

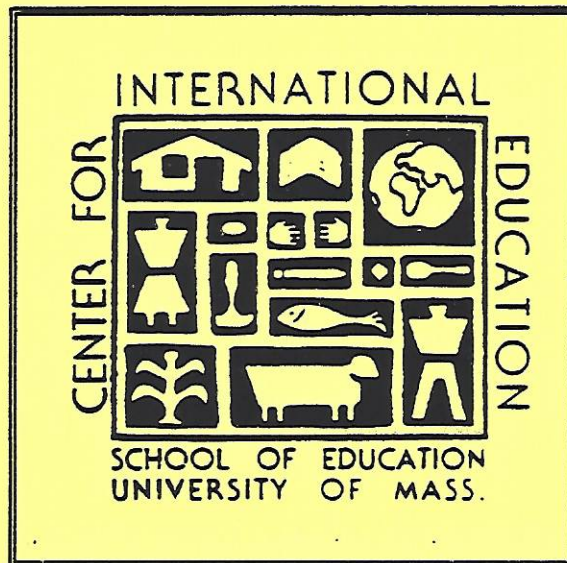


University of
Massachusetts
Amherst

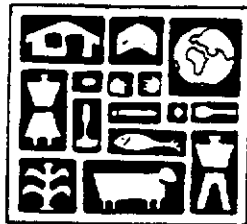
CIE Capability Statement - 1993

Item Type	Technical Report
Authors	Multiple Authors
Publisher	Center for International Education, UMass Amherst
Rights	Attribution-NonCommercial-NoDerivatives 4.0 International
Download date	2025-05-19 04:39:51
Item License	http://creativecommons.org/licenses/by-nc-nd/4.0/
Link to Item	https://hdl.handle.net/20.500.14394/55514

Capability Statement for the Center for International Education



Capability Statement
for the
Center for International Education



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

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INSTITUTIONAL PROFILE

The Center for International Education: *A Special Synergy of Training, Research and Program Operation*

Mission and Philosophy

The Center for International Education (CIE) is an academic program in the School of Education at the University of Massachusetts which is committed to developing educational skills that promote cross-cultural understanding and critical awareness. In its teaching, research and programs, CIE strives to link domestic with international efforts, and educational theory with practice. CIE is committed to developing participatory, learner-centered approaches for a variety of educational concerns, including: basic education, staff development, global education, adult literacy, popular education, participatory management, cross-cultural training and action research. CIE is particularly well known for its innovations in nonformal education and adult literacy.

Programs and Operations

The Center brings a well-grounded perspective to the field programs it operates through the integration of academic study, field projects and participatory program management. Since 1969, CIE has existed as a graduate education and research program within the School of Education at the University of Massachusetts. It offers graduate degree and non-degree training in the areas of Third World Development Education, Nonformal Education and Global Education. CIE's educational approach derives from a belief that the best professional education occurs when a person can move freely between periods of field work and periods of reflection and study that consolidate work experiences. Student training takes place in the context of service projects in the U.S. and abroad. Student participation in CIE management also offers ongoing opportunities for skills development.

CIE is also a successful program manager, with a long history of designing, implementing and evaluating educational initiatives. The Center has managed a wide range of programs in a number of Asian, African and Latin American countries as well as the U.S. CIE has special expertise in programming that involves collaboration with Third World governments, universities, non-governmental organizations (NGOs) and local communities. CIE's emphasis on participation carries over to its field programs: it has worked extensively in participatory planning and evaluation.

The Center Community and Network

The Center is a multicultural learning community of approximately sixty people, including five faculty, three staff and approximately fifty graduate students from more than twenty countries. All graduate students are mid-career professionals with extensive field experience in education and development. CIE students have worked in a wide range of settings: grassroots non-governmental organizations; local government agencies; national and international-level organizations concerned with educational planning and administration.

To develop and operate programs, CIE draws on technical expertise from throughout the University of Massachusetts to supplement its extensive in-house experience and technical skills. The Center has collaborated with faculty and staff from the departments of Public Health, Organizational Development, Educational Research, Economics, Women's Studies, Management, Agricultural Economics and others. CIE is also linked with Africa, Asia, Latin America and other area studies programs and faculty from the Five Colleges Consortium (Amherst College, Smith College, Mount Holyoke College, Hampshire College and the University). CIE has an active network of approximately four hundred Center members who work throughout the world in education and development. This network provides a rich reserve of information and expertise for CIE's programs.

Publications Department

The Center maintains a publications department to offer practical, moderately priced information to field-based projects and personnel. Distribution networks for these materials reach all corners of the world. The current publications list (Appendix B) includes more than seventy five titles in development education, nonformal education, research and training, as well as technical materials developed in Center programs.

Publications include:

- *in-depth studies* which analyze specific topics in nonformal education, women in development, and participatory research and practice;
- *media and methods papers* which share approaches to training, materials development, and educational media;
- *issues and concepts papers* which discuss current ideas and concepts in the field;
- *technical notes* developed from specific techniques and methods proven effective in the field.

Current Initiatives

Current initiatives at the Center include:

- Continued development of its expertise in *adult and nonformal education* in order to provide state-of-the art training and research capabilities for domestic and international programs.
- Consolidation of its offerings and expertise in *basic education*, focusing on issues such as: educational reform in developing countries; the relationship of education to socio-economic development; international aid to education; educational systems; and the role of literacy in development.
- Extension of its role as a *bridge between international and domestic educational experience* by sponsoring domestic, international and "South-South" exchanges and project development opportunities.
- Development of courses and service projects related to *global education*, including support and resource networks for the development of international perspectives among US teachers.
- Development of an international *network and support system for literacy practitioners* doing field-based research and design to improve the quality of literacy learning approaches, and to promote learner-generated materials.

AN OVERVIEW OF CIE FOCUS AREAS

The Center for International Education has a proven record of providing services in many skill areas to national and international agencies, administering more than \$25 million in educational projects. CIE draws on its Core Capabilities – provision of degree and non-degree training, program development and implementation, personnel recruitment, educational planning, research and evaluation, curriculum and materials development – to develop and administer programs responding to a wide range of technical assistance needs. These Core Capabilities are described in Section III, pages 7 - 17.

FOCUS AREAS:

In addition to its Core Capabilities, CIE has developed coordinated programs in a variety of focus areas. In each of these areas, CIE has integrated a number of activities – institution-to-institution collaboration, research, degree and non-degree training, program administration and resource sharing – in a dynamic, holistic response to worldwide educational and development needs. Some recent focus areas for CIE programming have been:

Formal School-Based Education

Teacher Education
Basic Education Improvement
Staff Development
Institution Building
Management Training
Global Education

Nonformal Education

Adult & Workplace Literacy
Community Health Education
Gender Issues in Development
Participatory Research
Participatory Evaluation
Popular Education

Some highlights:

Literacy Support Initiative

The Literacy Support Initiative (LSI) is a collaborative effort between the University of Massachusetts School of Education and World Education, a Boston-based private voluntary organization. LSI draws from an experience base in service applications, as well as the University, in order to contribute to both theory and practice in the field of adult literacy.

Activities include:

- Offering a Masters Degree in Education with a focus on Adult Literacy.
- Conducting a six-week Annual Summer Institute in Adult Literacy Issues, which for four years has drawn literacy professionals together from throughout the world for an intensive in-service training program.
- Collaborating with Nepal's Tribhuvan University in the University Development Linkage Program to undertake joint action-research projects to meet specific needs of literacy programs in Nepal, create specialized training programs for practitioners and facilitate networking and collaboration with literacy providers.
- Establishing a network system connecting university faculty and graduate students with practitioners and learners in local programs, in order to increase mutual understanding to improve theory, research and practice.
- Organizing conferences, workshops and speakers' series.
- Developing teacher and tutor training and support initiatives.
- Initiating and coordinating research on current literacy issues.
- Establishing a literacy resource center.

Botswana Basic Education Consolidation Program

CIE is collaborating with the Academy for Educational Development and Aurora Associates on a project funded by the U.S. Agency for International Development. CIE's sub-contract for the five-year project is worth approximately \$1.8 million. The objectives of the project are to develop an integrated basic education curriculum for nine years of primary and junior secondary schooling, and assist in implementing this curriculum through teacher education and training.

Cambodia Village Development Project

Located in the village of Trapeang Chan, the project aims to strengthen and build indigenous community organizations, training village-level volunteers in community development, and implementing community projects to meet immediate and long-range humanitarian needs. CIE is collaborating on this project with the Cambodian Mutual Assistance Associations of Amherst and Lowell, Massachusetts.

Global Horizons Program

The Global Horizons Project is a collaborative effort by eight Western Massachusetts educational organizations to bring global education to local schools. The program was launched in Spring 1988 with the support of the Massachusetts Board of Regents, and is presently operating with support of the World Affairs Council of Western Massachusetts and the Bay State Skills Corporation.

The purpose of the project is to assist K-12 elementary and secondary school teachers, librarians and administrators in bringing an international and multicultural perspective to schools and curricula. The project encourages school staff to critically assess international issues and events and to develop interdisciplinary classroom activities that help students appreciate the complexity and diversity of an interdependent world. Ongoing Global Horizons activities include:

- Operating an International Resource Center of curriculum and reference materials that are loaned to participating schools and teachers;
- Coordinating the *Links* Program, a speakers bureau of educators from other countries and other professionals with international experience who work with teachers to create lesson plans and lead classes;
- Offering Workshops on global and multicultural topics such as in-service and after-school programs for educators and community organizations;
- Organizing a 1-week Summer Institute where American educators work with international colleagues to increase cultural awareness and information about the world, as well as to create curricula for use in their classrooms.

Center for Organizational and Community Development

Since 1979 COCD has provided training and consultation, and produced award-winning educational materials to community groups around the United States. Clients include grassroots community organizations; mandated citizen boards and councils; federal, state and local government agencies; community service agencies and advocacy groups which work with women, refugees and immigrants. Special attention is given to issues such as coalition building and inter-organizational development, community development and political processes, group development and human relations training. In 1993 COCD joined in a partnership with CIE.

UGANDA Project

CIE is collaborating with the Academy for Educational Development and Creative Associates in a consortium to carry out a project entitled Support for Ugandan Primary Education Reform (S.U.P.E.R). CIE's sub-contract for this project is worth approximately \$2.3 million. There are two phases one of three years and one of four years.

The primary focus of the project is to assist the Ministry of Education to establish a Teacher Development and Management System in ten districts and their catchment areas. This new integrated approach to teacher training will provide professional and material support to schools, incorporate in-service teacher training into the mission of teacher training colleges, and provide a network for distributing instructional materials and administering incentive grants provided by the Ministry. During this project CIE will assist in:

- Revising the primary teacher training curriculum
- Designing and implementing training for headmasters
- Designing and implementing a reformed inservice support system for teachers

CORE CAPABILITIES

Since 1969, CIE has designed and implemented a wide range of educational services overseas and in the United States. CIE has delivered services to organizations such as USAID, USIA, World Bank, UNESCO, FAO, national and state governments, school systems and private agencies. In these activities, CIE has collaborated with governments, universities, private voluntary organizations, and local communities. Contracts and grants administered by CIE range from several thousand dollars to \$4.5 million.

In these education and technical assistance programs, CIE has drawn on its wide range of institutional capabilities, including: *Training, Program Development and Implementation, Program Evaluation and Research Design, Curriculum Development, and Materials, Media and Technology*. CIE's Core Capabilities are described below.

a. Training

Academic Degrees: Master's and Doctor of Education

Training mid-career professionals in development and education lies at the heart of CIE's mission. Since its founding in 1968, The Center has provided graduate degree training in international education to nearly four hundred mid-career professionals from more than fifty countries, many of whom now serve in key positions in their governments and universities as well as in international development and education agencies.

The Center's academic program addresses development issues in Africa, Asia and Latin America, with a focus on the planning and implementation of formal and nonformal educational programs. Four full-time faculty members bring extensive field experience in Sub-Saharan Africa, South Asia, North Africa, and Latin America. CIE typically offers ten courses each semester, with a three-semester cycle of regularly-scheduled courses as well as special seminars in areas of interest – Distance Education, Popular Education, Teacher Education, Non-Governmental Organizations.

CIE's more theoretically oriented course offerings include:

Development Theories for Educators
Issues in Adult Literacy
Alternative Research Methods

Comparative Education
Gender Issues in Development
Theory & Practice of Nonformal Education

Courses with a more applied focus include:

Project Management
Evaluation for Nonformal Education
Educational Planning
Methods & Techniques for Adult Literacy

Training Techniques for Nonformal Education
Materials Development
Curriculum Development

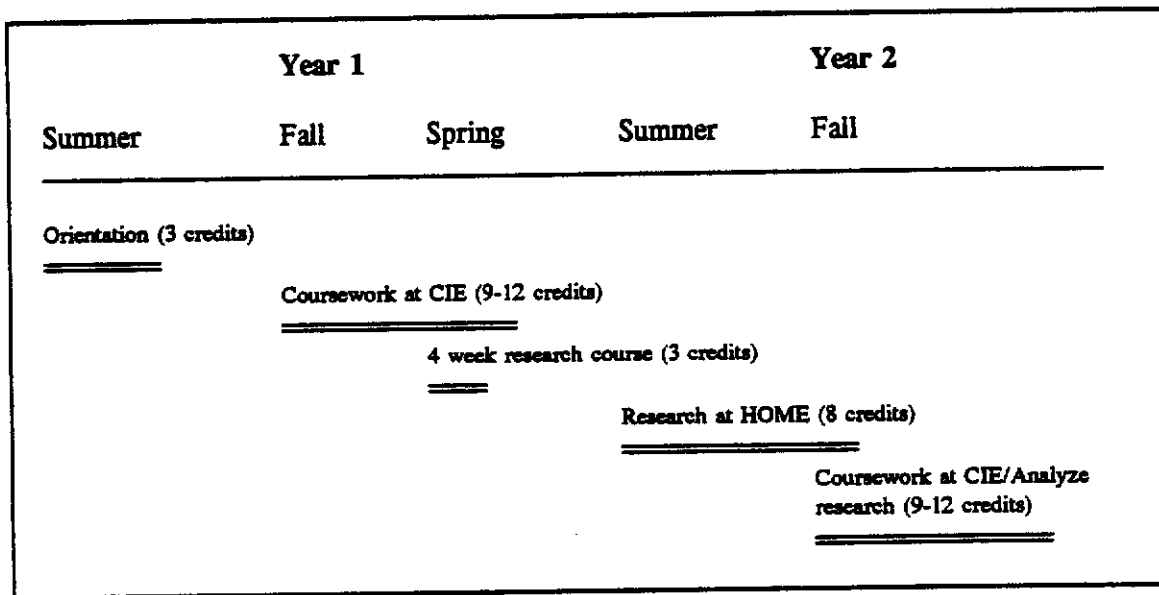
To gain an interdisciplinary perspective, students are encouraged to supplement their study at the Center with courses and activities from any of the thirteen programs of the School of Education and from more than one hundred other fields at the University. In addition, students may choose courses from any of the other colleges in the Five College Consortium: Amherst College, Hampshire College, Mount Holyoke College and Smith College.

Individualized Programs of Study

In keeping with CIE's learner-centered philosophy, students design individualized programs of study under faculty guidance. In research and field projects as well as in the classroom, students are expected to integrate perspectives and concerns raised in the theoretical realm with their own practice. Master's degree programs typically require three semesters to complete; a split-semester model (described below) is available as an alternative. Doctoral programs usually require one or two years of study on campus, followed by several years of work on comprehensive examinations and dissertation research.

Split-Semester Master's Program

CIE has developed an innovative model for offering Master's degrees to Third World professionals who are unable to leave their jobs for extended periods. This *split-semester model* makes it possible for students to return home for a four to six month period of work and research at home between their two extended semesters of study at the University of Massachusetts. A split-semester Masters' degree program proceeds as follows:



This split-semester model is particularly appropriate for students participating in long-term collaborative programs between CIE and their home institutions, but it can also be adapted for individual participants.

✓ *In a specially-designed project 1987-91, a split-semester program allowed eight members of the Lesotho Distance Teaching Center (LDTC) staff to complete the Master's degree requirements with only a minimal disruption of their professional duties. Their program consisted of two semesters at the Amherst campus with an intervening semester and the summer session back at the LDTC.*

Degree Training as Part of Institution-to-Institution Collaboration

As an integral part of the institutional strengthening with Third World partner organizations, the Center frequently places and supports Masters and Doctoral degree candidates in programs at the University of Massachusetts.

These degree programs are coordinated with on-site assistance provided by CIE technical advisors. Two examples follow:

- ✓ *For the Cote d'Ivoire Teacher-Text-Technology initiative, CIE organized degree programs for seven Master's candidates in English as a Foreign Language, with individual specializations in Administration and Supervision, Teacher Training, and Curriculum and Materials Development.*
- ✓ *During a four-year collaboration with the Government of Indonesia, the Center provided Master's and Doctoral degree-level training for twenty-one Indonesian teacher trainers from seven regional training colleges.*

Managing International Degree Candidates at Other Institutions

Placement and Support

The Center has developed extensive experience in the placement and support of degree candidates at other institutions throughout the U.S.

Through its understanding of what constitutes successful degree programs for international students, CIE has developed a supportive, learner-centered approach to managing degree candidates. Periodic seminars bring students together to discuss common concerns and to build support networks. A recent example:

- ✓ *CIE's Lesotho Basic and Nonformal Education System (BANFES) Project coordinated the placement and support of approximately forty participants in degree programs at ten universities from Florida to California, over a period of five years.*

Non-Degree and Short-Term Professional Training

CIE's Approach to Training

For the past twenty-five years, CIE has organized and administered customized training and study programs for professionals from over twenty-five countries in the developing world, as well as for American teachers, administrators and literacy professionals. CIE organizes programs for individuals or groups, and in a variety of long and short-term formats. Training programs are offered at the University of Massachusetts as well as on-site in the field.

CIE uses a participatory, learner-centered approach to training. To assure the relevance of the program and to provide immediate experience in participatory processes, trainees are involved in the planning and revision of their own programs. Ongoing evaluation of the program and of individual learning is built into each program.

In designing appropriate activities, CIE tries to match individual or group learning needs with the sponsoring organization's requirements. It also tries to help participants develop a framework for understanding where their particular interests or specialties fit into a broader view of education and development. In keeping with CIE's commitment to integrating theory and practice, programs are designed to help participants reflect on their own work in light of new theories and information, and to critique the new approaches in terms of their own situation and needs. Programs help participants to consider how they will adapt new skills and ideas to their own contexts and needs. CIE uses a variety of participatory methodologies to promote this active problem-solving: case studies, critical incidents, role plays and simulation games, as well as dialogue with other participants, trainers and faculty.

THREE TRAINING FORMATS:

CIE has designed and delivered training and study programs to meet the needs of a wide variety of groups in many different education and development fields, as well as from many different cultures and organizations. Most of these programs fall under one of three training formats: Short-term Customized Training Programs at UMass; Summer Institutes at UMass; and On-Site Field Programs. General descriptions and examples of each are offered below.

Short-term Customized Training Programs at the University of Massachusetts

Individuals and group programs can be organized for a week, several months, a year or more. As a University-based program and a multicultural community of development professionals, CIE has access to a very wide variety of resources for developing specific non-degree training programs. These include:

- Experienced training coordinators assigned to assist participants in their programs and a core staff with experience in the organization and logistics of training programs.
- Trainers with experience both as consultants and participants in development projects in various Third World countries.
- Ongoing course offerings, seminars and discussion groups at CIE, the University and the Five Colleges.
- Specially-designed courses, workshops and independent study.
- A Resource Center with training materials and literature in a variety of development fields, as well as access to the University library, the Five College libraries, and various online databases.
- Contacts with educational, community development and professional organizations where participants may intern or visit.

Training of Ministry and Agency Administrators & Planners

The Center regularly works with visiting Ministry, Agency and regional level officials on short-term training programs in both formal and nonformal education specializations: educational planning; research; computer skills; curriculum development; management; gender issues in development; program design; staff development; participatory evaluation.

The Center worked with Indonesia's Community Development Ministry (Bang Des) and UNICEF to provide an intensive three-month training program for national level Bang Des trainers/administrators. During the course of their training, the Bang Des staff produced a national strategy for rural development for further refinement and discussion with other members of their organization.

Summer Institutes at the University of Massachusetts

CIE offers annual Summer Institutes in a variety of content areas, including Adult Literacy and Global Education. These Institutes last from one to six weeks, and offer intensive in-service training opportunities for educators and other professional staff from government agencies and non-governmental organizations throughout the world. A credit option is available for participants who are interested in continuing to study for a degree. For participants who wish to increase their proficiency in English, language classes can be integrated into their Summer Institute program.

***Teacher-to-Teacher
Summer Institute Training Programs for
Basic and Primary School Educators***

Teacher-to-Teacher programs provide opportunities for teachers, supervisors, and teacher educators from various countries to share insights and knowledge about the fields of basic and elementary education with each other and with colleagues from the United States. Participants spend a month working with their U.S. counterparts in classrooms, conferences and workshops exploring new ideas, approaches, methods and techniques..

Summer Institute for Literacy Professionals

Since 1988, the Summer Institutes for Literacy Professionals have brought together participants from Africa, Asia and the Americas. Institutes are held in the U.S., Mali, Thailand and Nepal. Highlights of a six-week program may include:

Week 1: Characteristics of literacy programs.

Week 4: Issues in Training and Family Literacy. Focus on Learner Generated Materials.

Week 2: Social Context of Literacy.

Week 5: Management and Evaluation Issues.

Week 3: Materials and Curriculum Development. Visits to working literacy programs.

Week 6: Planning and Development of Program Management Strategies.

On-Site Field Programs

As an accompaniment to degree programs and technical assistance, the Center often provides training and special workshops at field sites. Frequently requested topics include: training design; teacher education; development management; materials development, and program evaluation. In organizing training programs the Center both utilizes and demonstrates a participatory, learner centered approach to training. Trainees are involved in the planning, revision and assessment of their training programs.

Training of Trainers and Facilitators

CIE has provided on-site, short-term preparation in training design, methodology and evaluation to trainers and facilitators in many parts of the world. The Center has trained trainers who work with health promoters, agricultural agents, rural development agents, literacy workers, and specialists in women's issues.

In its training of trainers, the Center offers participants a grounding in adult learning theory and principles of training design, as well as opportunities to improve their skills through practice. Participatory training and training for empowerment are particularly emphasized. Participants also learn to use a variety of effective, low-cost training technologies and materials, as well as a range of evaluation techniques. For participants who work in local and village-level programs, the Center also emphasizes strategies for supporting local initiatives.

Specialized Designs, Materials & Handbooks

CIE can provide assistance in developing specialized designs, materials and handbooks for specific training programs. For example, CIE recently produced and pilot tested a manual for the training of Peace Corps Volunteers in formal education techniques. In addition, the Literacy Support Initiative developed and implemented a training design to prepare volunteer tutors for Massachusetts' statewide literacy campaign.

Teacher Education and Training

CIE has collaborated with educators from Lesotho, Somalia, Guatemala, Tanzania, Swaziland, Cote d'Ivoire and the U.S. to develop innovative approaches to teacher in-service training. These one to four-week programs are carried out in the field, at one of the collaborating institutions. Such in-service teacher programs are tailored to serve a wide range of specialties, including general primary education, primary and secondary science education, social studies and English as a Foreign Language.

The Center offers teachers opportunities to learn techniques and innovations most relevant to their particular field, such as Micro-teaching, Whole Language Literacy Methods, Process Writing, Competency Based Design, Criterion Referenced Testing, and Computer Aided Instruction. At the same time, Center programs introduce innovations within a critical framework: participants are expected to assess the relevance of new techniques and theories for their own work, local conditions and values.

b. Program Development and Implementation

Institution-to-Institution Collaboration

A basic tenet of CIE's philosophy is that the primary aim of technical assistance is to strengthen the institutional capabilities of our partner institutions. Whenever possible, CIE has worked through institution-to-institution collaboration with organizations in the developing world and the U.S. This collaborative mode assumes that shared information, joint problem-solving and participatory methods will facilitate our partners' increasing capacity for self-direction. It also assumes that the challenges of collaboration bring growth and learning to both institutions.

In all of these programs, CIE has worked directly with the cooperating institution as well as providing some form of on-campus back-up support. This support has always included research and a sharing of expertise; in many cases it has included degree and non-degree training at CIE and other institutions. Several examples of CIE's institution-to-institution programs are highlighted below:

- ✓ *In Nepal, CIE works with the Research Centre for Educational Innovation and Development at Tribhuvan University to carry out joint action-research projects to understand and meet specific needs of literacy programs in Nepal, to create specialized training programs for practitioners and to facilitate networking and collaboration with literacy providers.*
- ✓ *In Tanzania, CIE worked with the Dar Es Salaam Teacher's College to strengthen teacher education, improve academic standards at the secondary level, develop appropriate curricula, materials and methodology in math, science and English, and improve evaluation methods and techniques.*
- ✓ *In Swaziland, CIE worked with the Department of Extra-Mural Services at the University College of Swaziland (UCS) to assist UCS in developing its capacity to provide outreach education to rural populations.*
- ✓ *In Indonesia, CIE worked with PENMAS, the National Directorate of Community Education, to strengthen PENMAS' national and regional institutional capacity in nonformal education training, materials development and evaluation.*

Educational Planning for Formal and Nonformal Systems

CIE's involvement in planning development and education programs has ranged from providing short-term consultation to collaborating on all phases of program design and implementation. These efforts have served various development goals: upgrading basic education systems; fostering support for literacy and community self-help projects; testing educational strategies for improving agricultural and health practices. CIE's planning work particularly emphasizes collaborative program development, as well as participatory approaches to management and evaluation.

Program Administration & Personnel Recruitment

CIE faculty, staff and associates have had extensive experience administering international projects for a variety of ministries and agencies. CIE can provide personnel to direct entire programs and to manage program components. Specialties include: program planning; staff training and support; budgeting; systems analysis; and formative as well as summative evaluation. CIE is particularly effective in recruiting and orienting overseas personnel. Through a variety of overseas programs and a wide range of contacts within the U.S., CIE can locate and prepare professionals in a variety of development and education specializations for overseas work.

Information and Resource Sharing in Nonformal Education

Global Education and Literacy

CIE has an extensive resource center that provides a variety of printed materials and visual aids with a special focus on non-formal education. CIE maintains a database of programs around the world involved in different types of nonformal education.

Under its Global Horizons program, CIE operates a clearinghouse which offers curriculum materials, speakers and other resources for internationalizing U.S. classrooms. CIE is collaborating with the World Affairs Council on this effort. CIE's Literacy Support Initiative also operates a resource center, offering materials on curriculum development, research, innovative programs and publications related to adult learning and literacy.

c. Program Evaluation & Research Design

Evaluation Approaches & Techniques

CIE faculty and associates have special expertise and interest in training program personnel in formative evaluation methods. CIE is particularly well known for effective qualitative, participatory and practitioner-based approaches to evaluation. CIE and its members have conducted evaluation at a variety of levels, from particular projects, technologies and training programs to entire institutions, sectors, and national education systems. CIE's recent evaluation experience has included:

- assessment of formal and nonformal education sectors in Senegal, Ghana and Uganda;
- evaluation of teacher education systems in Botswana and Swaziland;
- evaluation of the effectiveness of an educational television series in Egypt;
- training family planning personnel in formative evaluation in Tunisia;
- training literacy professionals from Asia and Africa in formative evaluation for program, curriculum and materials development.

Educational Research

The Center has a particular interest in, and capacity to promote, qualitative and participatory research. It also has experience in training educators to carry out such research.

Research on Adult Literacy

Literacy continues to be a particular focus of Center research. Over the past decade, Center associates have conducted research on literacy methods and materials in a variety of cultures and contexts. Publications have been developed on specific literacies and Freirean approaches. CIE's Literacy Support Initiative is currently sponsoring research on a variety of literacy issues including its social context, its relationship to gender issues and to community development, family literacy, ESL and native language literacy, learner generated materials, and numeracy.

Participatory Education and Research

Participatory approaches to education and development are another focus of CIE's research. Recent efforts have included:

- participatory research and popular theater with people with disabilities.
- participatory research and education with survivors of domestic violence in a multicultural setting in the U.S.;
- participatory evaluation among Guatemalan community development workers after they have returned from U.S.- based training;
- participatory action research in Indonesia among non-governmental organizations.

d. Curriculum Development

Many of CIE's projects involve developing curricula and strengthening students' and trainees' own curriculum development skills. As in all its work, CIE focuses on building local capacity to design and evaluate curricula appropriate to local interests, needs and resources. To this end, CIE has produced handbooks and training manuals to assist teachers and facilitators in developing their own curricula.

Recent CIE experience with curriculum development includes the following:

- The **Global Education Program** links local teachers with international resource people to help develop curricula on specific regions and topics. The program also acts as a clearinghouse for materials on topics relevant to internationalizing U.S. school curricula.
- The **Cote d'Ivoire Teacher-Text-Technology Project** has worked with Ivoirian teachers and supervisors to develop innovative English as a Foreign Language curricula. This effort has included curriculum courses for degree candidates, study tours to a variety of professional institutes, and in-service workshops held in Cote d'Ivoire.
- The **Literacy Support Initiative** has developed a curriculum and training design to prepare volunteer tutors for a statewide literacy campaign.

e. Materials, Media and Technology

CIE has developed a wide range of innovative materials and techniques for use in nonformal settings. These include simulations, games, and a variety of consciousness-raising and dialogue procedures, many of them available through CIE Publications. In addition, CIE members provide expertise in developing appropriate materials to meet a wide range of learning goals and have designed training programs in the use of these materials and the evaluation of their effectiveness.

Using fine arts and dramatics in participatory education is another CIE specialty. CIE faculty and students have used drama, role play, community simulations, puppets, music, and dance as vehicles for education, consciousness raising and community development in the U.S. and abroad.

The Center has produced innovative uses of educational media and technology for development. Some CIE techniques include: fotonovelas, radio programs, electronic learning aids, and simple audio-visual tools supporting nonformal education programs. Many examples are available from CIE Publications. CIE members also help practitioners develop their own media and technology applications.

In addition, CIE has for several years been working on the development of distance education in both the formal and nonformal sectors. A wide range of techniques have been piloted for developing support materials, monitoring training activities, programming, and curriculum design in both correspondence and radio education programs.

CENTER FACULTY & NETWORK

Faculty

David R. Evans, Ph.D. (Stanford, 1969). Professor. Planning, education and development, education technology, nonformal education for rural areas, education games/simulations, use of computers for educational planning. Research in East Africa and IIEP/Paris; consulting and program development in Africa, Asia, and Latin America. Publications on formal education, participatory planning, games and simulations for nonformal education.

David C. Kinsey, Ph.D. (Harvard, 1965). Professor. Evaluation for nonformal education, literacy, research design, international education, participatory research and problem-solving methods. Program advisor for education in the Middle East with Ford Foundation. Research, training, and consulting in the Middle East and Francophone Africa. Publications on history and comparative education in the Middle East, school leavers, innovative formal and nonformal education programs, evaluation, and university roles in nonformal education.

Robert J. Miltz, Ed.D (Stanford, 1971). Associate Professor. Materials development, planning, nonformal education and development. Experience with UNESCO in Nigeria developing curricula, microteaching and teacher education programs, and in Lesotho developing programs to train mid-management educational personnel. Publications on micro-teaching, supervision, planning and educational program development in Africa.

George E. Urch, Ph.D (Michigan, 1967). Professor. Comparative education, international education, global education, curriculum development for international education in American schools, curriculum development for nonformal education. Research on education in Africa and the U.S. Publications on curriculum development, global education, teaching materials for international education and African education.

Fredi M. Munger, Ed.D (Massachusetts, 1982). Adjunct Faculty. Formal and nonformal education in Colombia, Indonesia, and Lesotho. Basic Education, literacy, program management, gender issues in development. Research on curriculum planning, training of trainers, literacy and basic education. Publications on basic skills, materials development, women-centered training.

Elizabeth Loughran, Ed.D. (Massachusetts, 1981). Adjunct Faculty and Director of Operations, Center for Human Development (Springfield, MA). Multi-cultural organizational development. Responsible for the co-ordination and management of 12 regional multi-cultural community-based social service organizations. Publications on action research, community development, community education, nonformal education, and organizational development.

Center Network

The Center maintains an active communication network with its graduates, who currently live in more than fifty countries and are employed by forty-five different national and international organizations. Since its inception, the Center has nurtured an on-going, functional network of its members by providing opportunities for information exchange and interaction. Newsletters, Center publications, conferences, visits and collaboration on projects all keep this network strong.

Developing strong international networks and inter-organizational collaboration beyond its graduates is essential to the Center's mission of integrating education, training, and research in development education. The Center works extensively with U.S. and foreign NGOs, professional associations, and universities. The Center and its associates participate in activities sponsored by the Comparative and International Education Society (CIES), the International Council on Adult Education (ICAE), the Participatory Research Network (PRN), the Association for Women in Development (AWID), the Development Alternatives with Women for a New Era (DAWN) project, the International Reading Association, the American Association for Adult and Continuing Education (AAACE), and a range of area studies and sector-specific groups such as the African Studies Association, the Association of Agricultural Educators (AAE), and Teachers of English as a Second Language (TESOL). Center members are often requested to present papers or serve as panelists at professional conferences.

Locally, CIE takes part in University inter-departmental groups working on ethnographic and qualitative research on adult literacy and integrated health projects, as well as programs sponsored by the Five College Consortium focusing on Third World women's issues, area studies, and Peace Studies. CIE also collaborates locally with the Center for Organizational and Community Development (COCD) on work with community groups and associations. At the State level, CIE participates in and provides technical support to adult literacy groups and teachers' associations participating in the Center's global education and literacy programs.

LOCAL RESOURCES AND LINKAGES

The School of Education

The School of Education is the largest graduate program within the University of Massachusetts system, with approximately sixty faculty and about 1,100 graduate students. Fifteen academic programs divided into three Departments address the needs of undergraduate and graduate students working towards certification or careers in education. The School of Education is committed to developing and evaluating new educational programs and perspectives both in school-based and community-based education. It serves as a powerful, innovative resource for bridging the gap between society's needs and educators' capacity to respond to those needs.

The School of Education's national reputation for excellence and innovation has brought a large number of grants and contracts to the University in the past two decades. These projects address both domestic and international concerns and, when possible, seek to forge North/South linkages. Critical areas are teacher training, research and evaluation, materials development, media, bilingual/bicultural education, social issues training, organizational development, nonformal education and literacy. Individual professors and graduate students also have undertaken numerous consultancies in these areas.

The School's academic program is characterized by a diversity of learning and teaching resources, alternative educational paths, and an emphasis on active involvement in the practical application of theoretical knowledge. The School of Education is organized into three academic Departments which operate as focal points for the various academic experiences and courses. These are:

- Department of Educational Policy, Research and Administration
- Department of Student Development and Pupil Personnel Services
- Department of Teacher Education and Curriculum Studies

The University of Massachusetts

The University of Massachusetts at Amherst provides a rich environment for education and training programs. As the comprehensive public institution of higher education for the Commonwealth of Massachusetts, the Amherst campus enrolls over 25,000 students and offers degrees in more than 100 disciplines. The School of Education, the College of Food and Natural Resources, and the Business School are the professional schools most active in international research and project activities. The Departments of Agriculture, Anthropology, Economics, Public Health and Sociology also pursue international interests. The Center for International Education has numerous links with these other schools and disciplines. CIE students include in their programs of study many courses from throughout the University. Faculty from other departments frequently participate in CIE courses and activities, and CIE is involved in collaborative international research efforts with several of these departments.

The University of Massachusetts has a strong commitment to international programs and students. The University's International Programs Office coordinates fifty-two exchange relationships with Universities abroad, of which thirty-one are reciprocal. There are at present nearly two thousand foreign students studying at the University, representing more than five percent of the student body. Over the past three years, some four hundred foreign nationals have been visitors in residence, including forty-six faculty, 185 scholars and 169 post-doctoral residents. Foreign visiting faculty in the last three years have made possible twenty-four courses and

112 projects. About one-fourth of the University's faculty has a substantial commitment to internationally-oriented research, while eighty-three percent of all faculty members have engaged in one or more international research project within the past three years.

The Five College Consortium

The Five College Consortium (Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts) work together to marshal resources in a wide range of cooperative ventures. Access to faculty and material resources from across the Five Colleges has considerably expanded activities in international and area studies. Five College interdisciplinary programs have been established in African Studies, Asian Studies and Latin American Studies, as well as in Anthropology, International Relations and Women's Studies.

CIE participates in the faculty networks, exchanges and seminars that have developed around each Five College program; the African Studies Program, for example, includes over fifty faculty. Programs also sponsor joint faculty positions and public forums, as well as conduct research. The Five College Peace and World Security Studies Program obtained Ford Foundation funding for speakers, visiting faculty and curriculum development in international population issues. The Women's Studies Program co-sponsored a major international conference on Third World Women and Education. The Five Colleges offer joint programming in dance, music, film and theatre arts.

GRANT AND CONTRACT HISTORY

(April 1997)

Contracts and grants administered by the Center since 1969 and current project obligations through 2000 total more than twenty-five and one half million dollars. A comprehensive list of projects and associated funding sources follows:

CENTER FOR INTERNATIONAL EDUCATION Summary of Grants and Contracts

<i>PROJECTS</i>	<i>SPONSORING AGENCY</i>	<i>APPROXIMATE BUDGET</i>
Strengthening Girls' and Women's Education in India (1996-2000)	United States Agency for International Development (USAID)	1,025,000
Uganda S.U.P.E.R. Project (Support for Uganda Primary Education Reform) (1993-2000); Phase I,II	United States Agency for International Development (USAID)	2,264,000
C.I.R.C.L.E. (1994-1997)	Mass Office of Refugees and Immigrants	328,000
Botswana BEC Project (1992-1997)	USAID	1,770,000
Cambodia Village Development Project (1992-1994)	PACT/USAID	720,000
African Studies Program (1994)	US Dept of Education	67,000
Global Education Project (1989-1997)	Baystate Skills Corp.	200,000
University Linkages - Nepal/UMASS (1991-1995)	USAID	500,000
Mali Literacy Institute (1991-92)	USAID	61,114
Indonesian Training (1991)	Government of Indonesia	105,380
Cote d'Ivoire Summer Institute (1991)	US Information Agency (USIA)	129,000
Study Circles (1991)	Topsfield Foundation	2,000
SABES (1990-91)	Department of Education	14,000

<i>PROJECTS</i>	<i>SPONSORING AGENCY</i>	<i>APPROXIMATE BUDGET</i>
Cote d'Ivoire Teacher-Text-Technology Project (1988-90)	USIA	322,598
Literacy Institutes (1988-on going)	USAID, UNDP, UNICEF, GTZ PACT, DANIDA, CARE, Save the Children	180,000
Global Education Project (1988-89)	Massachusetts Board of Regents	73,000
Tutor and Coordinator Training Project (1988)	Commonwealth Literacy Campaign (Massachusetts)	34,000
Somalia Teacher-Text-Technology Project (1986-1989)	USIA	218,000
Guatemala Teacher Training Central American Peace Scholars (1986)	USAID/PIET	107,000
Peace Corps Teachers Training Manual (1986)	US Peace Corps	25,000
Lesotho Basic and Nonformal Education Systems Project (BANFES) (1985-1991)	USAID	4,552,000
Tanzania Teacher-Text-Technology Project (1st & 2nd cycles 1984-1986)	USIA	464,516
Indonesian Training (1st cycle-1985)	USAID (UMASS Conference Services)	100,000
Tanzania Teacher Training (1984)	US Peace Corps	249,000
Indonesian Bang Des Training Program (1983)	UNICEF	55,750
Electronic Aids for Literacy Project (1983-1984)	USAID	120,000
Swaziland Project (1980-1984)	Department of Extra-Mural Services USC/AID	842,000
Specific Literacy Project (1981-1982)	USAID	50,000
Ghana Project	People's Education	125,000

<i>(1979-1981)</i> <i>PROJECTS</i>	<i>Association/USAID</i> <i>SPONSORING AGENCY</i>	<i>APPROXIMATE BUDGET</i>
Swaziland Intern Project (1978)	UN Food and Agriculture Organization	5,900
Indonesia NFE Project (1978-1981)	Government of Indonesia World Bank	2,781,000
Radio Program Project (1977-1978)	USAID	10,000
Document Exchange Program (1977)	UNESCO	1,000
NFE Two-Site Program (Thailand/Guatemala) (1976/1979)	USAID	240,000
Teacher Training Manual (1975)	UNESCO	7,500
Nepal Project (1974-1975)	New Era	3,500
West Africa Curriculum Development Project (1974)	Fulbright Commission	35,000
African Educators Program (Nigeria) (1974)	American Association	10,700
Nonformal Education Grant (1974-1979)	USAID	800,000
Global Survival (1973)	Kettering Foundation	90,000
Ecuador Project (1972-1976)	USAID/Government of Ecuador	421,500
Non-Western Curriculum Development Program (1972)	National Endowment for the Humanities	40,000
6th Cycle Teacher Corps (1971-1972)	Teacher Corps	350,000
Southern African Refugees Masters Program (1970-1971)	African-American Institute	5,000
4th Cycle Teacher Corps (1969-1971)	Teacher Corps	1,000,000
Uganda Project (1962-1972)	US Agency for International Development	5,000,000

Short Term Training Programs

<i>SHORT TERM TRAINING PROGRAM</i>	<i>SPONSORING AGENCY</i>	<i>APPROXIMATE BUDGET</i>
Viet Nam Study Tour	Viet Nam Govt.	\$13,600
Bureau of Nonformal Education (1996 - 1997)	Philippine Govt.	\$211,000
Namibia Literacy Institute (1996)	World Education, Inc.	\$39,000
Guinea Education Officers Training (1995)	PIET	\$48,950
Guinea "Exploring Educational Policy, Curriculum" (1994)	PIET	\$40,505
Egyptian Peace Fellows (1993)	PIET	\$25,000
Egyptian Summer Program (1993)	PIET	\$4,800
Pakistan Materials Development (1993)	PIET	\$45,000

APPENDIX A: Description of Program Experience

Grant and Contract History the Center for International Education

The following is a detailed description of the most relevant and representative Center field projects. The Center's involvement in development and education programs has ranged from providing short-term consultant advice to acting as a major collaborating partner in all phases of program development. These programs have served a variety of development goals, linking education strategies to improved agricultural practices, better public health, improved literacy and community self-help projects.

Uganda S.U.P.E.R Project (1993-96; funded by USAID) is a collaborative project between CIE and the Academy for Educational Development and Creative Associates. The first three-year tranche of the potential seven year Support for Uganda Primary Education Reform has been funded to establish an innovative teacher training model for rural primary school teachers. The approach is expected to be applied to ten of the country's more remote districts by the year 2000.

Botswana BEC Project (1992-97; funded by USAID) is a collaborative effort between CIE, the Academy for Educational Development and Aurora Associates to develop an integrated basic education curriculum for nine years of primary and junior secondary schooling, and to assist in implementing this curriculum through teacher education and training.

Cambodia Village Development Project (1992-94; funded by USAID through PACT). Located in the village of Trapaing Chan, the project will aim to strengthen and build indigeneous community organizations, training village-level volunteers in community development, and implementing community projects to meet immediate and long-range humanitarian needs. CIE is collaborating on this project with the Cambodian Mutual Assistance Associations of Amherst and Lowell, Massachusetts.

University Development Linkages Program - Nepal/UMASS (1991-96; funded by USAID) is a collaborative project between CIE and the Research Centre for Educational Innovation and Development at Tribhuvan University in Nepal. World Education, a Private Voluntary Organization with offices in Boston and Kathmandu, is also involved with the linkage effort. The three areas being addressed are joint action-research projects to understand and meet specific needs of literacy programs in Nepal; specialized training for practitioners; and networking and collaboration with service providers.

Mali Literacy Institute (1991-92; funded by USAID/Bamako) was jointly carried out by CIE's Literacy Support Initiative and the Mali-based Manghadie Project. It involved thirty-one literacy professionals from Malian and Senegalese non-governmental organizations in a two-part training institute. Intensive training took place in Mali and focused on learner-generated materials development, participatory methods for Rapid Rural Appraisal, participatory research on gender issues, and resource development in local languages.

Indonesian Training (1991; funded by the Government of Indonesia) consisted of a ten-week training program to provide 30 Indonesian educators with an opportunity to enhance their skills in the use, construction and evaluation of educational testing materials.

Côte d'Ivoire Summer Institute (1991; funded by the United States Information Agency) involved fifteen educational administrators and English as a Foreign Language (EFL) teachers at the secondary level from Côte d'Ivoire, West Africa. They participated in a five-week intensive residential training program which covered issues in planning, observation, EFL teaching methods and creativity.

Global Horizons Project (1988-93; funded by the Massachusetts Board of Regents and the Baystate Skills Corporation) is a collaborative effort by eight Western Massachusetts educational organizations to bring global education to schools in the Pioneer Valley. The purpose of the project is to assist K - 12 elementary and secondary school teachers, librarians and administrators in bringing an international and multicultural perspective to the already existing curriculum and to their schools. Specifically, the program encourages school staff to critically assess international issues and events and to work together in creating interdisciplinary classroom activities that will help students appreciate the complexity and diversity of an interdependent world.

Literacy Support Initiative (1987-93; funded by the Commonwealth Literacy Corps of Massachusetts, World Education/SABES) was established by the University of Massachusetts School of Education and World Education, a Boston-based private voluntary organization. This initiative enables LSI to contribute to both theory and practice in the field of adult literacy. LSI provides a forum for U.S. and international practitioners to look beyond their national boundaries and to share knowledge and experience. LSI offers the following services: Masters Degree in Education with a Focus on Adult Literacy; Annual Summer Institute for Literacy Professionals; Network System; Conferences, Workshops and Speakers' Series. It has developed a curriculum and training design to prepare volunteer tutors for a statewide literacy campaign. LSI conducts research on the social context of literacy, women and literacy, literacy and community development, ESL literacy and native language literacy, learner generated writing, and teaching mathematics to adults. It operates a resource center with materials on curriculum development, research, innovative programs, and publications related to adult learning and literacy.

Lesotho Basic and Nonformal Education Project (BANFES 1985-1991; funded by USAID). This project was designed to strengthen four components of Lesotho's Ministry of Education: Central Headquarters; the National Teacher Training College (NTTC); the National Curriculum Development Centre (NCDC); and, the Rural Skills Training Centre. Within this project the Center is working actively with the NTTC, NCOC, LDTC and the Ministry of Education to upgrade teacher training and provide an integrated training package appropriate to personnel needs across all project sectors.

Cote d'Ivoire Teacher-Text-Technology Project (1988-90; funded by the US Information Agency) This project sought to strengthen English as a foreign language (EFL) instruction in public and private secondary schools in Cote d'Ivoire. Project objectives were to establish a linkage with the English Teaching Division of the Ministry of National Education in order to enhance its institutional capabilities in in-service teacher training and supervision and to develop advanced expertise among Division personnel in the areas of administration and supervision, evaluation and testing, training design and implementation, reading and writing, and, curriculum development. The project also provided opportunities for

professional and cultural exchanges between Ivoirians, Americans and educational professionals from other countries and provided reference books and materials for teacher training.

Somalia Teacher-Text-Technology Project (1987-89; funded by the US Information Agency) aimed to develop the capabilities of LaFoole College, the National Teacher Training Institution, to provide science teacher training for secondary school teachers. The project brought selected staff members to CIE for Master's degrees and sent CIE faculty and graduate students to Somalia to provide intensive staff development workshops.

Tanzania Teacher-Text-Technology Project (1984-1986; funded by the US Information Agency). The Center worked with the Dar Es Salaam College of National Education and the Ministry of Education to strengthen teacher education, improve academic standards at the secondary level, develop appropriate curricula, syllabi, materials and methodology in mathematics, science and English. This collaborative project also helped to improve methods and techniques of evaluation.

Bang Des/UNICEF Rural Development Training (1983; funded by UNICEF). This project provided three months of intensive training for seven senior staff members of the Indonesian National Training Center for Rural Development. Training focused on rural development planning and strategies, training design, management and evaluation. Participants visited rural development and adult education programs in Kentucky and New England. Participants made specific plans for introducing innovative development strategies to their own organization and related agencies, upon their return to Indonesia.

The Specific Literacy Project (1981-1982; funded by USAID). This project created a new approach to the planning of literacy activities for people who work in the informal sector of the economy. Instead of planning literacy programs based on some general standard of literacy or with a commitment to some particular instructional approach, specific literacy determines the levels of skills in reading, writing and arithmetic that could make a noticeable improvement in the productivity and social well-being of the self-employed and that could be achieved through low-cost, short-term activities. In collaboration with two institutions in the Gambia, the project at the Center devised and tested a methodology based on the concept of specific literacy. This involved reviewing existing job-related literacy skills and work performance, identifying criteria for determining target occupational groups in the informal sector, and devising procedures for determining both observable and imbedded reading requirements of these occupations. The project produced a low cost, practical guide for literacy planning that can be used by nonspecialized personnel.

Swaziland Project (1980-1984; funded by the Department of Extra-Mural Services (DEMS) at the University College of Swaziland (UCS) and USAID). In this project, the Center for International Education, University of Massachusetts, worked with the Department of Extra-Mural Services (DEMS) at the University College of Swaziland (UCS) with the following set of goals:

1. To build a university-to-university relationship of professional collaboration and support.
2. To facilitate the development by DEMS of an effective strategy of institutional development with an emphasis on staff training and materials development.
3. To create a management structure for technical assistance which is functionally collaborative on both sides and which maximizes the effectiveness of the professional relationship between the two universities.

To achieve these aims, CIE provided field technical assistance personnel and degree level training to DEMS staff at the University of Massachusetts and elsewhere to increase their capabilities in innovative outreach education.

Indonesia Nonformal Education Project (1978-1982; funded by the World Bank/Government of Indonesia). This four year contract with the Government of Indonesia provided training and technical assistance to PENMAS, the Directorate of Community Education in the Department of Education and Culture. The overall goal of the project was to strengthen the institutional capacity of PENMAS to develop nonformal education programs for a potential clientele that reaches close to forty million adults and young people. In order to reach this goal, the project focused on several specific objectives:

1. To strengthen the management and supervision of PENMAS.
2. To establish a system of regular in-service training for PENMAS staff.
3. To create institutions to develop, produce, and distribute improved learning materials.
4. To introduce continuous evaluation of PENMAS programs. Seventy-five PENMAS and Teachers Training College staff received both short-term training and advanced degree education at third country sites and at other universities in the U.S.

CIE provided technical assistance in collaboration with PENMAS to develop an in-service training program for staff and community fieldworkers that totaled 110,000 person months of training per year for the life of the project. CIE team members assisted PENMAS in establishing two national materials development centers as well as six provincial materials centers. Materials were developed on the basis of community needs and were created with equal consideration being given to both national development needs and local language and ethnic priorities. A major part of the CIE effort was directed towards the evaluation of the project.

Nonformal Education Two-Site Grant in Thailand and Guatemala (1976-1979; funded by USAID through a Nonformal Education Grant.) This grant provided support for CIE to carry out field programs in Thailand and Guatemala. In Thailand, the Center assisted the Adult Education Division (AED) of the Ministry of Education in the collaborative development of training activities for nonformal education training modules. Training modules for "Person-Centered Participatory Learning Processes," "Planning and Evaluation for Nonformal Education," "Organizational Development," "Village-level Youth Leaders," and "High School Equivalency Education for Adult Education Teachers" were prepared and used in training workshops. These modules, to be used to train key facilitators, emphasized the *khit pen* philosophy and the participatory learning process.

As a key component of the project, training and degree programs were provided by the Center for Thai Educators. In addition, workshops and conferences for overseas participants on nonformal education and collaboration were held at UMass and at other North American institutions.

In Guatemala, the University of Massachusetts/CIE team and Guatemalan professionals collaborated with both government and private institutions concerned with health education in its broadest sense. In the Dept. of Chimaltenango, the team worked directly with both Ministry personnel and rural health technicians in their ongoing programs for rural health promoters. In the Department of Santa Rosa, the team worked with the public health staff of a national hospital on in-service training of auxiliary nurses to do evaluation for nonformal education.

Nonformal Education Grant (1974-1979; 211d grant from USAID). This grant was designed to develop the capacity of CIE in the area of nonformal education. Building upon the Center's earlier experience in nonformal education in Ecuador, the program developed competencies in planning, training, materials development, research and evaluation related to nonformal education.

One of the major areas of program activities under the grant was the development of professional linkages with institutions active in nonformal education in Latin America, Asia and Africa. In Ghana, CIE carried out a two year field program with the People's Educational Association in conjunction with the Institute of Adult Education of the University of Ghana at Legon. This collaborative nonformal education program included the training of village facilitators/animators, the use of music and drama for community development, the improvement of educational skills in automobile repair for local mechanics and the use of new literacy methods. During the program, Ghanaian educators participated in internships in program development at the Center.

Ecuador Project (1970-1976; funded by the Government of Ecuador and USAID). The project created and field tested methodologies and materials which are applications of nonformal education theory and CIE philosophy: the development of methods and materials suitable to the needs of different learning groups in collaboration with learners, local officials, and national officials. This required systematic research on the information, motivation, and training needs of different learning groups. The project consisted of a series of sub-projects which shared two general program objectives: creating and testing an approach to working with village facilitators/animators and developing materials and methods to be used by the adult education staff of the Ministry of Education. Three Ecuadorean staff members received training in the U.S. under this project.

Ghana Nonformal Education Project (1979-1981; funded by the People's Education Association in Ghana and USAID). The Center assisted the PEA in program planning, project management and training of local development workers. Several Ghanaian project staff received short and long term training administered by the Center under this contract.

Uganda Project (1962-1972; funded by USAID). The project involved the construction, operation and staffing (at first with expatriate staff then with trained Ugandan staff) of a secondary school for girls at Tororo, Uganda. This school was to serve as a laboratory school for training Ugandan teachers. The University of Massachusetts' School of Education provided expatriate teachers and administrative personnel to operate the school while Ugandans were being trained in the United States to assume their future roles as staff of the Tororo School. By the end of the ten-year project the Center had overseen the placement of forty-five Ugandan teachers for training in the United States.

APPENDIX B: CIE Publications

The Center maintains a list of over 65 publications by Center members available at cost to organizations and individuals with an interest in international education and development. Prices range from two dollars for Technical Notes to fifteen dollars for various In-Depth Studies. Publications from the Center are provide valuable information to field-based projects and their personnel as well as explore specific issues in the field of development education and training.

A descriptive publications list and order forms can be obtained by writing to:

Publications Officer
Center for International Education
285 Hills House South
University of Massachusetts
Amherst, MA 01003 USA

CIE Publications

PARTICIPATORY RESEARCH & PRACTICE

DIALOGUE IS NOT A CHASTE EVENT: COMMENTS BY PAULO FREIRE ON ISSUES IN PARTICIPATORY RESEARCH
Compiled by Paul Jurmo

The noted Brazilian educator responds to three "critical questions" posed by a North American recently returned from a field experience. The exchange reveals Freire's perceptions on the efforts of North Americans enacting dialogical methods in Third World situations as well as other problems. Useful in introducing first time readers to Freire's thought.

\$3.00 35 pages 1985

THE PARTICIPATORY PROCESS: PRODUCING PHOTOLITERATURE

By Bonnie Cain and John Comings

This note describes a step by step process for involving learners in development, production and evaluation of various types of photoliterature including fotonovellas. Technical information on photographic techniques is presented with information to assist educators in facilitating the participatory process.

\$4.00 40 pages 1977

THE MEANING OF CONSCIENTIZAÇÃO: THE GOAL OF PAULO FREIRE'S PEDAGOGY

By William A. Smith

This study operationalizes Paulo Freire's concept of conscientizacao through the development of a verbal coding system which divides conscientizacao into three developmental stages: magical, naive and critical consciousness. Conscientizacao is described and analyzed theoretically in terms of developmental educational characteristics.

\$6.00 170 pages 1976

ANIMATION RURALE: EDUCATION FOR RURAL DEVELOPMENT

By Jeanne M. Moulton

Tracing the implementation of the comprehensive educational theory of animation rurale over sixteen years in Senegal and Niger, the author examines the theory in light of its application, identifies strengths and weaknesses in the original concepts, and clarifies the nature and effect of various influences on the program. Problems and issues which should be considered when designing and implementing nonformal approaches to education for rural development are derived from this analysis.

The work includes an annotated bibliography.

\$6.00 249 pages 1977

PARTICIPATORY RESEARCH: AN ANNOTATED BIBLIOGRAPHY

Compiled and Edited by the Center for Community Education & Action (CCEA) in collaboration with CIE

This annotated bibliography contains over 200 annotations of key articles, texts and unpublished documents on Participatory Research (PR). Included are entries from the CCEA Resource Center, the previously published PRG annotated bibliography; plus many recently published articles and other sources. The text is indexed by a series of key-words based on content of entries as well as critical concepts within the field of PR.

Copies are available from CCEA, 17 New South St., Northampton, MA 01060 AND CIE.

\$8.00 1991

DOING PARTICIPATORY RESEARCH: A FEMINIST APPROACH

By Patricia Maguire

In this text the author traces her own evolution starting as student researcher grappling to come to an understanding of the

biases of traditional research, through the process of engaging in participatory research with a group of battered women in Gallup, New Mexico. Using Paulo Freire's concept of dialogue, Pat talks with former battered women in their kitchens, painstakingly transcribes the interviews, and shows us the women in their own words. Together they move through a cycle of reflection and action, groping towards a solution to their problem—how to move forward after the soul-destroying experiences of living with violent men. This highly creative work will involve the reader in both theory and practice.
\$8.00 305 pages 1987

NONFORMAL EDUCATION

THE DEMYSTIFICATION OF NONFORMAL EDUCATION

By John C. Bock and George J. Papagiannis

The authors question nonformal education's role. They consider its commonalities and differences from schooling in relation to processes of social change, and call for increased emphasis on the underlying social features of nonformal education.

\$3.00 35 pages 1976

TECHNOLOGY IN NONFORMAL EDUCATION

By David R. Evans

Defining educational technology as "the choice and manner of combining the various inputs for the educational process," the author discusses considerations in selecting technologies for nonformal education programs. Projects applying technologies such as radio, television, film, audio cassette, games and folk media are described and the results of those applications analyzed.

\$3.00 36 pages 1977

EVALUATION IN NONFORMAL EDUCATION: THE NEED FOR PRACTITIONER EVALUATION

By David C. Kinsey

Calling for reorientation of evaluation in nonformal education to emphasize formative results and accountability to the clientele, the author notes problems with traditional adaptation of these methods for the use by field practitioners.

\$3.00 28 pages 1978

NONFORMAL EDUCATION AS AN EMPOWERING PROCESS

By Suzanne Kindervatter

A look at traditional approaches to development and a convincing case for an alternative focusing on equity and the involvement of people in their own development. The author identifies specific dimensions of nonformal education programs that can contribute effectively to the process of empowerment—the increased control of individuals over decisions, resources and institutions which affect their lives.

\$6.00 281 pages 1979

COLLABORATIVE PROGRAMMING IN NONFORMAL EDUCATION

By Gail von Hahmann

This study is an initial step in the development of collaborative programming theory and practice. It defines collaboration in

nonformal participatory education, identifies the historical conditions from which it emerged and explores its limitations and constraints. The study suggests elements which characterize environments, agencies and personnel of successful collaborative programs and offers procedures for achieving stages in the collaboration process.

\$4.00 76 pages 1978

INDONESIA: IMPLEMENTATION OF A LARGE-SCALE NONFORMAL EDUCATION PROJECT

This book describes an NFE project undertaken to meet the needs of millions of learners in seven of Indonesia's most populous provinces. It describes the processes and problems involved in all aspects of the project including planning, administration, in-service and US-based training, materials development, formative and summative evaluation, and the establishment of a working relationship between a Government of Indonesia organization, a US university and the World Bank.

\$7.00 208 pages 1982

NONFORMAL EDUCATION IN ECUADOR

By the Ecuador Project Staff

Summarizing the activities of more than three years' work on a nonformal education project in Ecuador, this report reviews the philosophy and conceptual framework of the project and techniques that were developed. Included are chapters on the use of radio, village-level facilitators, a scheme for coding levels of consciousness (based on the theory of Paulo Freire), the use of games and simulations, and the use of small and large group techniques including puppets and drama.

\$6.00 232 pages 1975

BEYOND THE NONFORMAL FASHION: TOWARDS EDUCATIONAL REVOLUTION IN TANZANIA

By Arthur Lavery Gillette

A critical analysis of nonformal education leads this study to suggest that a reformist approach to educational change, featuring separate development of formal and nonformal education seems unlikely to provide adequate solutions to major educational problems of the Third World. The study analyzes the experience of Tanzania in the period since the declaration of Education for Self Reliance (1967).

\$6.00 312 pages 1977

THE WAYSIDE MECHANIC: AN ANALYSIS OF SKILL ACQUISITION IN GHANA

By Stephen D. McLaughlin

The process of skills acquisition in the mechanic's workshop, the level and extent of cognitive learning produced by the apprenticeship experience and the future viability of such workshops are discussed in this study of learning schemes in Ghana. Case studies, anthropological field research methodologies and an unusually creative process of data analysis make this study useful to those considering greater use of indigenous training institutions for skills training and nonformal education.

\$6.00 329 pages 1980

LET JORGE DO IT: AN APPROACH TO RURAL NONFORMAL EDUCATION

By James Hoxeng

This study is one of the first personal reports of the problems and promises of nonformal education in developing countries. The setting is rural Ecuador and the actors, the campesinos, that are struggling to control the social and economic forces that affect their lives. (2nd edition)

\$6.00 221 pages 1973

NONFORMAL EDUCATION IN GHANA

Edited by David C. Kinsey and John W. Bing

This project report presents a description and analysis of nonformal education activities in Ghana by two indigenous organizations and the Center for International Education. The purpose of this document is to share this experience with those who are concerned with the improvement of rural nonformal education programs as well as the development of more effective collaborative relationships between US universities and field programs.

\$6.00 203 pages 1978

METHODS, MATERIALS DEVELOPMENT & TRAINING

CHARACTERISTICS OF FACILITATORS: THE ECUADOR PROJECT AND BEYOND

By Arlen Etling

This work is a Delphi study of the qualities, competencies and values of successful nonformal educators based on questionnaires circulated to a large number of persons familiar with nonformal and development education both in Ecuador and the United States. A succeeding questionnaire attempted to acquire a consensus regarding what qualities were most important to the success of an out-of-school educator.

\$6.00 283 pages 1975

UNDERSTANDING PICTURES: A STUDY IN THE DESIGN OF APPROPRIATE VISUALS FOR EDUCATION IN DEVELOPING COUNTRIES

By David Addison Walker

This study bridges the theoretical literature of perceptual psychology and the cognitive learning theorists on the one hand, and the realities of villagers' abilities to understand pictures in rural Nepal. The study confirms earlier findings related to the inability of villagers to understand graphic conventions unless they have been exposed to certain kinds of learning opportunities. The author explores the relationships between villagers' development of social concepts and their ability to "read" visuals.

\$6.50 406 pages 1980

Available in photo offset only.

LEARNER CENTERED TRAINING FOR LEARNER CENTERED PROGRAMS

By Suzanne Kindervatter

An account of a learner centered workshop in materials and curriculum development for Thai nonformal educators. The author discusses the rationale for a learner centered approach, its key characteristics, and the process by which it may be

translated into a workshop design. Appendices include a number of materials developed by and for the Thai workshop.
\$4.00 68 pages 1977

TEACHING NON-WESTERN STUDIES: A HANDBOOK OF MATERIALS AND METHODS

By Stephen Guild, George Urch, and Robert Wilk

The methods and techniques presented here are designed to involve students in a variety of learning activities in order to broaden their perceptions of the world in which they live. The activities are student oriented and include a brief overview of approaches to teaching about the non-Western world. Also included are sample models of non-Western studies programs and a listing of the major resources and curriculum projects in non-Western studies.

\$5.00 139 pages 1972

NFE-TV: TELEVISION FOR NONFORMAL EDUCATION

By Jonathan Forrest Gunter

This study develops guidelines for the use of television in NFE in developing areas of the world. Its recommendations are based on three case studies demonstrating a progression from the traditional concept of educational TV to the use of television as a facilitator of personal and community development.

\$6.00 286 pages 1975

Available in photo offset only.

THEATRE FOR DEVELOPMENT: A GUIDE TO TRAINING

By Martin L. Byram

Illustrated by Daniel C. Aryeequaye

This is a descriptive guide to training village level trainers in the methods and techniques of using popular theater in international development projects. It explores issues raised in this training method and the consequences of popular theater on community development and community awareness.

\$4.00 65 pages 1985

MODULES FOR TRAINING EXTENSION WORKERS WITH HANDOUTS

By Martin Byram

Extension workers are key people in any rural development program. Unfortunately, these front line extension workers are often the least well trained. This practical, field based publication is divided into four sections: basic education needs, community education needs, community mobilization needs and work management skills. It is designed in loose leaf modules for easy reproduction to help trainers provide more effective training for extension workers.

\$ 15.00 175 pages

1986

VISUAL AIDS FOR NONFORMAL EDUCATION

By Jane K. Vella

This is a valuable guide for enabling field workers in nonformal education to produce and use available materials in creative ways as visual aids. Drawing upon her work in Kenya and Tanzania, the author presents numerous suggestions for the field worker to make inexpensive materials.

\$4.00 43 pages 1979

EFFECTIVE EDUCATIONAL RADIO: AN APPROACH TO ANALYZING PROGRAMS

By James M. Theroux

Recent interest in radio as an instructional tool highlights the need for analytical tools and concepts which link program variables to audience impact. Discussing a broad range of variables which can be manipulated by a radio producer, the author offers a series of diagnostic questions for a design and analysis of educational radio programs.

\$4.00 31 pages 1978

AFRICAN STUDIES HANDBOOK FOR TEACHERS

Edited by Margaret Maxwell (McLaughlin)

Introductory lessons on Africa applicable to both elementary and secondary classes. Lessons are competency based in format and affective in purpose. Included in the handbook is a bibliography of books and audio-visual materials about Africa.

\$6.00 221 pages 1983

LEARNING TO LISTEN: A FIELD GUIDE TO METHODS OF ADULT NONFORMAL EDUCATION

By Jane K. Vella

This booklet describes practical ways of implementing theories on adult learning. Adopting the perspective of the field worker, the author discusses ways of listening to groups, approaches to sharing rather than transmitting, and methods of problem posing in education. Includes the use of: codes, role playing, games and folk material.

\$4.50 58 pages 1980

COLLABORATION FOR MATERIALS DEVELOPMENT

By Arlen Etling

The author offers guidelines for the development of simulation games and other educational materials and stresses the value of facilitative, collaborative approaches to training and material development.

\$4.00 49 pages 1977

LITERACY

MANY LITERACIES: MODULES FOR TRAINING ADULT BEGINNING READERS AND TUTORS

Written by Marilyn Gillespie & Artwork by Kathy Searle

Twenty-seven modules designed and tested at the Read/Write/Now Adult Learning Center in Springfield, Massachusetts provide teachers and tutors with current research on literacy as well as step-by-step guidelines on how to build a community of learners, how to set personal goals for learning, and how to use life experiences to write and publish learner-generated materials.

\$12.50 140 pages 1990

GAMES AND SIMULATIONS IN LITERACY TRAINING

By David R. Evans

This monograph on "instructional technology" presents innovative teaching-learning possibilities through games and simulations. Geared towards literacy workers and learners, a variety of games and simulations are defined and described from the planning and design stage to implementation. Discussion of

participative learning and learner-control of these instructional technologies is interwoven throughout this text.

\$7.00 136 pages 1979

MAKING LITERACY WORK: THE SPECIFIC LITERACY APPROACH

By Stephen Anzalone and Stephen McLaughlin

This note discusses the consequences of illiteracy in developing countries, lack of interest in literacy activities in sectors other than education, and planning and adapting literacy instruction. The focus is on literacy training for specific needs brought about by rapid change in Third World regions.

\$4.00 73 pages 1983

WOMEN IN DEVELOPMENT

WOMEN CENTERED TRAINING

By Janis Droegkamp and Fredi Munger

Issues and strategies pertinent to the training of women. Outlines principles and assumptions behind the concept of women centered training and presents a six-step training design. A variety of exercises are used throughout the text to help readers clarify their own attitudes toward the issues and practice important training skills.

\$4.00 51 pages 1980

WOMEN IN DEVELOPMENT: AN ALTERNATIVE ANALYSIS

By Patricia Maguire

An overview of the women in development effort over the past three decades. Includes chapters on WID theory and critical analysis of AID and UN agency projects and alternative approaches to WID. Bibliography contains nearly 150 up-to-date sources.

\$4.00 68 pages 1984

AFRICAN WOMEN ORGANIZING: FOUR WAYS OF SEEING

By Maria J. Solomon

"The way we see organizations influences how we work with them and create them." This study looks at women's organizations in Africa from various perspectives, "seeking ways of seeing and knowing that move forward a feminist agenda...and celebrate the experiences of being a woman in all its variety."

\$4.00 46 pages 1990

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By Mansour Fakih 1991

Indonesia has experienced a rapid increase in the number and impact of NGOs over the last 20 years. This paper traces the role of NGOs in development, modernization and capitalism. The paper offers a typology of alternative NGO structures and paradigms which allow NGOs to transform development, involve people and create a counter-hegemonic movement.

NGOs IN THE SAHEL: ISSUES IN COOPERATION FOR NATURAL RESOURCES MANAGEMENT

By Jonathan Otto 1991

This paper explores NGOs working in natural resources management in the Sahel region of Africa. By combining historical perspectives and cultural analysis the paper provides a broad look at the issues and actions taken over the past 40 years. Special attention is given to the roles and relations between international NGOs, national NGOs, grass roots organizations, donors and the governments involved.

NGOs IN LATIN AMERICA: ISSUES AND CHARACTERISTICS OF NGOS INVOLVED IN DEVELOPMENT

By Eloy Anello 1991

NGOs have been a prominent feature in education, development and social change movements in Latin America since the 1950's. This paper focuses on Non-Governmental Organizations and provides concrete examples of the roles they have played in the areas of research and development. An analysis of NGDO characteristics, their strengths and weaknesses and a functional typology based on their delivery of services, research focus and grassroots action is also provided.

TECHNICAL NOTE SERIES

The Technical Note Series is intended for use by fieldworkers and other development specialists concentrating on specific techniques or methods. Many of these notes were developed from techniques and methods proven in the field and provide excellent information for the user. Also in the series are valuable descriptive accounts of NFE projects.

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5. **Ashton-Warner Literacy Method** describes a modified version of Sylvia Ashton-Warner's approach to literacy training used in Ecuadorian villages.
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8. **Math Fluency Games** describes a variety of simple games which provide practice in basic arithmetic operations.
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10. **Tabacundo: Battery Powered Dialogue** describes uses of a tape recorder for feedback and programming in a rural radio school program.

11. **The Facilitator Model** describes the facilitator concept for community development in rural Ecuador.

12. **Puppets and the Theater** describes the use of theater, puppets and music as instruments of literacy and consciousness awareness in a rural community.

13. **Fotonovella** describes development and use of photo-literature as an instrument for literacy and consciousness raising.

14. **The Education Game** describes a board game that simulates inequities of many educational systems.

15. **The Fua Bus** describes an NFE project in Mass. that used music, puppetry and drama to involve people in workshops on town issues.

16. **Field Training Through Case Studies** describes the production of actual village case studies as a training method for community development workers in Indonesia.

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CIE DISSERTATION ABSTRACTS 1971-1992

152 abstracts of dissertations written by CIE members reflecting the Center's commitment to theories of self-reliance and empowerment of peoples throughout the world. (Indexed by author and subject) 1993

APPENDIX C: Financial Procedures at the University of Massachusetts

The Center for International Education (CIE) operates within the University of Massachusetts; as a result, CIE has access to the budgetary planning and review capacity of the University. Thirty accountants who are employed by the Commonwealth of Massachusetts are assigned to monitor special programs and projects within the University. The Commonwealth, through the University, supplies a certified financial statement on each contract on a monthly basis. These monthly statements can be made available to the project administrators as needed.

CIE manages its own internal budgeting and conducts quarterly budget reviews according to procedures established through past United States Agency for International Development grants. These procedures have been used by CIE for contracts with USAID, UNESCO, the U.S. Department of Health, Education and Welfare, and IBE in Geneva. To have a running account of field expenditures, CIE maintains its own set of accounting ledgers.

Because the University of Massachusetts is a nonprofit, state-supported institution, overhead costs are substantially lower than for organizations doing similar research and training on either a profit or a non-profit basis. This allows a greater proportion of program funds to be spent on program purposes and objectives.

In addition, through long experience with other international programs, CIE and the University have established the capability to manage and conduct transactions in currencies other than U.S. dollars, when required to do so.

Methods, Training & Materials Development

Critical Games

*Developed by Mary Jo Connelly, Jane T. Benbow,
Deborah Fredo and Maria Djarra Keita. Edited by
James Cummings*

Four games designed to stimulate critical thinking about the effects of structural and cultural issues on the process of social change: The Growth Game, The Power Game, The Gender Game and The Education and Gender Game.

\$8.00 46 pages 1994

(new publication)

Published by CIE, 1993

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