the long, slow road to full recovery. It looks as if I'll be in hospital until the end of the month, then healing will continue at home. I want to thank all those who sent cards and letters . . . knowing that so many caring people are sending their support certainly helps keep morale high."



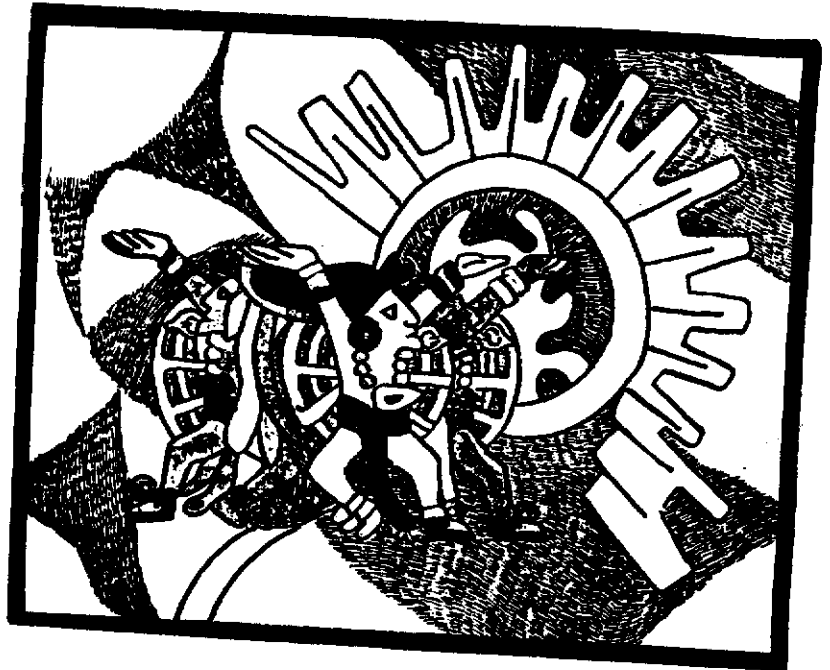
EVERY MOON, EVERY YEAR
EVERY DAY, EVERY TRADE WIND
COMES AND ALSO GOES.

LIKewise EVERY LIVING BEING ARRIVES
TO ITS RESTING PLACE.

(Popol Vuh, Maya)

MAY WE COLLECTIVELY WORK
TO IMPROVE THE SOCIAL JUSTICE
OF OUR COMMUNITIES AND WORLD.

Alberto Ochoa



MIDDLE EAST AND EUROPE

Shmuel Govreen sent a card in September on the occasion of the Jewish New Year. He sends greetings to everyone for a healthy and creative academic year. This year he has been on sabbatical and has been working to complete a book based partially on his dissertation. There is a good chance that when he returns to his post at the Ministry of Education that he will be working on a national project augmenting the democratic process on all levels of education. Until now, he has worked on consciousness-raising of Israel's Police and Prison Wardens.

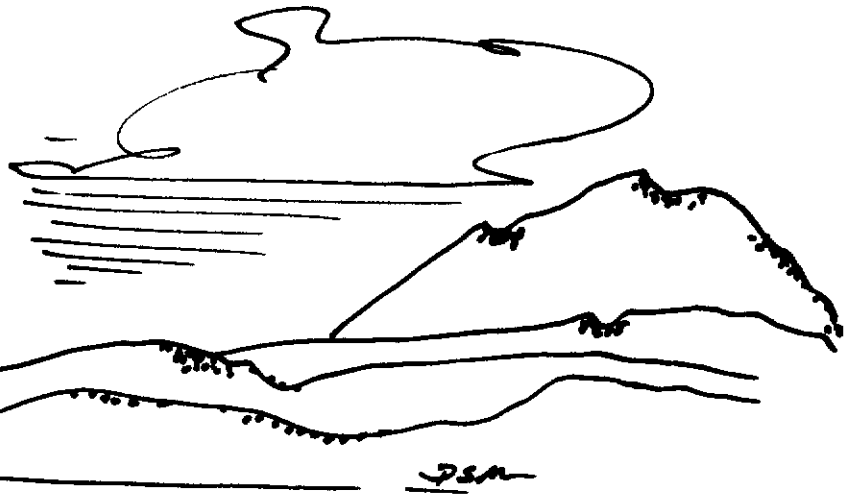
Steve McLaughlin traveled to Pakistan as a member of a Sector Survey Team for USAID. He was responsible for the nonformal education component and reported some of his findings at a Center Meeting in September. **Margaret McLaughlin** continues to consult with Peace Corps.

Muhammad Azam Khan continues as an instructor in the Agriculture Department at the American University in Beirut.

Phil Matthews spent two months in Den Haag last summer attending a course on Law, social justice and development at the Institute of Social Studies.

FAMILY PLANNING IN TURKEY

This past September, **Mike Basile** was in Turkey participating in a Ministry of Health effort to evaluate their family planning services. The focus of the Project was to strengthen the local support network for midwives who are consulted by villagers for contraceptive information. School teachers, muhtars (elected heads), imams (local priests), and other, mostly male, community workers were brought together with the



midwives to discuss how this could be done. Mike reported the outcome at a well-attended Center meeting that promised "a demonstration of family planning approaches." In spite of ribbing from the audience, Mike boldly ventured into an explanation of the various contraceptive methods. When he found himself resorting to Latin terms, he surprised everyone by saying that the straight-laced mullahs had less trouble discussing sex--even with women present--than "liberated" Americans.



CENTER MEMBERS IN THE NEWS

The Daily Hampshire Gazette, Northampton, Mass., Wed., Aug. 27, 1986, featured **Ron Bell** and **Mike and Jan Bastie** in an article, "Peace Corps Members Still Serving after 25 Years." Ron reminisced about the marching and jazz bands he organized in an Ethiopian village. He also explained how he happened to be married by tape recorder in a Leprosarium. "My wife's father was a minister and he wasn't about to miss conducting the ceremony, so he sent his part over on tape. We recorded our responses so we could send the whole thing back home to the family and we did it with the help of some Methodist missionaries who ran a leprosarium." Mike reminisced about the sophistication of Turkish villagers and the times he spent with the young men playing cards and discussing politics. He was fortunate to be able to return to the village years later with his wife, Jan. He commented, "Not much had changed, but this time the women joined in all the talk because I was married."

The Daily Hampshire Gazette, Sat., July 26, 1986, also featured another Center Member, **Lynn Weintraub**, who coordinates the Language Center at the Jones Library in Amherst. In addition to running an ESL tutoring program for adults, she helped create a summer language program for local Cambodian children called "Khmer for Kids," which helps put the children in touch with their traditional language and culture.

Will Shaw was quoted in an article in South, February 1986, which described Indonesia's Distance Education by Satellite System. The USAID-funded rural satellite project is the most technologically advanced distance education effort in the world today. (At the time of the article, Will was the only American on the staff. He has now completed his role and is back in the United States working for the Academy for Educational Development.)

The Business Post in Bangkok, Thailand featured **Hank Holmes** and his wife, **Khun Suchada** in an article published March 13, 1986 titled "The Business of Bridging Cultures." They are working with international organizations and multinational companies to help them upgrade the "mixing of various cultural groups within their operations." Their first courses were for expatriates learning about Thai culture, now they are also teaching Thais who go to work for multinational organizations. No one has ever given them a road map or guidelines for survival in the new corporate culture they are entering. One of the most challenging assignments they had was to develop a training program for expatriate supervisors and Thai technicians living on offshore oil platforms near Songkla. Khun Suchada was the first woman ever to visit the platform where they worked to design the program. They helped iron out current cross cultural miscues and created a plan for solving future difficulties.

A FINAL WORD

CENTER MEMBERS CONFRONT TECHNOLOGY

In collecting bits and pieces for the newsletter, it was interesting to glean the comments from Center Members about their typing skills as they related to typewriters and computers. A few quotes: John Comings: "Please note the fancy formatting and the fact that nothing is misspelled, unlike my dissertation, all due to the wonders of Lyrinx." Stefania Sinigaglia: "Whoops, bad typewriter and worse typist?" David Kahler: "It took me about ten minutes to write this out. (six typed lines) It has been so long since I was relegated to the Selectric that I had forgotten what to do next." DRE is still promoting Computer Literacy at the Center. Conscientized Members are now empowered to use Word Perfect* (the key to dialogue with the bits and chips of the micro-computer) to name their world and confront the oppression of the Information Age. But is the computer really the answer to all our typing problems? What about those problematic little commands "delete" and "replace"? So far, **Rema Pai** wins the CIE "phantom diskette" prize for wiping out the most information--50 pages of her comps

paper. **Marisa Suhm** and **Flavia Sales Ramos** had an experience that runs a close second. However, these three are only the ones who will publically admit to the disaster. How many more are out there who cannot bring themselves to confess the horror of this incredible experience? (Freudian Slip or did the Phantom Diskette strike again? I just lost an hour's worth of editing trying to manipulate the move key too creatively!!)



APPOINTMENTS AND AWARDS

Dr. Cynthia Shepard Perry was sworn in as Ambassador of the United States of America to Sierra Leone on May 23, 1986 in Washington, D.C.

John D. Blacken was nominated to Ambassador to Guinea-Bissau.

Yong Kim recently became the Executive Director for Educational Affairs to the President of Korea.

Ken Tsekoo was promoted to Principal Secretary of Education of Lesotho last March.

George Urch was appointed as Associate Dean for Academic Affairs at the School of Education effective September 1, 1986. Having served in this capacity on an acting basis several years ago, George brings considerable knowledge and experience to this role.

Eloy Anello accepted the position of Rector (President) at Nur University in Santa Cruz, Bolivia.

Patricia Maguire was awarded the 1986 Pergamon-National Women's Studies Association award for \$1,000. There were forty-nine other applicants compared to last year's twenty-eight.

Beverly Lindsay was elected as incoming president of Comparative and International Education Society (CIES). She also recently assumed the position as Associate Dean of Academic Affairs at the University of Georgia's College of Education.



Dr. Michael Korir-Koech (Kip) was appointed/promoted to Senior Lecturer at Kenyatta University.

UPDATE ON THE CENTER'S LONG-RANGE RECRUITMENT DRIVE

Christopher - born February 23, 1986 to Rob and Toon Fuderich

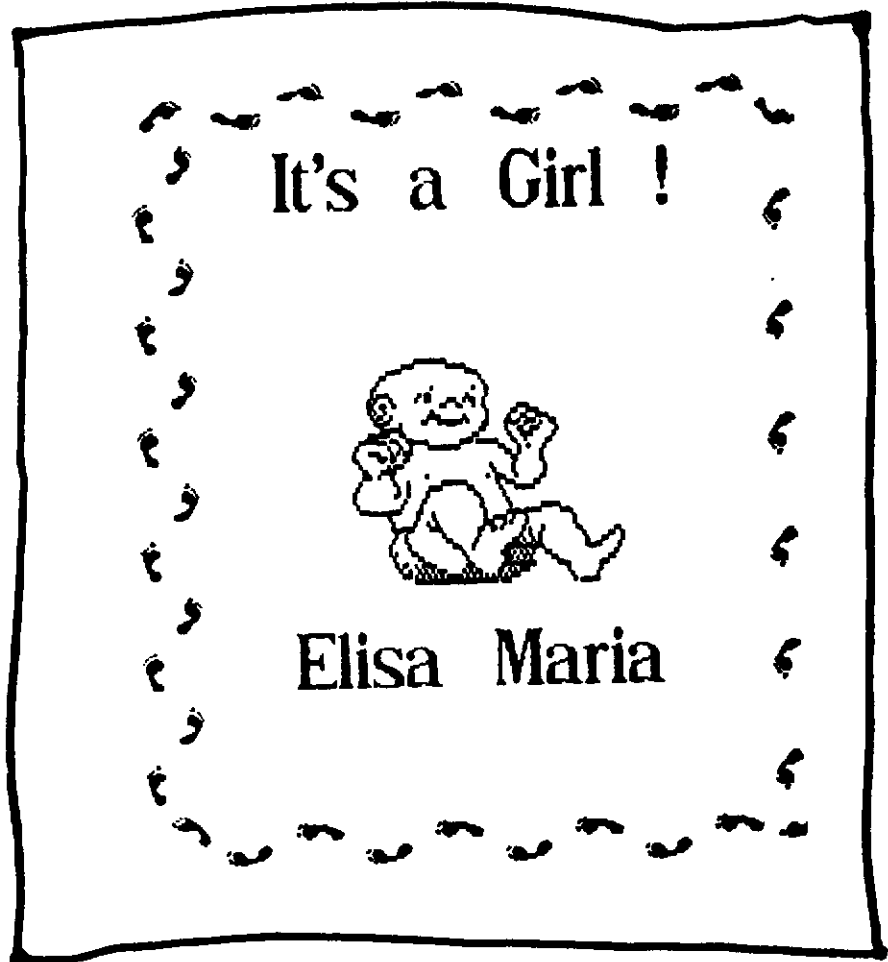
Elisa Maria - born October 1, 1986 to Karen and Martin Miller

Whitney Olivia - born November 8, 1986 to Barbara and Al Wilbur

Jordana - born December 2, 1986 to Jim and Sandi Mangan



Kerry McCollum and Mustapha Karkari
married in Morocco
June 6, 1986.



FEATURE SECTION

CREATIVE CAREER OPTIONS:

In thinking about a theme for this year's newsletter, we thought it would be interesting to have a few people comment on where their career paths have led them in the search for ways to apply NFE and other skills learned at CIE to work situations in a world dominated by formal and traditional ways of thinking. Everyone would have to agree that Center members have found a variety of ways to use NFE--both expected and unexpected. The comments and experiences of the following people are representative of the creative things Center members are doing within the structure of universities, businesses, government agencies and other organizations.

Jan Droegkamp fully intended to continue doing NFE work for international organizations when she left CIE. But after three years of consulting, a search for a stateside job led her to a small college in Springfield, Illinois that is interested in non-traditional education. In her work with the Credit for Prior Learning Program, she teaches a course called "Assessment of Experiential Learning," which assists students in writing a learning portfolio to get university credit for life and work experience.



She has used her overseas experience to get involved in other departments as well. Last semester she co-taught a graduate course in the Public Administration Program called "Development Administration" and will teach a Women's Studies/Public Affairs Colloquium on "Women Under Apartheid."

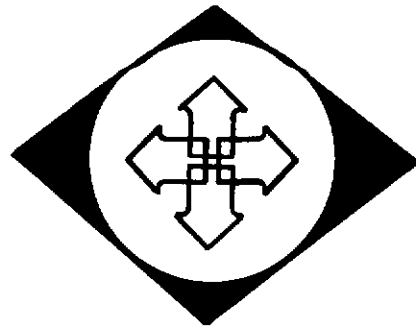
She writes, "I believe some of the reasons I was hired for this work were: the perception of people in higher education that UMass is an innovative place to study; my training and experience in NFE; my skills as a counselor, trainer and consultant; the assumption that my Peace Corps work made me flexible, non-traditional and reflective; and that I had the right values and attitudes toward adult education."

Outside the university classroom, Jan has become involved in diverse nonformal projects, including teaching a telecourse for teachers ("Teaching Writing: a Process Approach"), and lecturing in the community on international projects. During her summer vacations she does international

consulting which keeps her in the development network as well as supplementing her salary.

Jan's suggestion to Center members interested in university work: "get your foot in the door of a college and then explore avenues that meet special interests. Once on board, most faculty are able to pursue a range of course and research possibilities. And on a small campus, with limited resources, every person's skills can be utilized."

Barbara Howald is using NFE in private enterprise development in Rwanda, where she works for an organization called Technoserve. This international organization works with cooperatives and individuals to improve their accounting, management and general business planning skills. Technoserve was contracted by USAID to do the "Rwanda Private Enterprise Development Project," which gave them the opportunity to open a permanent office there with two Americans and six Rwandan professionals as project advisors.



Barbara finds the business climate exciting, as many new business practices are just beginning to open up there. She says, "We have a super group of nine people going to Kenya for a three year CPA program. The goal is to bring back the first internationally qualified accountants in the country who can then help get the profession started here."

Although Barbara is responsible for a whole range of activities, she has found the training of trainers workshops to be the most rewarding. She

and her co-workers are able to use non-traditional techniques without encountering too many raised eyebrows--simply because the field is so new.

She comments: "We are getting such good feedback, I have to keep reminding myself that the sheer lack of seminars for business people is one reason for the high level of interest. (I hesitate to call it a "novelty" factor.) People are fascinated by a participatory style, of course. Once I get people into seminars and they have gotten over the relaxed style that I will never give up, I have a really good time, and I think they do too."

Jim Hoxeng came to the Center in the early years when NFE was just getting started. He was interested in new approaches to education as a result of reading Ivan Illich's articles while he was working with a volunteer program in Tanzania. While at the Center, he was involved in designing the project in Ecuador and worked on participatory techniques and materials. One of the greatest needs he identified in his work to promote NFE was the need for some sort of infrastructure or support system which would train people to do nonformal education without formalizing it to the point that core values were compromised.

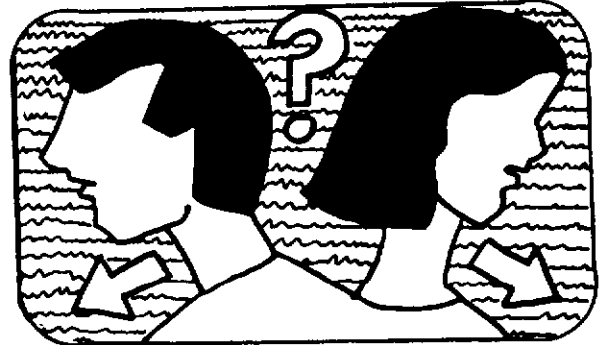
He chose to work for USAID in 1975 because he wanted to be where program dollars were available to try out ideas for what he calls the institutionalization of NFE. The major focus of his work has been to create NFE service agencies which provide training for individuals or staff of organizations who want to develop NFE skills. Since these agencies are not a formal part of an organization, they can provide a valuable service without creating a rigid system.

NFE

During the past eleven years Jim has continued designing projects to advance NFE and has been able to follow through with NFE service agency projects in Lesotho and Ecuador. Both projects ended this year, but they are continuing as government programs. His current plan is to consolidate and disseminate the Lesotho and Ecuador experiences and move in new but related directions, either inside or outside AID.

Susan Carpenter uses NFE in a completely different way. In fact she claims that if anyone would have told her she would end up spending ten years mediating, training, and advising people on

the management of public disputes, she would not have believed it. She has been working for ACCORD associates, a Boulder, Colorado-based, non-profit firm that helps groups deal productively with public controversies and community problems. She has been involved in a whole range of conflict resolution services, including training, giving advice on how to structure programs, facilitating difficult meetings and helping parties reach agreements.



Now on sabbatical, Susan is finishing a book that describes the lessons she has learned about ways groups can deal constructively with their differences. She comments that "the general knowledge and experience of getting diverse, often hostile, groups to work together productively has ever so many interesting applications."

In addition to writing, she has also kept her fingers in a few interesting projects during her "year off." She writes, "I am serving on an external advisory team that is working with the Canadian government to evaluate and revise its citizen participation procedures. I have also agreed to be part of a team of eight people who will spend 10-14 days in Johannesburg this spring exploring ways the Central Business District Association can continue its efforts to dismantle apartheid. I intend to focus more of my energy on creating procedures that promote healthy interactions early in community planning and decision making."

Jane Vella can count 345,541 Ethiopian lives saved as the result of a Save the Children Relief program for which she used her NFE expertise to design and carry out the staff training. Now that the crisis is getting under control, she has been able to return to Addis Ababa to train the staff to turn from relief to community development work.



Throughout her career, she has been able to apply NFE concepts and techniques to many situations. She started as a University professor in 1979, then went to Zimbabwe on invitation of the government to do the literacy campaign. When that was completed, she returned to the States to start her own firm. During that year she worked twice on contract with Save the Children and was invited to come as Director of Training in September of 1984. That was one month before the Ethiopia crisis. She writes, "I've discovered that most career paths for me are fortuitous, lots of luck and a little help from one's friends. (It was a CIE member who first recommended me to the former Director of Training.) I trust that the Center Members will continue to recommend one another and grow -- together."

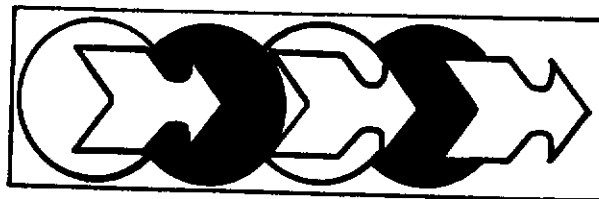
Lilian Marin Goytia would agree that career opportunities sometimes pop up unexpectedly. She went home to Bolivia for a 10 day visit and stayed three years! It was at the time of the "democratic space" in the government between 1982 - 1985, when Lilian found her NFE and Popular Education knowledge put to practical use as she was asked to help plan and implement the National Literacy and Popular Education Plan. "Unfortunately," she writes, "the government changed and the Plan was left half completed."



Not all was lost, however. From the beginning, she and her colleagues knew their program was only temporary so they focused efforts and materials on the people at the grass-roots level and trained them to be self-reliant. When they were notified of the end of the project, they merely closed their office door. All the important materials and knowledge were already in the hands of the village implementors and there was no panic about how to suddenly transfer the years of work to someone else.

Since July, 1986, she has been back at her old job as Director of the Educational Science School at the Universidad Mayor de San Andres in La Paz for a three year term. She is in charge of running 50 courses with 60 faculty members. The School has three programs including a department of Nonformal Education. She is able to use NFE and Popular Education philosophy to implement some important programs at the university such as an "Agro-Industrial Project," which will involve the peasant colonizers who donated twenty hectares of land with some buildings to the university.

Alan Hurwitz has created an interesting mixture of NFE and management training techniques. As a consultant in Adult and Nonformal Education, he discovered that projects often failed because of poor management and organization. "People would complain that they couldn't accomplish their goals because this office didn't work with that office or that a manager had unreasonable expectations of the staff," he explained in a telephone interview.



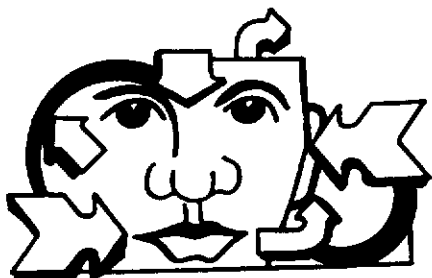
When he started focusing on better management about three years ago, clients were not particularly interested in managerial and organizational issues. But when he began to help them understand how structural issues were getting in the way of their project's success, they became very responsive to his methods. Alan spends quite a bit of time translating what he can do to help an organization into terminology they can understand.

Currently, about half of Alan's work is with local public sector organizations in the U.S. where he works primarily with school systems and Human Services organizations. Most of his consulting activities focus on team building, strategic planning, organizational change and what he calls "pre-conflict" management. The other half of his work is with international organizations, mostly through AID related projects. There his consulting focuses on evaluation, sector analysis and strategic planning.

Alan has been building his reputation in consulting for ten or twelve years now and cautions Center Members that this particular career path takes a lot of effort. "You have to be able to sell yourself," he says. "People don't see you the way you see yourself. Not only that, but International Development is a narrow field, and it is not always easy for those already established within the field to take advantage of the expertise of outsiders from other disciplines." Maybe not, but Alan has succeeded in joining two fields in a unique way.

Pat Guild is using writing as a way to help improve education through her books and articles. MARCHING TO DIFFERENT DRUMMERS, which she co-authored, was distributed by ASCD to over 50,000 of its members in February of 1986. Reviews have been very positive and the profes-

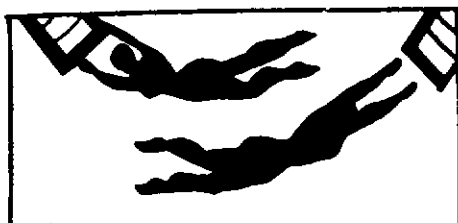
sional credibility (no financial rewards!) has lead to consultant work out of the state, including Montana, Wyoming, Texas, Oregon and even Massachusetts.



She has brought nonformal techniques into high schools with the publication of her workbook, **NO SWEAT! HOW TO USE YOUR LEARNING STYLE TO BE A BETTER STUDENT**. She has also written a chapter on cognitive style in the 1987 ASCD Yearbook on leadership; authored an inservice graduate course for teachers called "Teaching Different Drummers," and put together a booklet on the race and sex implications of learning style. Pat's advice to would-be authors: "The biggest lesson is that writing is hard and always takes longer than planned."

Peter Higginson, who is serving as Chief of Mission in the UNESCO office for the Pacific States, reminds us (if we needed reminding!) that NFE along with all technical assistance programs is subject to the inevitable frustrations of government planning and bureaucratic management. He writes about the sometimes humorous frustrations of planning and funding educational development projects in Pacific Small Island States (SIS).

A high tolerance for ambiguity is an unwritten requirement in the job description of anyone working in development assistance. But few would contest that it reaches new heights in Pacific SIS. Neither Bilateral nor Multilateral assistance agencies are spared uncertainty of about what what Governments would like to maximize. The absence of any kind of plan, even in someone's mind, is not uncommon. In one Pacific SIS, no less than six needs assessments were made at Government request, in respect to future planning for a national training institution. Most were carefully done and contained points suggested lines of action. Not one was acted on.



It appears from Peter's analysis that Small Island States are overloaded with agencies overlapping and redoing each other's work. One SIS faced a dilemma several years ago of not being able to provide enough counterparts for all the externally-funded technical assistants. The Central Planning Office did a study and found that 65% of the upper third of the **entire** civil service - not just the education sector - would have had to stop what they were doing and be reassigned to aid projects just to meet the demand in the Education Sector alone.

In the midst of all this development activity, Peter works to promote projects which depart radically from the traditional multilateral way of doing things and build upon the capacity and resources of the Pacific SIS. He promotes projects which are staffed by nationals and which use regional networks to support national activities. By freeing individual nations from the bonds of externally imposed conformity and minimizing incountry expatriate presence which can be oppressive even in its most innocent manifestations, Peter hopes to create an environment where real development can take place. Hope according to Peter "lies in the direction of a less wooden, more understanding approach to cooperation."
(Helen Fox)





CROSS-CULTURAL MANAGEMENT IN THAILAND

International Training Associates of Princeton

300 North Harrison Street
Princeton, N.J. 08540 U.S.A.
(609) 921-1116

Telex: 634-247 Ann: International Training Associates

STRIKING OUT ON YOUR OWN: CONSULTING FIRMS AND PVO'S

Probably at some time, everyone in the development field has considered starting their own organization. Some are satisfied to dream about it when they are bored or frustrated with their present circumstances, some actually venture forth and try it out for a while, and some go all the way and keep trying until they reach the point where they can say, "I've made it!.... I think." We asked several of our Center Members who have ventured into their own businesses to express some of their thoughts. **John Bing** and **Hank Holmes** each sent several guidelines drawn from their own experiences to share with CIE members who are thinking about setting up their own consulting firm. (This article was created by combining their letters into a single interview to give two perspectives. It would have been nice to actually have them in the same room so they could respond to each others' comments. However, with Hank in Thailand and John in Washington and the editor in Amherst, that was not possible.) Another perspective is presented by **Bro Russell** who sent an article about the role of Indigenous PVO's in development. Responses and commentary from other Center Members are invited for next year's Newsletter.

Let's begin with a brief description of the type of consulting work you are currently doing:

John Bing: I am becoming, I suppose, a veteran in the area of starting consulting firms since I have just started my second. The first, Inter-Link Associates, was begun just after I left the Center in 1979; the second was started some four months ago and is called International Training Associates of Princeton. My small firm now has three clients: Johnson & Johnson (I train their International Development Participants); the Academy for Educational Development (helping to develop and market international corporate training); and the U.S. Government (I just returned from a trip to Lesotho where Jim Hoxeng led an evaluation group which looked at the BANFES project, of which CIE is a consortium member. It's a very fine and quite substantial development project.)

Hank Holmes: My wife, Suchada Tangtongtavy, and I started consulting in intercultural management in Bangkok some twelve years ago. We began with an intercultural training course for expatriate business executives at Chulalongkorn University and have expanded to monthly courses at the Rose Garden. We have also begun to work with Thais who are employed by multinational organizations. More than 7000 executives of 52 nationalities have developed skills through our Cross-Cultural Management course. We also design courses for specific corporate needs.

What advice do you have for getting started in consulting?

HH: Once out in the marketplace, one needs to establish a work record. There is some irony here, for who is going to hire us if we have had no work experience? One answer to this is, offer a few **free** seminars, workshops, or consultations. Once they are on your record, no one is likely to ask whether you were paid for the service!

JB: If you can come to understand and meet your clients' or prospective clients' needs dependably, professionally, and competitively, you will have clients. You cannot depend upon them; they must depend upon you.

How do you manage to keep afloat during the hard times?

JB: Making a small consulting business both professionally competent and solvent requires a commitment of time and energy that can be overwhelming. Those who own and operate small businesses never get sick. They cannot afford to. Clients do not give their consultants sick days.

HH: Plan to go for the long haul, with great determination not to give up easily. Keep expenses to an absolute minimum. Avoid the luxury of fancy offices, several staff, and other fixed expenses. As my partner Suchada Tangtongtavy says, "Adopt a refugee mentality."

JB: Also, consider seriously the role a computer can play in keeping business costs down. The principals of small businesses almost all have computers - the reason being that they are invaluable to a person who must serve as secretary, clerk, financial controller, accountant, organizational developer, plant and equipment manager, quality control expert, tax specialist - all to his or her own business.

How is running a consulting firm different from doing consulting out of an academic environment?

JB: Running a business is a culturally different experience from working in an academic, government, or other nonprofit institution. In nonprofit organizations, the focus is on performing a task for its own sake. The presumption is that one will be supported in one's work. Businesses require that attention must always be given first to providing a cash flow. This means that even if I would like to do more research or program development, I must first pay attention to marketing - to reaching clients who will need the training programs I offer.

How do you find clients who need what you offer?

HH: You will need to sell yourself and your services aggressively, with as little self-consciousness as possible. No matter how good your services, most people will have never heard of you, though word-of-mouth referrals may eventually constitute about one-third of your business. But this "selling" helps you learn many new skills, and need not be unpleasant. For our own business, about 80 percent of my time is spent in selling activities and only 20 percent in providing the actual service.

JB: Marketing - Developing ways of reaching and selling services to potential clients - is a demanding and complex set of related activities and is the sine qua non to the success of any size business. And few of us have even the vaguest idea of how to begin the marketing process upon our graduation.

How can we go about learning such skills as marketing?

HH: Take advantage of the resources at the Center. While at CIE, I worked together with half a dozen other students to organize our own skill-building course, where we either taught each other or got outsiders to teach us what we wanted to know on a skill-by-skill basis. George Urch agreed to serve as course "instructor" just to facilitate the approval process. It was a very successful project. Each of us got the skills he or she was after. The point of this is that during the CIE experience, you should try to focus on exactly the skills you want. First, see if they are available--if not, arrange to create the necessary courses yourself.

Are there advantages to forming partnerships with people who have skills which we ourselves are lacking in order to make a well-rounded firm?

JB: Enter into partnerships with the greatest caution. The failure rate is higher than for marriages, and the consequences of a failed partnership can be equally devastating. In any event, a detailed partnership agreement should be drawn up which outlines the terms of any dissolution of the partnership.
Any final words?

JB: I have forty other principles to pass on, but I don't have time to write them out! I'll look forward to talking with any of you who have more questions or comments about this subject - or about international training for corporations.

HH: Being able to pursue a career which is truly your own choice, and in which you can be your own boss, is an all-but-priceless way of life. If you are truly prepared to be lean for several years (and indeed continue to operate that way)--I'd say, **"Go for it!"**

It's Time to Think About Establishing More Indigenous PVOs

by
Bro Russell

About ten years ago, Fanny and I founded the Association of People for Practical Life Education (aka APPLE), a nonprofit indigenous PVO (private voluntary organization). It has now grown to be a medium sized organization which has implemented nearly \$1 million in grants working through donors in the US, Germany, UK, Canada and Kenya. With about 25 employees operating in Ghana and Togo, we have implemented projects with budgets as large as half a million, and as small as \$50. Based on ten years of experience at the recipient's end of the development industry, we would like to share the most important lessons we have learned.

Nobody likes a new player on the block (unless, of course, you have a new ball.)

International development is a highly competitive business with well defined and, more importantly, jealously defended spheres of influence and territory. As a new player you should be very sure of whose territory you may be treading on, very sure of your sources of funds, and very sure that your efforts will open new opportunities for your clients. You must have a very strong response to questions from donors as to why they should channel development resources through you and not established organizations. What can help is identifying an area of development that is not being serviced, finding clients who are not being reached, or using development techniques that are unique, untried, and theoretically exciting.

Learn at someone else's expense.

Fanny and I learned about management, fund raising, proposal writing, and the general nuts and bolts of the development business by trial and error. Unfortunately, our errors were often at the expense of our clients and our learning at the expense of our own professional advancement. Hindsight says that we both should have spent five years working with a US or European based PVO or foundation learning the ropes, establishing contacts, and gaining a greater overview of the global development industry. Having been based in the US or Europe, we would have known better how the indigenous development sector fits into the development world (not that we agree with this fit), and we would have known more about their donor networks. Knowing the different financial strategies or mechanisms available to us as managers of a small business would have been an important tool. Five years in the US would also have positioned us to activate a working network of peers and professional contacts in support of our going independent with an indigenous organization.

Make no mistake: International Development is a business.

Development organizations, First World or Third, whether nonprofit, voluntary, profit making, limited liability, partnership, foundation, benevolent organization, church organization, club, or cooperative--all must balance their books in accordance with good management and accounting procedures. They all have income and expense columns; they all have administrative hierarchies, cash flow requirements and benefit packages for staff. All require the development of financial and managerial policies, and adherence to a set of business ethics and obligatory legal requirements that fit each individual development situation. Every responsible manager should know about business in order to enjoy respect in the industry. A good background in business administration focusing on the development sector would be an invaluable tool for anyone striking out on their own.

Don't fool yourself about it being easier to be more creative or independent with policies in the field if you are working for yourself.

"Listening to the needs of the field" is a smoke screen. It isn't "We respond to the needs of the field," it's "we listen to the field." No obligation to meet those needs is offered or implied. The rhetoric produced by the industry is only taken seriously by the gullible, the public, and those who don't care to look very objectively at the effect their professional behavior has upon the Third World. The operational phrase is "Listen to the needs of the field within the limits of our donor's agenda." Always remember this if you think going independent is an appropriate response to a need for personal independence.

When starting APPLE, we wanted to increase our corporate ability to set policies that reflected more accurately and authentically the needs of our village-level clients while at the same time advancing our corporate credibility with donors. One way we did this was to choose our Board of Directors from among our clients in the field rather than from among the economically or socially elite individuals who would bring access to money or political influence. This departure from tradition, due to inspiration from the CIE, had interesting results. But in the 10 years that APPLE has existed, no donor ever, ever, even once asked our local African Board of Directors for the slightest bit of policy input.

"He who pays the piper, calls the tune", is the most operational and important policy making and management assumption of this business. The management team that gives first priority to the interests of the Third World client is a management team that will eventually be replaced. Anybody who wants to run their own show here in the US will be confronted with the issue of doing what is best for your clients or doing what is best for your own salary. You can't do both for very long in this industry. The former always takes a back seat to the latter. We have about \$10 billion a year in the US that bets on the salary, and it's "smart" money all the way.

In my opinion, there is practically no truly independent private sector in the USA. (By "independent private," I mean the capacity to independently generate policy and privately experiment with innovative development relationships outside the influence of governmental or political interests.) At USAID, no matching grant project is ever discussed unless it supports local Mission or USAID Washington objectives for the country concerned. All matching money from private sources must be expended in the field according to the same regulations that cover the government's match. The private sector thinks it is doubling its money. What is really happening is public donations being subverted for government policy ends.

OK, but there must be some rewards in setting up and working for an indigenous PVO.

Obviously, being on your own satisfies some very basic personal needs. Many would prefer being a big fish in a small bowl than a small fry in a large one. However, small bowls are easily broken. It would be interesting to know the failure rate of new PVOs in the US--even more interesting to know the track record for PVOs in the Third World.

The Third World based PVO is currently in a lot of corporate trouble, but it is my sincere belief that they will eventually emerge as the most important factor in the success of the development industry in the field. I would encourage the Third World students at the Center to help design courses on the management of the Third World PVO. I think all Center Members should consider creating indigenous PVOs where students

could work and do research on their successful operation.

Center members who establish indigenous development organizations can use them as dissertation projects and career opportunities. It is a way in which people with First World corporate managerial skills can work under the guidance of Third World policy makers. While indigenous organizations have their own sets of contradictions, and there are considerable professional problems working exclusively from the Third World, the benefits are intriguing for both the American and the Third World student.

Our American students should seriously consider what a life style and career might be like working for a Third World Board of Directors, and raising a family in a Third World country. Arguments about First World employees not being needed in the Third World are as empty as a policy of not hiring Third World people here in the US would be. We all have unique contributions which must be brought to bear on development inequities. What is important in this industry is not what color you are or what nationality you are. The important thing is who do you work for, and who formulates the policies that direct development resources and strategic planning.

As DRE so often points out, the developer's most responsible role is that of a go-between, to protect the field user from the self-serving intentions or simple mediocrity of the donor. Center graduates are encouraged to become buffers between the needs of the donor and the needs of the client so as to assure the client of their vision, and the donor of their good reputation.



"If I weren't such a Capitalist,
I'd fight with the Guerrillas"

by
Tom Neilson

He could have been a Peace Corps Volunteer. This is not to suggest that all Peace Corps Volunteers wear dirty green t-shirts, soiled blue jeans with a hole in them, and combat boots. Neither is it to imply that all PCVs are gregarious, good-natured and friendly. But being myself an old Peace Corps junky of several years, he comfortably fit a stereotype I still carry around.

It was one of those dawn flights when I was more interested in catching another hour of sleep rather than a last glimpse of a beautiful Caribbean island. But my PCV was in a talking mood.

"How far you goin'?" he said with a smile.

"Nicaragua," I replied almost indifferently.

"Been there before?"

"Yes."

He looked away, his face in an obvious state of reflection...

After a few moments, he turned back to me and with genuine curiosity he posed, "Tell me, how are you received in Nicaragua?"

"Quite well," I replied.

"I'm very comfortable there."

"You mean they don't dislike you because you're American?"

"On the contrary," I assured him, "Nicaraguans do not dislike American people. They give me the same consideration they give to any foreigner." He pondered my response as he returned to another reflective state. A minute or so passed before he again turned to me with the self-disclosure, "I train Contras. I spent last year working for ARDE (Democratic Revolutionary Alliance) and Eden Pastora. I'm what you call a mercenary."

As my mind digested this startling information, I reflected on my own experiences in



Nicaragua. I was part of a construction brigade called Construyamos Juntos, building an elementary school in the small town of San Pedro de Lovago. San Pedro is a non-military site. It has no strategic value, but it was attacked on 25 January 1986 by a band of about 50 Contras. The town was defended by local militia who repulsed the attack, but not before a father and his 10 year old daughter were shot.

This attack was not reported on the national networks because it was covered up. We held a press conference in Managua. The European press and Central-South American press came, but the AP, New York Times, ABC,

CBS, and NBC took rain checks on their invitations. The "Guardian" was the only U.S. national newspaper to run the story based on information from Nicaragua.

This was the second attack against the village; the first came six months earlier when a 14 year old boy was shot in the leg and six villagers were kidnapped.

The third attack came on 14 March at 4:00 a.m., but this time the militia had been informed and were waiting for the mercenaries. Five members of our work brigade were still in the village and had to make an immediate decision of whether to remain in the house with their heads down or run for it when Contras tried to come in through the back door. The door held. Six mercenaries were killed during this attack. Residents in the community identified four of the Contras as Yanquis from their English, accented Spanish, and yellow hair.

The attack was the first incidence where an international work brigade came under fire in Nicaragua. It had been my impression that Reagan would not want to be responsible for killing US citizens, but I was wrong. He has since asserted that "All foreigners who go to Nicaragua are legitimate targets" (Christian Science Monitor 6/12/86).

The Contras are trying to establish control in this area of Chontales, but there is no popular support for them. San Pedro de Lovago was attacked a fourth time this past October,

and now the only road into the village is being mined by the mercenaries. Gene Hassenfus was shot down about 50 miles from where we were working.

My mind returned to my present situation. Our flight

was heading west over the Caribbean, 20,000 feet up, and I had a window seat. . . . With a combination of intrigue and suspicion I responded to the mercenary's introduction. "How's business?" I prudently asked.

Business had been good, but he was now voluntarily among the ranks of the unemployed. Time to retire, he told me. Said he was feeling the effects of too many years of Latin American women and cocaine. Plus at 34 he couldn't outrun the enemy like he used to. He was coming from a four month personal services contract with the Colombian army and was frustrated with the experience,

"An army of 63,000 soldiers can't defeat 2,000 guerrillas."

"Why do you think that is?" I enquired.

"Because the guerrillas fight with their hearts. They're out there in the rain and the cold, hungry, living off the land. They're tough. No one is paying them to fight. They're there because they want to be."

He paused before adding, "If I weren't such a capitalist, I'd fight with the guerrillas."

His remark amused me at the same time that it gave me a good deal of insight into his character and how it meshed with US profiteering in the region. Pursuing the topic I asked him, "How much does a consultant with your credentials receive?"

"My base pay is \$100.00 a day. I receive \$350.00 a day for hazardous duty, like when I'm on a mission. I was on 32 missions last year inside Nicaragua with ARDE." He added that during 1983 - 84, about 500 mercenaries from the United States were fighting on contracts similar to his. In contrast to this, he thought that locally recruited soldiers received about \$80.00 a month.

He told me that all his dollars came from the United States Government, that there were millions from the CIA as well as millions labeled as humanitarian aid which were earmarked for the war effort, but concealed through various organizations or in Congressional committees.

"Humanitarian aid," he said matter of factly, "is no different from military aid. It all goes to the same place. They give it to ARDE who gives it to me."

Ideology did not seem to play an important part in the mercenary's selection of jobs. His metier was making war.

"We're not like the Guatemalan army; although they are the most efficient. When they go into a village after a couple guerrillas, they wipe out the entire village, just like we did in 'Nam. But this isn't 'Nam. This is a popular revolution so I teach them how to take a village with as little loss of civilian life as possible."

(Popular revolution??? Led by Contras???) "Not in Nicaragua," I told him, shaking my head.

He was surprised to hear that Pastora was not regarded as a national hero and did not argue with my estimation that the vast majority of Nicaraguans did not view the Contras as liberators.

Neither did he question my appraisal of the progressive work being done in health, education, agrarian reform, and other democratic initiatives within the country. He seemed genuinely interested in the school I helping to build.

He was certain, however, that Nicaragua would not be another Viet Nam. "A Latino

compared to an Oriental is like comparing a Chihuahua to a St. Bernard," he said self-assuredly.

This analogy was confusing. I assumed he was merely equating the physical size of the canine with fighting capacity, and let him continue talking.

He spoke about the military build up in Honduras where he affirmed that the special forces soldiers were "foaming at the mouth" for Reagan to send them to Nicaragua. He guaranteed me that Reagan would not leave office with the Sandinistas in power.

He spoke with assurance that "When the U.S. attacks, Latinos will give up. They just want to be on the winning side."

I replied that more than a few Nicaraguans would disagree with that opinion.

As our plane touched down in Tegulcigalpa, the conversation came to a close. Looking at him, he was tall, lean, and strong. I pictured him from a small rural high school, quick and fast, maybe played in the pivot or at wide receiver.

He was an enemy as well. It was to oppose the war that he was fighting that I was returning to Nicaragua. It was to oppose the rape, torture and murder of his terrorism. Had we met in Nicaragua, I wondered if I would have been a victim of his liberation.

"Merry Christmas, sir," he said shaking my hand, "Good luck with your school in Nicaragua."



North of Selaya

Just Who We Are

by
Helen Fox

I'd like to start a dialogue about the Center's direction, or purpose, or guiding philosophy. Do we have one? Did we have one and lose it? Do we need another one? Or should we be content to hold onto the slim, common thread that's brought us all together and that will guide us out into the world after we leave?

I think that's all we have connecting us, a common, but shining thread. In the several months I've been here, I've seen it in the personal stories we tell each other, in the comments we make in the corridors after class, in the expressions on our faces when we hear something that rings true.

I heard it in Mike Basile's voice when he told the story of the proud Turkish woman who wasted away and died from unrealized dreams. I heard it when J.D. told us how he dragged his kids all the way to India to see Gandhi's ashram, and showed us a slide to prove it. I saw it when Marilyn shook her head in distress at the story of the botanist who told her illiterate husband he'd never learn to read. I saw it when Nancy, in a daring moment, sat up straight and said something about being a Christian. I saw it when Antonia explained in her musical voice that she is indebted to the poor of Tanzania for paying for her graduate studies, and when David Walker said cheerfully that visual literacy turned out not to be much of a problem for Nepali peasants.

The thread that guides people as diverse as ourselves is our belief in the untapped potential of ordinary people, our determination to chip away at the world's problems, the stubborn idealism that stays with us despite our experience with corrupt governments and misdirected programs and intransigent individuals. It's what keeps us going back into the field when we can honestly describe the three weeks we spent in Chad as the worst we've had in our lives. It's what carries us through the night when leaving a wife and child behind in our home country is so painful that we can't bear to look at their photograph.

Because of our common thread, we all believe that there are solutions to the world's problems and that we have no choice but to devote ourselves to finding them. Our ideas of how to approach these solutions are not at all alike. Some of us are convinced that socialist revolution is the answer, others believe in the "American way." Many of us distrust our home governments but work for them anyway when the opportunity presents itself. Some will hotly argue that the world will never hold enough resources to distribute equally, others believe that science will create new, unimagined wonders that will save us all. We may be Feminists, Socialists, Environmentalists, Capitalists, Emersonian do-it-yourselfers, Jeffersonian Idealists, or Appropriate Technologists, but we're all members of the "Save The World Club." We believe, against all odds, that everything can be put right.

Our club is a strange one. No one knows when, or why, or how it was formed. Everyone knows that although it stretches far beyond the Center, it will never have a vast membership. Its invisible badge is the way we recognize each other, despite barriers of language, in the oddest corners of the world. Its motto is simple: "Never let go of the thread."

I think our thread is all we need. It may not constitute a grand purpose that we can inscribe in brochures about the Center. It does not lay out our political philosophy or our conviction in any particular educational methods, for these are as diverse as we are as individuals. But our thread is something more lasting, something so deep that it has become part of our body language: we believe in people. Too trivial for our advertising, it is our best quality.

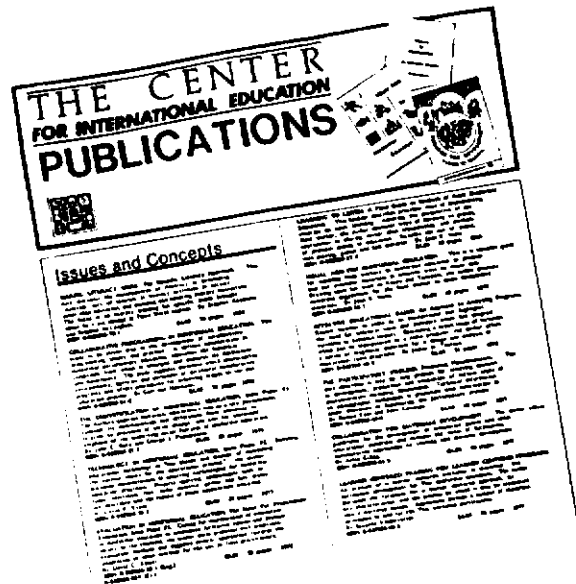


Publications and Achievements

CENTER PUBLICATIONS

by
Marilyn Gillespie

This past winter I undertook a computer search for instructional designs used in NFE. The computer tapped into data sources from around the world, and I suppose I was a bit surprised when more than half of the sources on the printout were from our own, small publications list: Kindervatter, Vella, Gillette and Etling. Clearly our publications have made a contribution to the field. However, in recent years the number of publications has dropped off. Students claim they are too busy. Where, wonder some of us who are currently enrolled, did former center members find time away from course-work and project involvement to produce publications? As we looked more closely, we found that for the most part, they didn't. Most of the publications were originally written for a dual purpose.



COURSE MATERIALS BECOME TECHNICAL NOTES

Take Eligia Murcia. She wrote her Tech Note, Record Keeping for Small Rural Businesses, both to meet a course requirement and to share her expertise in an area where there is a great demand and few resources. Tech Notes are 1) short (20-30 pages); 2) focused on a specific learning material or technique; and 3) based on a personal experience in the field. They have the potential to be a practical, relatively painless avenue to get new ideas into the field quickly. (Guidelines for writing Tech Notes are available from the Publications Office.)

PROJECT REPORTS FIND A HOME

Peace Corps is one of the organizations which has expressed a concern to us about the relative scarcity of documentation on successful projects. They have ordered hundreds of copies of Making Literacy Work by Steve Anzalone and Stephen McLaughlin, a final report for an AID project in the Gambia. "We wish we could get hold of similar documents for other skill areas," they tell us.

ISSUES PAPERS AND TRAINING NOTES

Usually about 20-50 pages, Training Notes are monographs which focus on training designs which have potential utility for practitioners in NFE. Jane Vella's Learning to Listen, based on her field work in Tanzania, is one of the most popular of this category. Someone must be listening because once an organization finds this Training Note they tend to order it again and again. Martin Byram's Modules for Training Extension Workers with Handouts is the newest of this series. It is an extensive compendium of ideas for practical training projects which will be available in March.

Issues Papers are generally more theoretical, focusing on new concerns in the field. One of our best selling Issues Papers is Pat Maguire's Women in Development, which, in original form, was one of her comps papers. We have had two or three international visitors come to the Center recently who found their way to us via reading Pat's Issues Paper. "There is so little material for planning and implementing WID projects, we've got to share our experiences in the field," is their common lament.

IN-DEPTH STUDIES

In-depth studies have been edited versions of Center members' dissertations or more extensive reports of Center projects, e.g. the projects in Ecuador and Indonesia. The newest in this series will be an edited version of Pat Maguire's dissertation on participatory research from a feminist perspective. Pat critiques both participatory researchers' neglect of feminist issues and feminist researchers' lack of awareness of participatory research. She develops a framework for feminist participatory research and practices it in the implementation of a project with battered women in Arizona. Call or write us around the beginning of April if you would like to purchase a copy.

SHARING YOUR EXPERTISE

For most of the people mentioned, publications provided professional credibility and visibility, as well as an opportunity to share experiences. They were "advance calling cards" to organizations looking for field expertise. Publishing through the Center was, for several, a first start. It demystified the process and helped them go on to publish further in their field. Their contributions have attracted others to the field of NFE and to the Center. To our knowledge, the Center is the only graduate program in the country which provides students with such an outlet for their publications. We would like to see this continue. Center graduates can take part in two ways: 1) by keeping current Center members informed of issues and topics which they see as being of concern and, of course, 2) by submitting materials for Tech Notes, Issues Papers, Training Notes or In-Depth Studies themselves. Some topics of interest are:

* LITERACY: Case studies of mass literacy campaigns, tips for development of post-literacy materials, student-generated materials and links between literacy and health.

*RADIO: Distance radio, popular education relationships, case studies.

*INDIGENOUS LEARNING SYSTEMS: Alternative research designs for needs assessment, integration of indigenous patterns into training, indigenous models for education.

*WOMEN IN DEVELOPMENT: Case studies, development issues, training activities.

INDEPENDENT PUBLICATIONS BY CENTER MEMBERS

A number of Center Members published articles last year. Several have come to our attention. We wonder if some of you are holding onto more?

Bonnie Cain will have an article, "Creating Opportunity from Blocked Funds." in a new journal, Development International. Her article discusses strategies for corporations to use funds blocked by currency restrictions in a developing country as charitable donations to development organizations working within the country. Such donations help build relations for the corporation as well as provide working capital for development.

Dilts, Russ. "Training: Re-Schooling Society?" Prisma. 1986.
About one million students in Indonesia today are enrolled in all types of post secondary education in addition to many more involved in some kind of training. Every organization has some type of training course and most of us will be involved in one at some point. This article analyzes some of the theories which abound in the training field and makes pertinent suggestions for their application.

Gillette, Arthur. "Youth, Literacy and Participation," International Review of Education. XXXI (1985) by UNESCO Institute for Education, Hamburg and Martinus Nijhoff Publishers, Dordrecht. Most literacy efforts in the world today depend upon the energies and skills (and sometimes ideas) of young people.) This article looks at the participation of youth in the provision of literacy according to three patterns: the project pattern, the programme pattern, and the campaign pattern.

Lee, David C. "Public Organizations in Adult Education in the Soviet Union." Comparative Education Review. vol.30, no.3, August 1986.

The most significant development in Soviet adult education in the past 15 years has been the astonishing growth of educational activities run by public, voluntary (obshchestvennye) organizations. In the Soviet system, "public" means nongovernmental, and over the years an increasing number of political, social and economic functions have come to be performed outside of governmental ministries, state agencies, or party organs.

Rosen, David. "Volunteer Solutions to Adult Literacy." All Write News. a publication of the Adult Literacy Resource Institute, a Joint Program of Roxbury Community College & the University of Massachusetts at Boston.

The use of volunteers in adult literacy is currently a "hot topic." Two volunteer models exist in Massachusetts: the "stand alone tutor" and the "instructional support" model. Both models have shown they can increase the number of students served as well as increase the quality of instruction. However, many programs are at capacity and cannot train and support more volunteers without more funding.

Kindervatter, Suzanne. "How Thai Village Women Became Adult Educators." Convergence. Vol XVIII, Nos. 3-4, 1985.

Case study of an adult education training program whereby minimally literate Thai rural women were prepared to motivate and organize village women to develop their communities and improve their income-generating skills.

Three Center Members contributed articles on graphic literature to the Autumn 1986 Development Communication Report, published by the Clearinghouse on Development Communication operated by the Academy for Educational Development.

Cain, Bonnie. "Saying it with Feeling: Photonovels and Comic Books in Development." Development Communication Report, No.55, Autumn 1986.

Print medium that uses either text with illustrations or photographs holds a unique place in development communication. These materials are often the only in-hand memory aid available to the poor which present detailed information with some complexity to an audience with limited literacy skills.

Comings, John. "Tips on Getting Started with Graphics." Development Communication Report, No.55, Autumn 1986.

Nonprofessionals can produce graphic literature such as a comic book or photonovel with simple equipment and limited outside help.

Walker, David A. "Pictures Open New Horizons in Nepal." Development Communication Report. No. 55, Autumn 1986.

The use of pictures tremendously increases the number of meaningful ideas that can be communicated in early literacy lessons. An important part of Nepal's Nonformal Education Program was teaching villagers to read more meaning into illustrations in order to identify the deeper level messages which were being communicated.

Two manuals on Teacher Training were written by Center Members and published by Peace Corps. For more information, see the article under projects.

Teacher Training: A Reference Manual. Peace Corps Information Collection and Exchange. Training Manual No. 1-45.

Teacher Training: A Training Guide. Peace Corps Information Collection and Exchange. Training Manual No. 1-46.

the CENTER PERIPHERY

A MONTHLY JOURNAL OF THE CENTER FOR INTERNATIONAL EDUCATION

1986 marked the arrival of a new publication at the Center. With the inspiration and organization of Mark Lynd, David McCurry, Mohammed Good, Joan Dixon, Jane Benbow and Marilyn Gillespie, The Center Periphery made its debut at the retreat in October. Billed as a "participatory newsletter," it is designed to bring some of the thoughts and ideas of Center members into a centralized arena. The idea for this newsletter started with the desire of a group of students to have an avenue for the informal sharing of important issues which get raised in a class or meeting, but then get dropped for lack of time or place to carry on the discussion. To draw upon the talents of a diverse and busy group of Center members, the initiators came up with the idea of an open organization where anyone in the Center could join the CP Board of Editors to develop topics of interest from beginning idea to printed page. Although The Center Periphery is still in its infancy (three issues came out during fall semester), it is beginning to broaden its circle of contributors and demonstrate its potential as a forum for discussion. Articles and notes will always be welcomed from Center Graduates around the world. Help us enlarge the periphery of our Center.

ACHIEVEMENTS

Congratulations to the following Center Members who completed Masters Projects, Comps and Dissertations during 1986.

MASTERS' DEGREES

Michael Lutakamale

Classroom Supervision: Practice & Problems - An International Survey

Oliver Mhaiki

Science Education in Tanzanian Secondary Schools

Syahdan

Instructional Design

Jill Tucker

Community Links as an Alternative Strategy for Third World Development

COMPS PAPERS

Charles Harns

1. Development Theory: Some Implications for Trainers
2. Mastery Learning: An Exploration of Issues and a Report on a Field Experience

Tom Neilson

1. Theoretical Issues of Self Reliance
2. Case Study: Community Development Training - Hargeisa, Somalia

Rema Pai

1. The South Coalition: An Axial Analysis and Factors of Development and Education
2. Income Generation Projects for Women in Developing Countries: Some Considerations

DISSERTATIONS

Nanette Brey

Syahbuddin Harahap

Nanette Hegamin

Pat Maguire

Kyung Jae Park

DISSERTATION ABSTRACTS

NANETTE BREY

Motivations for Workplace Democracy: A Case Study of Airline Mechanics

Directed by: Dr. Horace Reed

This study was designed to glean a greater understanding, from workers' perspective, of their motivations toward workplace democratization. Nine airline mechanics chosen for the study worked for Firm A which had no participative 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 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.

SYAHBUDDIN HARAHAP

Case Study on Job Performance and Implication for Staff Development for PENMAS Penilik (Community Education Fieldworkers) in North Sumatra, Indonesia

Directed by: Dr. Robert J. Miltz

The purpose of this study is to assess job performance of the Penmas fieldworkers and to identify the factors that affect their performance which should be considered in planning staff development for these personnel.

This study found that organizational climate, reward system, working facilities, training experience, together, quite significantly correlated or contributed to the job performance of the fieldworkers. However, acting alone, only reward system and organizational climate at the district level significantly predicted the job performance. Thus, a staff development program for the fieldworkers should be comprehensively planned considering all investigated factors.

This study also found that there were motivational, physical and climatic factors and/or problems in villages that influenced the performance in organizing and developing learning groups. Since this case study used a small sample, these findings should be tested using a larger sample covering different geographical and cultural contexts.

NANETTE HEGAMIN

Primary School Teachers' Nutrition Knowledge and Attitudes: A Study in Belize

Directed by: Dr. George E. Urch

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). 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.

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.

PATRICIA ANN MAGUIRE

Developing a Framework for Feminist Participatory Research:
A Case and Assessment with
Former Battered Women in Gallup, New Mexico

Directed by: Dr. David Kinsey

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.

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

KYUNG JAE PARK

Instructional Methods and Media: Issues Surrounding the Open
Colleges of Korea

Directed by: Dr. George E. Urch

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 study concludes by addressing several recommendations for the development of open colleges in Korea, especially the development of their instructional system.

A new, updated edition of Dissertation Abstracts is now available at the publications office. It includes abstracts of all 118 dissertations completed by Center Members from 1971 to 1987.

INFORMATION EXCHANGE

International Studies: Jan Droegkamp is interested in exchanging syllabi with others who are teaching International Studies. Contact her at Sangamon State University, Springfield, IL 62708. (217)523-5931 home or (217)786-6962 work.

Asian Studies Database: Paul Englesberg is putting together a National Directory of Organizations with Resources for Teaching about Asia suitable for pre-college level teachers. It will be available around June 1987. If interested, contact Paul at Five College Center for East Asian Studies (FCCEAS), Box 740, Amherst, MA 01004.



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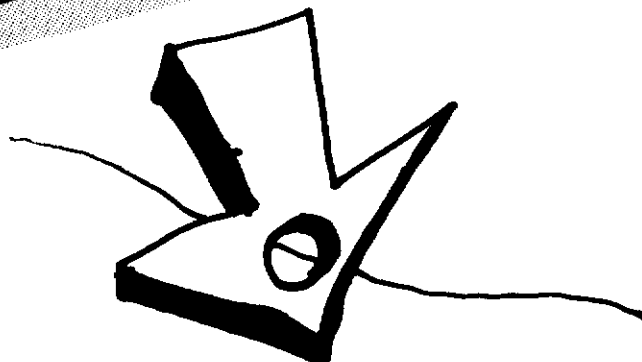
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