CIE Newsletter - March 1982

center for international education newsletter

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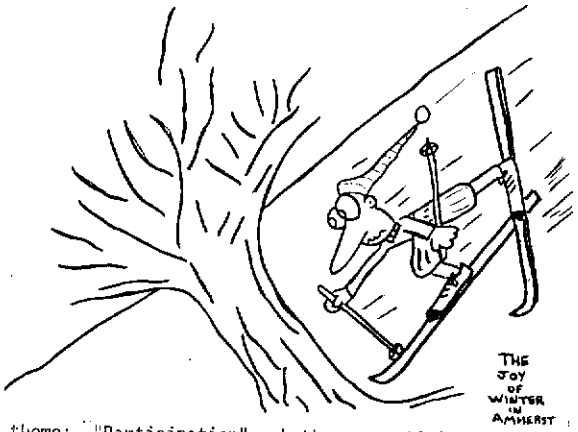
Bon Año Ummyaka Komuhle Shalom CHAMGE MISING TUGUL!! नयाँ वर्षको शुभकामना Sekarang Feliz año Nuevo Barka da shiga sabuwar Shekara BonnAnnée Happy New Year! Sekarat Tahun BaRu Yeni yiliniz kutlu olsun PEACE كل عام وانت طيب Wuue nda khadlu mewar Sonsiri

Greetings from Amherst where the Center is still in the grips of a cold wave. For some of us who have not seen snow for a while, two feet of it is too much!

This Newsletter is a combination of the old and the new; familiar names and themes as well as a new idea -- the Literacy Supplement. The positive feedback we received on the Guest Article by Valerie Miller in the last issue of the Newsletter has encouraged us to look for new ways to include more "substantive issues" in the Newsletter format. We would like to hear your reaction to the idea of making a supplement, focused on a pre-announced theme, a regular feature of the Newsletter. Ideas for possible themes for subsequent supplements to the Newsletter would be welcomed.

In order to maximize the possibility of contributions from CIE members in the field, we would like to announce the theme of the supplement for the July issue of the Newsletter. CIE members everywhere are invited to contribute succinct articles (2-5 paragraphs) raising questions or issues, or describing field experiences relating to the theme of women in development. A course offered at the Center this spring (15 women and 2 men!) will look at the impact of cultural institutions and theories of development on women and attempt to identify strategies for increasing women's participation in development. Gail von Hahmann, coordinator for the course, reports that they are very interested in what Center members in the field have to say about attention to women in specific projects.

C. I. E. - A M H E R S T



NOTES FROM CIE RETREAT

On October 8, with the fall foliage still spectacular, 33 Center students, faculty and staff piled our blankets, wine, volleyballs and flip charts into assorted vehicles and made our way to Camp Bement. En route we hoped someone was making notes to revise the map for next year! After some creative negotiations, which prove that innovation is still possible at CIE, the retreat was held on a Thursday-Friday for the first time in retreat history. At Bement, we formed our usual array of small groups, dyads and triads to tackle the retreat theme: "Participation" - both our participation in the Center as members and the broader issue of CIE's participation in the world of development. Committees hashed out issues around recruitment and admissions, project development and funding, academics and the familiar issue of Center governance.

On a lighter note, Fanny Dontoh Russell orchestrated the evening partying, games, and dancing. Agus and guitar led Binsar, Soekarman, and Rivai in a Bahasa Indonesian rendition of "I'm Leaving on a Jet Plane." Paul Jurmo, incognito in a film director's beret and cigar, together with Mayuree Tongsri, delighted us with their feature film presentation about what it's like being a new student at the Center. Meanwhile, Max Senior, a one person media crew, took footage and photos of everyone and everything in sight.

A major contribution of the retreat committee was to work with those at Camp Bement to select both a site and date, a year in advance for the Fall '82 Retreat: we selected Camp Bement again for the great food, abundant heat, and soothing landscape; also, we chose to repeat the Thursday-Friday combination of September 30-October 1. Having used a participatory, collaborative process to set up the date so far in advance, what in the world will we discuss at the first half-dozen Center Meetings next Fall? Anyone for a committee to work on that? (Pat Maguire)

STUDENT ASSEMBLY

As an outgrowth of discussions held at the Fall Retreat, a Student Assembly was formed in the Fall Semester. The stated purpose of the assembly is to foster better communication among Center students themselves as well as between students and their representatives on the Executive Committee. Some felt that the division of students according to regional groups tended to prevent "cross-fertilization" between the various groups, and that a general assembly of all students could open new channels of communication.

In its several meetings prior to the intersession break, the Assembly compiled a new list of Center goals for submission to the Executive Committee. These goals are to be used as guidelines for Center work in the areas of project development, recruitment and admissions, and course content. Further developments pending ..... (Paul Jurmo)

CENTER MEETINGS

Tuesday morning meetings are alive and well and ably coordinated by Frank Bialosiewicz. They continue to serve an important management function as well as providing Center members with a forum for exchanging information and ideas.

Student members of the Center contributed in various forms. Russ Dilts engaged several volunteers in a training exercise he developed in Indonesia. At another session, described as a literacy "potpourri", Musa Moda discussed the literacy campaign in Nigeria, Steve McLaughlin and Steve Anzalone jointly described the development of the Specific Literacy Project and Don Ross and Lilian Goytia brought us up to date on the proposal to undertake an evaluation of a literacy project in Venezuela. Fanny Dontoh Russell shared a videotape she made of a PBS special on the dumping of dangerous pesticides in Third World countries. Stephen Mbandi made a presentation on the PanAfrican Institute for Development (PAID), focusing on the issue of training Africans for integrated rural development. Finally, the Latin American Regional Group brought in a very disturbing film on the growing repression and political violence in Guatemala.

Center members were also introduced to other personalities from other divisions of the School of Education -- Horace Reed and the staff of the Community Education Resource Center described how that Center was involved in promoting adult and nonformal education in the U.S. Al Alschuler described his work applying the philosophy of Paulo Freire to junior high school settings to deal with the problem of discipline. He engaged the group in an exercise to name the generative theme of the Center - you guessed it *participation*. David Magnani, Project Coordinator of the Citizen Involvement Training Project, spoke on the topic of intellectual imperialism. Al Ivey shared samples of videotaped training materials and discussed his intention to work with aboriginal social workers in Australia using this methodology. Bob Sinclair of the Curriculum Development Resource Center spoke on marginality and the premises for equal learning.

Presentations by individuals outside the School of Education were perhaps too few -- Peter Pellet of the Department of Food Science and Nutrition spoke on the problem of malnutrition and its causes, emphasizing the need for an integrated approach. Greg Watson from the New Alchemy Institute in East Falmouth generated plenty of interest and enthusiasm with his presentation on appropriate technology and nonformal education. As might be expected, these presentations gave rise to further contact between speakers and Center members.

The announcements, we might add, went on ad infinitum!

VISITORS TO THE CENTER

Visitors at the Center included Dr. Prem Kasaju, Director of the Center for Research in Educational Innovation and Development; Professor Torsten Husen; Larry Kerpelman of ABT Associates; Shmuel Govreen; Professor Babu, Professor of Black Studies at Amherst College; Professor Larry Pinkham; Lyra Srinivansan of Creative Associates; and a group of students from the School of International Training, Brattleboro, Vt.; to name a few.

STAFF NEWS

Hear ye! Hear ye! The CIE Staff group is alive and well. At the present time we number eleven active, highly motivated and dedicated members. Our group includes the following professional and classified staff: Steve Anzalone, JoElyn Bookman, Cookie Bourbeau, Nanette Brey, Anna Donovan, Jan Droegkamp, Kip Koech, Steve McLaughlin, Debbie Puchalski, Kathy Richardson, and Don Ross.

When we were fledglings back in the Spring of 1980, we numbered seven and were somewhat negative in our attitude toward the Center in general. At the time of our first official meeting we expressed many concerns about the Center and our function and role; our major concerns involved the centralization of power, the decision-making process, the long-term goals and objectives of the Center, rhetoric versus practice, belonging/identity, respect, recognition, responsibility and trust. At that time, we did not perceive ourselves as part of the Center -- Center membership seemed only to pertain to faculty and students.

It was Nanette Brey who was the primary architect in the consciousness raising process. Through her facilitating techniques we suddenly realized that the only way to solve this problem of feeling separated and alienated from the faculty and students of the Center was by working together and actively participating in the decision-making process by becoming members of various committees. For example, this was accomplished by formally requesting a place on the Executive Committee. After discussions and during the reorganization of the Center, the Executive Committee was expanded to nine voting members -- four faculty and five non-faculty (which included a staff member). Gradually, we began to feel accepted.

When we recently evaluated the present Center committee structure, and our participation therein, we concluded the following:

-- We realized that we are indeed a group and a very integral part of the Center.

-- We are a decision-making unit, not merely a supporting one and have gained the respect of the rest of the Center membership who value our recommendations and/or decisions.

-- We recognize our responsibilities and as a group meet regularly to discuss and define/refine them.

-- We, as a group, appreciate the recognition from the rest of the Center community and thank everyone for their support.

Point to ponder: *Isn't nice to be a "groupie" ?????* (Anna Donovan)

CONFERENCES

CIES Conference: The Center hosted the Northeast Regional Meeting of the Comparative and International Education Society last November. The conference drew people from 14 different countries, many of whom came from the Center. David Kinsey delivered the keynote address, "Triangularity as a Strategy in International Education." Max Eckstein, President-elect of CIES, was the luncheon speaker. Center members who delivered papers included Juan Aulestia, Kip Koech, Hilda Kokuhirwa, Musa Moda and Sibeso Mukoboto. Serving as facilitators and moderators were Linda Abrams, Nanette Brey, Benjamin Dlamini, David Evans, Bob Miltz and Don Ross. Kudos to George Urch who organized the conference with the help of Anita Nazareth. (It'll look great on your resumes!)

Appropriate Technology Conference: The third annual symposium of the International Association for the Advancement of Appropriate Technology for Developing Countries (IAAATDC), received mixed reviews from the Center contingent. It seems there was a considerable amount of digression from the theme of the symposium: "Education, Development and Appropriate Technology."

Lilian Goytia and Fanny Dontoh Russell participated in a panel discussion on new perspectives in literacy and appropriate technology. Center members who presented papers included Don Graybill on "Vocational Education and Appropriate Technology Development in Rural Honduras: The CEVER Model"; Stephen Anzalone, "The Appropriateness of Literacy" and Stephen McLaughlin, "Literacy Direct to Urban Populations in Third World Countries."

Freire Conference: Participants in the recent Freire Conference at Cornell University explored the theme "Empowerment: Strategies for Education and Action" in workshops and roundtable discussions with Freire. There were a number of the "banking education" crowd around who would have like to have had Freire lecture for three days on how to do conscientizao. A scene from one of the workshops where Freire visited to dialogue with participants comes to mind. As Freire entered the room, a camera began to flash and conversation died. Some of you will be happy to know that Freire remains a humble, unpretentious man despite all efforts to put him on a pedestal.

Although some of the familiar problems that plague attempts to direct the activities of a large group of people were evident, the eight Center members felt that the interaction with a broad spectrum of people involved in education in the U.S. and abroad made the long trip in the van well worth while.

For those who are wondering - the van can still do eighty (documentation on that is available from the New York State Police)! We thought it wise, however, with Reagonomics in mind, to start a fund for the eventual replacement of the aforesaid vehicle. All donations will be welcomed!

INTERCULTURAL ACTIVITIES

The Intercultural Teacher Education Program (which some of you may remember as Education for a Changing World) still maintains a strong reputation among undergraduates in the School of Education. This semester the program is serving close to sixty students who are at various stages in their preparation for teacher certification and a teaching career. A great deal of enthusiasm has been generated as students returning from their student teaching at Southlands and Rolle Colleges in Great Britain; in Frankfurt, Germany; Thessaloniki, Greece; Musoori, India; Taos, New Mexico; and the Mohawk reservation near Montreal describe their experiences to those who will be venturing forth next semester.

Recently the Commonwealth of Massachusetts instituted new guidelines for programs which certify school teachers and these have been incorporated in the Intercultural Program.

The program staff, including Margaret Maxwell, David Lee, Joan Snowden, and Ruby Burgess have also designed a new observation and evaluation instrument for supervising student teachers. The format designed by the staff meets the new guidelines and has been adopted by other teacher education programs in the School of Education. Soon all of these programs will be undergoing a review by Commonwealth authorities and we are confident that the programs will more than satisfy the new certification standards.
(David Lee)

RECRUITMENT AND ADMISSIONS

As the new semester begins, new faces are beginning to appear at the Center. Among them: Barbara Howald, most recently a Peace Corps teacher/trainer in the Central African Republic; Tom Neilson, a veteran of Peace Corps' rural development programs in Senegal and Colombia and more recently a resource person for various U.S. minorities and immigrant groups, is a doctoral student at the Center; Soebagio Atmidiwirio comes to the Center through U.S.A.I.D./Indonesia, and plans to focus on educational management; Frances Moitse who comes to the Center from the Division of Extra-Mural Studies at the University of Swaziland through the Swaziland Project to pursue her interests in adult education and Barbara Fadirepo whose intention to join her husband in Nigeria and experience coordinating orientation and advisement programs for foreign students has led her to the Center. Lilian Goytia has decided to continue her studies of literacy and popular education in a doctoral program, and Anita Nazareth will also be beginning a doctoral program focusing on computer applications in quantitative research and evaluation.

The total number of persons applying to the Center for Fall 1982 is down somewhat from former years; four Americans and eight international students have applied. Speculation has it that supply-side economics has something to do with all this. The Center continues to depend heavily upon Center alumni and friends as a source of qualified candidates. We welcome your comments, suggestions and nominations. (Karen Miller)

News FLASH

U. S. A.

A little news from Amherst:

Ben Dlamini, after three weeks of freezing in Prince House in downtown UMass, decided to take a vacation to Nantucket only to meet with another icy episode. The ferry he was on was stuck in the frozen Atlantic Ocean for a couple of hours. The grapevine has it that he completed the long overdue "Form 2" right then and there.

George Urch, just returned from a trip to England where he visited Rolle College and Southlands College, two institutions where the Center exchanges undergraduate students. George also negotiated a cooperative relationship with Birmingham Polytechnic's International Center for Multicultural Education where Ray Giles is the Associate Director.

Will Shaw spent the summer and early Fall in The Gambia working as a training director for the Peace Corps. He designed and supervised training programs for foresters, science teachers and small business advisors and also organized staff development activities for local training personnel. He also began negotiations with the NFE Center, Cooperatives Department and USAID on the use of The Gambia as a research site for the CIE Specific Literacy Project.

The New York Times Selective Guide to Colleges has rated the University of Massachusetts at Amherst among the nation's top fourteen colleges and universities with a score of 13 out of a possible score of 15 (second only to Brown University among New England colleges and universities). The Times analyzed 265 schools according to three criteria: academics, social life and quality of life. Each factor was graded from 1 to 5. UMass earned 4 in academics, a 5 in social life, and a 4 in quality of life, all above the norm. Chancellor Henry Koffler was reportedly pleased, but not surprised at the results of the survey.

Joseph Blackman reports from New York to say that he is now involved in television work. He went off to India in October 1981 for a year to work on several documentaries.

Charles Jenkins is now the new head track and field coach at Villanova University. We wish him well as he returns to his first love -- the coaching of young men and women.

Khalil Khalil has moved to a small town in Central Texas where he directs a language program for international students. His family loves Texas with its lakes and warm, dry climate.

In the next issue of the Newsletter, Dale Kinsley has promised to address (if requested) several burning issues revolving around the topic, "Can two drop-outs from international education find happiness in a small and flaky town, as superintendent and keeper of hearth respectively?" The answer is, apparently, "Yes."

Jeannette Harris was recently hospitalized. We wish her a speedy recovery. She visited the Center this winter in her capacity as a staff member of the Massachusetts State Department of Education.

Ruth Njiiri is busy preparing a national conference for the Phelps-Stokes International Curriculum Development Program. The conference will be held this spring in Washington, D.C.

In the Capitol, Leon Clark teaches at the American University of Washington. He is presently designing a new graduate program in International Education focusing on developmental education with a heavy dose of NFE and Global and Multicultural Education in the U.S. CIE has certainly rubbed off on some of us.

All's well with CIE in the "Sun Belt." Cooperative Extension Service was one of the very few federal agencies which received a budget increase over the last year. Arlen Etling's job as Community and Rural Development agent had him doing workshops on "motivating people in volunteer groups," organizing self-sufficiency fairs (appropriate technology, energy options, solar construction, food production, etc.), assisting unincorporated communities to analyze alternative forms of organization, facilitating economic development education, advising on community attitude surveys and doing some advisory board training.

The spirit of the now world famous "Tuesday Meetings" lives on. Michael Haviland reports that the Greater New York version of that institution, not exactly cloned but similar in feeling, was convened on January 26th at the Institute of International Education. In attendance were Al Peaks, Kris Garvey, Marlin and John Hatch, John Bing, Roshan Billimoria, Michael Thorup and Carol Meadows from IIE. Their guest was Dr. William Bradley, President of E.W. Hazen Foundation, Connecticut.

Items of interest included the announcement of the officially formed organization, Grantmaking International with headquarters at 777 U.N. Plaza. Its main purpose is to encourage U.S. corporations and private foundations to allocate funds for international activities. One interesting project of the Hazen Foundation entailed providing former Hazen Fellows (who had studied in the U.S.) with grant funds for use in their own countries soliciting innovative projects solving development problems.

The next meeting of the group has been scheduled for March 10 at 4:00 p.m.

Bheki Langa received an award from the New York State Arts Council as a playwright in residence at the Frank Silvera's Writers Workshop in Harlem.

Kalim Qamar writes to inform us that he and his family are fine and presently in Maryland. He is a short-term consultant and would be happy to be informed of any new contracts -- know of any, anyone?

Some news regarding literacy:

Literacy has been a focal point for a growing number of Center members during the past year.

Carla Clason-Hook wrote to describe the severe limitations of materials, references, and experience facing literacy programs in Mozambique where she is now working with her husband, Larse.

Valerie Miller co-authored (with Nobel Prize nominee Fernando Cardenal) an article about the Nicaraguan literacy campaign which appeared in a recent issue of the Harvard Educational Review.

During his January trip to Africa, David Evans looked in particular at the literacy component of the Lesotho Distance Training Center in Lesotho, where Ken Tsekoa is director.

Jane Vella, who worked with DRE and Dick Betz on a training workshop for the LDTC in Maseru in January tells us that her work as a consultant to the Ministry of Education and Culture preparing the literacy campaign in Zimbabwe has been a great learning experience for her. She will be in North Carolina after June 1982, working on literacy problems in the Tar Heel State.

Steve Anzalone and Steve McLaughlin, for the Center's Specific Literacy Project, are in The Gambia for two months, to work with literacy personnel there. They are developing a methodology for planners to use in better determining the job-related literacy requirements among various occupations.

Several Center members are also looking at some new electronic games (e.g., for basic math and spelling), to assess their applicability to Third World adult literacy contexts.

David Kinsey (assisted by Paul Jurmo) will again be coordinating a Spring semester course on "Literacy and Nonformal Education" with input from several Literacy Committee members.

David Kahler and Bonnie Cain (at Creative Associates) continue to work on their Literacy-Oriented Functional Education project. This is a combination of research and actual literacy instruction. They have been developing this in work in Ecuador and Tunisia.

"Center friend" Dan Wagner is building on his studies of Koranic schools in his current work in literacy-related research in Morocco.

Tom Hanson has now completed the writing of a series of literacy primers for use by the People's Educational Association in Ghana. Tom had received training in the U.S. (especially at Laubach International) in 1980, through the Center's Ghana Project.

Despite the hopes of the Literacy Committee to be able to collaborate with Jonathan Kozol in the establishment of a National Literacy Center at UMass, it now appears that that project has been cancelled. The Committee wishes good luck to Jonathan with whom Committee members worked at the April 1981 Freire Conference in Vermont.

James Key was recently appointed director of the National Radio Literacy Project in Mexico. This project aims at illiterates, neo-literates, facilitators, trainers of facilitators, as well as the general public.

Musa Moda spent the intersession visiting literacy-program sites in his home country of Nigeria. He reports: "The nation is making all efforts to launch a nationwide, 10-year mass literacy campaign aimed at eradicating illiteracy among two thirds of its population. The President has assured the campaign of his government's full support. Hundreds of adult education personnel are undergoing training and a National Literacy Task Force has been formed to coordinate the campaign, scheduled to begin in July of this year." Musa also had the pleasure of greeting his son who was born one day after he came to UMass last fall.

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A S I A - M I D D L E E A S T

On his return home Kalyan Pandey was designated coordinator of training programs in a Program Planning Project at Dhankuta, 600 km. from Kathmandu.

From Korea, Sah Myung Hong sent us news of his resignation from the Korean Educational Development Institute in April to assume the directorship of the Korean Institute for Educational Exchange which was created by the Ministry of Education as a special foundation. Congratulations Hong!!!

Muljani Nurhadi and Saleh Marzuki completed their M.Ed. program and departed for Indonesia in January. En route home, Muljani visited the International Institute for Rural Reconstruction in the Philippines, the Korean Educational Development Institute and the Central Office of Saemaul (New Village) Movement in South Korea, and the Department of Nonformal Education in Thailand. Both Saleh and Muljani are reportedly now hard at work.

Yong Kim was called home suddenly to assume new responsibilities in the Ministry of Education, where he will no doubt have a significant influence on the development of NFE in Korea.

Somprasong Withayagiat was in Peking last fall visiting Population Control/Education projects.

Valerie Miller saw Sunthorn Sunanchai in India at a literacy conference and Patrada Thisyamondal-Yomnak in Bangkok. Patrada says that she plans on returning to UMass to study as soon as the Center opens up a Child Care Center.

Carol Martin has visited the Center several times and has produced a draft proposal to train refugees from Indochina and other areas by working with their Mutual Assistance Associations in six New England States. Besides CIE, the University's Citizen Involvement Training Program would be cooperating with the U.S. Office of Refugee Resettlement and private employers.

Muhammad Azam Khan Chaudhry is presently associated with the American University of Beirut. He is responsible for teaching and research in the areas of rural community development, extension, and farm management.

A F R I C A

DRE returned from a month-long working visit to South Africa. He stopped briefly in Botswana for the primary purpose of preliminary discussions with the department of NFE in the Ministry. AID is moving towards a project to help develop that department.

DRE managed to spend some long overdue time with Elvyn Jones-Dube who returned to Botswana in September 1981 and who is now a lecturer at the Institute of Adult Education at University College, Botswana. Elvyn is designing a questionnaire to be used in a survey of small-scale entrepreneurs which focuses on the role played by training and knowledge in success in business.

In Lesotho, DRE worked with Dick Betz, Ken Tsekoa and other members of the Lesotho Distance Teacher Center (LDTC) running a two-week staff training workshop and planning a possible off-campus Master's program for up to 12 staff of LDTC. During his stay, DRE met virtually all of the large group of CIE graduates during a session hosted by Dr. Zacharia Matsela, the Permanent Secretary and dean of the CIE community. Needless to say, the CIE community in Lesotho is thriving and many members now occupy senior posts in the education sector.

CIE research continues in Lesotho with Dick Betz doing field research on self-managed income generating groups, focusing primarily on groups receiving assistance from LDTC. Margaret Maxwell has just arrived and will be working on a topic involving curriculum development and teacher training at the National Teacher Training College.

DRE ended his trip with a brief visit to the CIE-DEMS project in Swaziland where collaborative plans are underway to organize a national conference on adult education which will hopefully identify training needs in NFE for the country and which will chart a future course for the role of DEMS. Nasrin Tabibian, a CIE staff member, is pursuing her dissertation research on small business development with a focus on women owned and managed efforts.

Mercy Montsi is Academic Secretary at the Institute of Southern Africa Studies. Work at this institution includes continuing the Jaris Tracer Study and instructing a team of local women to develop research projects on Women and Development in South Africa. Sefale (daughter), the youngest UMass graduate from Lesotho, will be starting to catch up with local schooling at the varsity primary school at 4 years.

As Director of the National Curriculum Development Center and the Instructional Materials Resource Center at the National Teacher Training Center, Mosia Rakubutu finds himself retiring very late at night; reading and getting together reports from nearby assistant workers occupies much of his time. His wife, Gladys, is a first-year student at the National University working towards a B.A. in education.

As Advisor in Education Planning in the Ministry of Education, Ash Hartwell works with a team of 11 members including Mercy Montsi to try to put together a long-term plan for the direction of education in Lesotho. DRE joined Ken Tsekoa in making a pitch for a strong role for NFE during a recent "retreat" of the task force.

Andrew Letsie is coordinating microteaching of N.T.T.C. secondardy school teachers. He is also the admissions chairman for the new students joing the college.

A project for the training of women for employment presently conducted in Addis Ababa is being headed by Daria Tesha. The project is called Training of Out-of-School Girls.

Adeye Befecuda is still working with the Educational Mass Media Service in Addis Ababa. Her two young daughters are keeping her busy.

From the Institute of Adult Education at the University College of Botswana, Elvyn Jones-Dube reports she has started a new job as a Research and Evaluation Specialist at the Institute. She is also collecting data for her dissertation.

In late September and early October David Kinsey participated in a workshop at the National Center for Education (CNE) in Yaounde, Cameroon. The workshop, also attended by David Kahler and Bonnie Cain of Creative Associates, involved a mid-course reporting and assessment of a survey of nonformal education activities in Cameroon. The survey is being undertaken by the staff of CNE, in cooperation with Creative Associates, under an AID contract. The Director of CNE, M. Bebbe-Njoh, had visited CIE the previous year and Steve Anzalone subsequently served as a consultant in the planning stages of the survey.

At the end of the visit, David spent several days at the PanAfrican Institute for Development (PAID) at Buea, Cameroon where he volunteered to give some assistance with an internal evaluation which PAID is doing for its program in Africa. A PAID staff member, Stephen Mbandi, is currently a graduate student here. As a result of these connections, the Center and PAID are exploring possiblities for further institutional collaboration in nonformal education training and program development.

Ephantus Mugiri wrote to give information on the various activities in Nairobi that he has been involved in, including the Organization of African United Heads of State Meeting followed by a 'huge' international conference on new and renewable energy.

Raphael Njoku tells of the ever-increasing student population in Nigeria where he is involved in high school education.

Ismael Moletsane is pleased with his new appointment as Professor of Education at the University of Transkei, South Africa. He is associated with the Department of Language and Social Education.

Fanny and Bro Russell are off once again to Ghana where they are starting up a new round of field projects. One is funded by PACT (Private Agencies Collaborating Together, Inc.) to experiment with a new system of irrigation for small farmers during the dry season. Another project with World Education will establish ten women cottage industries, and yet another will develop family planning materials. In the near future there should be projects in fishing innovations and water resources development as well.

Any Center friends who are visiting Ghana are invited to drop the Russells a line and spend a few days at their project site about 250 miles from Accra.

The following is an excerpt taken from a Nairobi newspaper that George Urch received:

"BASIC EDUCATION DIRECTOR NAMED. The Kenya Science Teachers' College Principal, Dr. Gilbert Paul Oluoch, has been appointed the new Director of Basic Education with effect from January.
Dr. Olouch worked as a college tutor from 1961-1965, founder director of Curriculum Development and Research Centre from 1966-1968 and deputy inspector of schools from 1968-1973.
He was the Director of the Kenya Institute of Education (KIE) from 1973-1979. In May 1979 he was appointed principal of the KSTC before being appointed to his present post." *CONGRATULATIONS!!!!*

L A T I N A M E R I C A

Julio Ramirez sends greetings to all from Honduras. He was in Washington, D.C., briefly in January to meet the Partnership for Production for whom he works. He is directing a training component for transferring skills in small businesses to local entrepreneurs - he's been asked to stay another year (they LIKE him!!!), and is busy. He does miss "having a coffee" with good friends in Amherst and assures us he shall return....some day!

For some of us, winter intersession was no holiday; Lilian Goytia worked at CIPEBEL (Centro de Investigacion y Proyeccion Educativas "Bernabe Ledesma") in La Paz, Bolivia, organizing a seminar-workshop on rural education for professors, directors and rural teachers of Superior schools. CIPEBEL's latest effort is focused on the creation of an organization UBCIASE (Union Boliviana de Centros de Investigacion y Accion Socio-Educativas) to coordinate social and educational activities. Address: CIPEBEL, P.O. Box 11192, La Paz, Bolivia.

An offer to send the Center some good weather in a can at a very low price comes from Vicente Arredondo recently returned to Mexico City where he has been working for several weeks as the Head of the Department of Planning at the Instituto Nacional para la Educacion de los Adultos. ! Felicidades, Vicente!

From the Philippines, Valerie Miller writes, "Es impresionante la creatividad y energia de muchos grupos educativos -- me animan con su espiritu y experiencia practica."

Ecuador's Institute for Campesino Training

Nonformal education in Ecuador has a new institutional support, the Instituto de Capacitacion Campesina (INCCA). Read their organizational objectives and see if they sound familiar:

1.1 Lograr que el campesinado ecuatoriano tome conciencia de su situacion concreta a nivel local, regional y nacional a fin de que se convierta en promotor y gestor de acciones de transformacion de su medio.

1.2 Desarrollar habilidades y aptitudes para que los campesinos sean capaces de descubrir y elaborar el conocimiento por si mismos, de formar y adoptar conductas positivas, de mantenerse permanentemente en proceso de auto-formacion e integracion educativa y sean aptos para asumir sus responsabilidades personales y sociales.

1.3 Lograr que los sectores marginados tengan pleno acceso a la transferencia tecnologica, social y cultural a fin de que contribuyan en los procesos de Desarrollo e Integracion Nacional.

INCCA plans an ambitious series of training sessions during the next year for campesinos and for staffs of public and private institutions involved in rural NFE. Although created as a part of the Ministry of Agriculture, INCCA has fiscal and operational autonomy to provide the agility needed to work with a wide variety of programs.

The Institute's Director, Gil Santillan, took part in one of the many training sessions offered by the old NFE project in the early 1970's. Impressed with the project's ideas, he quickly adapted the Hacienda game for use by the Cooperative Education Institute, which he headed at that time.

Patricio Barriga, a name familiar to many Center members, returned to Ecuador from Guatemala and began work in INCCA on January 18. He has already begun a series of staff development workshops.

INCCA is a project recently founded by the government of Ecuador with some assistance of AID.

(Jim Hoxeng)

Yvonne Villanueva writes from Peru that she has finished her first two years overseeing integrated rural development projects in Bolivia and Peru for UNICEF. She plans to stay with UNICEF for two more years, and has an extra bedroom for visitors.

A postal card received from Basha Goldstein states that she is now in transit back to the U.S. to write..... and is looking forward to seeing all the delightful people at CIE.

PROJECT ACTIVITIES UPDATE

INDONESIA PROJECT

The first phase of the Indonesia Project is winding down. Only two consultants remain in the field: Nancy Bergau, Materials Development Specialist, completed her assignment at the end of February; Dan Moulton, Team Coordinator, remains in Indonesia until the end of the project, July 15, 1982.

The major focus of activities in Indonesia recently has been upon the mid-term (summative) evaluation of the project which was conducted by the Indonesian Institute of Evaluation and Research. The methodology employed was innovative for the field of NFE. It entailed collecting a combination of quantitative and qualitative data by observers in 24 sample villages throughout the six provinces of the Project area over a period of one and a half years. The final evaluation report has been distributed to PENMAS and to the World Bank. Copies of this 200-page document are available from Jan Droegkamp at the Center.

The evaluation report contains a number of policy recommendations which are the basis for planning an extension of the current project. In this regard, a team from Indonesia have met with CIE Indonesia Project staff to begin planning for a second project. The Indonesian team included Prof. Dr. G.W. Napitupulu, Director General of Out-of-School Education, Youth and Sports; Drs. R.F. Soedharno, Deputy Director of PENMAS (Directorate of Community Education); and Dan Moulton. These meetings were held at CIE February 15-24. The plans developed by the team will be presented to the World Bank and G.O.I. officials. A decision concerning the scope of the next project is expected in early summer 1982. (Dan Moulton)

SWAZILAND PROJECT

The Swaziland Project has picked up momentum and is going well. Martin Byram, Cajetan Maganga, and Nasrin Tabibian are the project's field staff. Here on campus Kip Koech, Julie Maduka, and Kathy Richardson are actively coordinating the project's vital activities from this end along with the Co-Principal Investigators David R. Evans and Bob Miltz. David Evans visited Swaziland in January, at which time a variety of project activities were discussed. He was able to participate in the review of the seven potential candidates for the long overdue Management Training Specialist position.

(Kip Koech)

INDONESIAN M.Ed. PROGRAM

If you've been noticing the fragrance of clove cigarettes in the Center corridors lately, it may not be Russ Dilts! The Center is fortunate to be the "home" for 18 months of Soekarman, Binsar Lumbantoruan, Ahmad Rivai, Agus Dharma and as of January 26, Soebagio Atmodiwirio, all from the Ministry of Education and Culture of Indonesia. They are earning Master's degrees as part of a joint project between the Government of Indonesia and USAID., the Professional Resources Development Project II. Upon returning to Indonesia, they will be trainers at Pusdiklat, the training institute for the Ministry of Education and Culture. In addition to classes here at UMass, they recently participated in a Management Communication Seminar in Washington, D.C., and spent winter break in Columbia, South Carolina. Pat Maguire and Barbara Howald are the coordinators of the program, Cookie keeps a close eye on the finances, and David Evans is the Principal Investigator. We all miss Margaret Maxwell. Oddly enough, just as the heart of winter set in, she ditched the assistantship for the warmer climes of Lesotho. Recently the group has been "orienting" Soebagio to life at the Center. Binsar, Agus, Soekarman, and Rivai planned a session about "American University Style Classes." We understand they will run it again for faculty this semester!

(Pat Maguire)

PROPOSALS AND PROJECT DEVELOPMENT

During the last six months, the Center's Program Development Committee has been actively seeking additional sources of funding for Center operations by pursuing numerous leads and possibilities for new projects. To guide these efforts, the Center's Project Selection Criteria and Guidelines were reviewed, redrafted and approved. In addition, a document was produced by the Student Assembly which set goals and objectives for CIE project development. Armed with this imput, the Committee set off in search of money.

A major effort was the submission of a proposal by the Latin American Group to the Simon Bolivar Foundation, a private foundation in New York City. In this project, a national literacy campaign in Venezuela would be evaluated. The Foundation has had to delay the initiation of the project and has not yet awarded a contract.

During the fall, the Center wrestled with the idea of organizing an English language training and orientation center at UMass. After extensive discussion and examination, the Center decided not to proceed with such a concept.

We have proceeded, however, with a proposal to provide a three-week summer training program for 32 Koreans. FLASH! We have just received final approval from Hong Sah Mung for this program.

On the Washington front, a faculty team visited for three days to scout out possibilities, and John Comings has been acting as a stringer to assist development activities.

An agreement was signed with Creative Associates, Michigan State University and World Education, Inc., establishing a NFE Consortium. As needs arise, consultants are recruited for field work and three major issue papers will be produced.

At this moment, the Center is finishing up a proposal to provide specialists in bi-cultural education, curriculum development, materials production, staff development and evaluation for short-term work in the Hill Tribes Area of Thailand.

Also, in the works are a variety of off-campus Master's programs and attempts to develop institutional linkages between the Center and organizations in the Third World. Specifically, preparations are being made to respond to an RFP, which is expected out shortly, to provide training for the LDTC (Lesotho).

Any leads for project development, resumes, or other news from the Center network will be welcomed.

(Don Ross)

THE WRITTEN WORD

CONGRATULATIONS!!!!

Master's Degrees to: Michael L. Basile, Richard Lorin Betz, Luis Eduardo Diaz-Ramirez, Kris Garvey, Salen Marzuki, Muljani Nurhadi, and Fanny Russell.

Dissertations: Vicente Arredondo, Kathleen Ann Cash, Michael Kipkorir Koech, and Hilda Kokuhirwa. Also, Robert (Bro) Russell, Kris Garvey, Sibeso Mukoboto, and Gloria Gordon

*** ABSTRACTS ***

Michael Kipkorir Koech: *LIFE SCIENCE CURRICULUMS IN KENYA: A STUDY OF A SECONDARY SCHOOL SCIENCE PROJECT BIOLOGY*

The purpose of the study was to examine the implementation of the SSP Biology in the five provinces of Kenya and its relationship to the examination system. Factors affecting the implementation of the course were identified through relevant literature and interviews with Kenyan educational policy makers. The SSP Biology secondary schools were selected utilizing criteria developed by the researcher. The instruments used included: 1) student questionnaires, 2) teacher questionnaires, 3) interview/questionnaires for educational policy makers and program personnel and 4) personal observations. All instruments were developed by the researcher.

These facets were examined and analyzed: 1) patterns of the SSP Biology implementation: i) the teaching method, ii) objectives; 2) factors affecting the implementation of the course: i) teacher training, ii) science equipment, iii) national examinations and curriculum, and iv) attitudes towards the SSP Biology course.

The data-collecting instruments revealed several factors affecting the implementation of the course. Positive factors: ☐ Congruity between the SSP Biology course objectives and the national exams objectives; ☐ High teacher interest in the heuristic teaching method; ☐ General positive attitudes toward the SSP Biology course. Impediment factors: ☐ Inadequate teacher inservice training in the heuristic method; ☐ Inadequate supervision and follow-up of teachers by the Inspectorate; Exams-dominated system pressured teachers to teach to the exams; ☐ Inadequate supply of science equipment and curriculum materials; ☐ Excessive difficulty of some units and shallowness of other units; ☐ Lack of consistent involvement and revision of the course.

Kathleen Cash: *INTEGRATING HIGHER EDUCATION AND NONFORMAL EDUCATION FOR THE TRAINING OF NONFORMAL EDUCATION FIELDWORKERS*

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

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

The outcome of the study is an analytical framework that intersects the conditions favorable for integrative linkages with input and design factors. The framework provides a checklist of program areas where integrative development might occur. Educational program planners can use the analytical framework as a tool to help design, examine, evaluate and transform programs that involve linkages between formal and nonformal education.

In conclusion, nonformal education, while more reflective of community participation and needs, has neither gained the institutional stability nor credibility of formal education. Moreover, nonformal education fieldworkers have usually been poorly qualified and/or transient. More expensive and in greater social demand, formal education takes up the major portion of most developing countries' budgets. This study advocates that educational planners look towards the integration of nonformal and formal education at the level of higher education in the hopes of minimizing the weaknesses inherent in their separatedness and capitalizing on the potential strengths of integration.

Hilda Kokuhirwa: *VILLAGE WOMEN AND NONFORMAL EDUCATION IN TANZANIA: FACTORS AFFECTING PARTICIPATION*

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

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

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

The study of the functional literacy program in the Ward revealed certain factors in the light of which recommendations were made for a framework for an integrated nonformal education program for rural women.

The study is divided into chapters addressing the following questions:

1) What are the emergent issues on African women and development?
2) What is the nature and extent of African women's access to education and training?
3) What is the role of nonformal education in national development.
4) What factors affect women's participation in nonformal education in Tanzania?
5) What are the implications of the above factors for planning nonformal education programs for rural women?

Vicente Arredondo: *CRUCIAL ELEMENTS FOR NONFORMAL AND FORMAL EDUCATIONAL PLANNING IN DEVELOPING COUNTRIES*

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

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

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

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

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

Thus, within the historical context of the last three decades, this study deals with a) the description and assumptions of formal education planning, as well as the most common approaches in nonformal education, b) the problems still faced by developing countries, in light of these educational practices, c) the type of contextual variables that have to be taken into account for defining the type of relationship between formal and nonformal education, and d) the way in which four developing countries have tried to implement both educational models as a part of their national strategy for development.

This research brings us to the conclusion that the type of education as well as the best ways to plan it must derive from a redefinition of the development model appropriate to each developing country. An analytical framework is proposed to point out the whole range of variables to be considered in such an effort.

* * * * * * *

PUBLICATIONS OF INTEREST

Relevant Technology: A New Strategy for Development and Education in Rural Areas.

The Bernard Van Leer Foundation in the Netherlands is helping many State governments in Nigeria to set up relevant technology workshops for disabled persons and its growing population of young school leavers. Approximately twenty workshops have been established to teach construction skills, metalworking, carpentry, machine repair and design, and pottery making. The workshops are set up with minimum resources. Many are located in already existing buildings which the workshop participants remodel, using their new skills; part of the "hands-on" learning experinces that characterize the workshops. A partial list of the impressive number of products built by trainees includes boats, windmills, hospital beds and equipment, agricultural implements, food processing machines, school, office and household furniture, educational toys, games and playground equipment for children and wheelchairs, bicycle ambulances and other equipment designed for, and sometimes by, disabled persons. The equipment produced by the trainees is developed as much as possible from locally available materials.

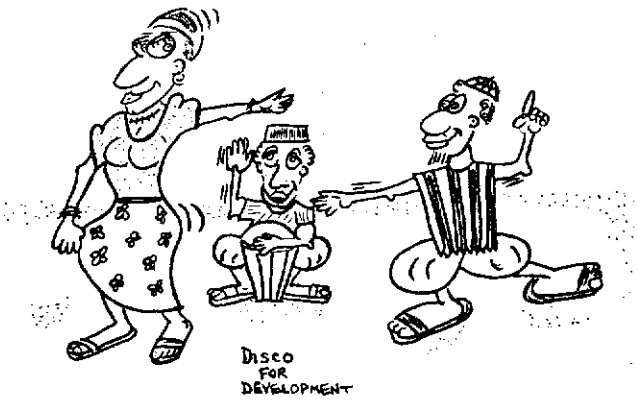
Training is informal, flexible and no fixed syllabus is followed. The year-long program, generally staffed by ex-trainees, gives participants marketable skills and guidance in finding employment or setting up their own businesses.

More information on the workshops is available from the following address:

Relevant Technology Workshop
Integrated Education Project
Mallam Kure Street
Jenta
Jos, PMB 2172
Plateau State, NIGERIA

(Musa Moda)

Theatre for Development



The workshop on theatre for integrated development held at the Nhlangano Farmer Training Center in Nhlangano, Swaziland, focused on the participatory use of theatre as a catalyst for involving people in discussion and action aimed at addressing pressing local problems. Laedza Batanani Campaign in northern Botswana (1974), which was one of the first attempts to use theatre as a development tool on a systematic basis, served as an inspiration to the workshop planners and participants. The International Theatre Institute in Zambia, where the theatre for development movement has strong roots provided two resource people for the workshop.

The forty participants from different sectors of rural development divided into three teams to visit three villages in the area, interviewing numerous villagers. Drawing on the broader social, economic and political issues raised by the community, the workshop participants defined main themes and then worked out a general story and characters based on the community situation. The performances using puppets, drama, and drama-dance were received enthusiastically in the three villages and lively discussions followed.

Frances Moitse, who helped organize the workshop reports, "It was an exciting, cultural experience. The Swazis were fascinated by the Zambian combination of music, dance and mime." The workshop highlighted theatre's ability to draw people together to reflect upon their situation; a characteristic which makes theatre a powerful tool for development.

The Report of the Workshop on Theatre for Development can be ordered from the Department of Extra-Mural Studies, University College of Swaziland, P/Bag Kwaluseni, Swaziland. For more detailed information contact Martin Byram (CIE field staff) who organized and directed the workshop.

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