

CIE Activities
Fall 2014 - Spring 2015

CIE Activities On Campus - Spring 2015

CIE Graduates during 2014-15
Social Science Research beyond the Academy
Development Assistance in Education
CIE Gathering Washington - March 2015
CIE & CIES 2015
Professor Mzamo Mangaliso on Ubuntu
Networking 101 with Salma Khan
New Provost Visits CIE

Degrees earned in 2014-2015 Academic Year

In May each year the University invites all those who have completed degrees during the Academic year to celebrate their accomplishments at commencement. This year the program in International Education produced four Doctoral degrees, four Education Specialist degrees, and two Master's degrees. As usual the students represent a diverse set of countries and pursued a wide variety of topics during their studies. Graduates and faculty members are pictured below after the commencement ceremony.



Doctoral Degrees

Konda Reddy Chavva (India)

Cultivating Communities of Practice to Develop Local Preparedness for Climate Change



Mindy Eichhorn (USA)

A critical examination of policy and practice in the transition experience for students with math learning disabilities in Mumbai, India.



Salma Nazar Khan (Pakistan)

“Did It Help Me? Am I Prepared? Am I A Reflective Practitioner?” Views of University Faculty on Microteaching in Pakistan



Karla Sarr (USA)

Integrating Cultures within Formal Schooling: Exploring Opportunities for Cultural Relevancy in Peri-Urban Senegal



Education Specialist Degree

The Education Specialist Degree (Ed.S.) degree is an advanced terminal degree in the U.S. that is designed for individuals who wish to develop advanced knowledge and theory beyond the master's degree level, but may not wish to pursue a degree at the doctoral level. The degree requires a minimum of 30 credits beyond the Master's level and often involves international field work.



Gabriela Delgadillo
Bolivia



Sarah Kahando
Kenya



Peter Quamo
USA



Tareque Rahman
Bangladesh

Master's Degrees

Master's candidates who are graduating make a presentation to the CIE community at the final Tuesday Dialogue of the semester. Master's capstone projects can be applied field activities, such as the Digital Storytelling workshops for middle school girls undertaken by **Christina Chen**, or field research such as the study carried out by **Promise Mchenga** in a refugee camp in Malawi.



Christina Chen (USA)
Digital Storytelling with Refugee Youth: A Tool for Promoting Literacy, Youth Empowerment and Catalyst for Social Action



Promise Mchenga (Malawi)
The Impact of Cultural Diversity on Non-formal Health Education in Dzaleka Refugee Camp



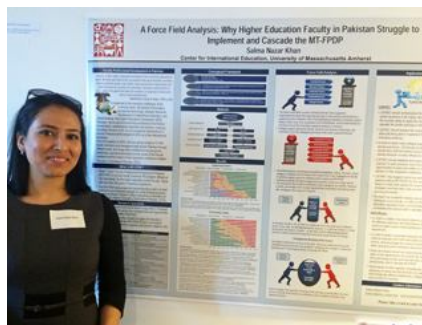
Social Science Research beyond the Academy

Reported by Gretchen Rossman

Three CIE students participated in the forum “Social Science Research Beyond the Academy” on campus in April. **Karla Sarr** (a February 2015 graduate), **Hye Seung Cho** (just passed her comps), and **Salma Khan** (a May 2015 graduate) joined 22 other doctoral students from across the University at a conference and research exposition that featured opportunities to apply social science research in non-academic contexts. Sponsored by the Institute for Social Science Research, the Graduate School, and the Isenberg School of Management, the forum was a wonderful opportunity for these 25 students to connect with alumni and other representatives from industry, non-profit, and government organizations. The event provided an opportunity for graduate students (and faculty) to network with researchers and other partners who are interested in social science outside of the academy. Panel discussions explored a variety of ways that research skills could be applied in non-academic settings and lead to careers outside of university settings.



Hye Seung Cho



Salma Khan



Karla Sarr

Hye Seung, Salma, and Karla each developed informative and aesthetically pleasing posters to showcase their current research. During the poster viewing, panelists and other attendees viewed all 25 posters and discussed student research. Current CIE students **Mei Lan Frame**, **Sumera Ahsan**, and **Hassan Aslami** also attended the event.

Development Assistance for Education

with reporting by Hafez Abuadwan

Steve Anzalone (Ed.D. 1981) returned to CIE for a Tuesday Dialogue on *Development Assistance for Education: Trends and Inertia*. Steve is currently vice-president of the International Development Division of the Education Development Center (EDC) in Washington DC. He shared his more than 30 years of experience in the field of education development and spoke candidly about the world of donor-assisted interventions to education in developing countries. Steve presented his perspective on current trends in the field of international education development singling out three for discussion.



First, he emphasized the ongoing focus on basic education because the Congressional earmark is still very much in effect. However, the concept of basic education has been broadened from primary school to include junior and even senior secondary level. Focus has shifted to include basic education in crisis and conflict settings with particular attention to youth who have a few years of primary education but no work readiness skills. Literacy and activities to promote civic engagement will also be important in basic education.



Second, he argued that the private sector would be increasingly important as NGOs and business seek more of a role in development education. The private sector can contribute to sustainability and cost sharing as well as some aspects of management efficiency. Involving local businesses and NGOs also matches some of the goals of the USAID Forward initiative to involve local organizations in the development process.

Third, Steve discussed the greatly increased attention being paid to accountability and enforcement of regulations for federal funding. This is good news for those with skills in Monitoring and Evaluation because of the substantially increased employment opportunities. The down side is the shift in balance away from focusing on effective ways to achieve technical goals and toward compliance with

pre-designed models and specifications. With this goes a strong emphasis on quantitative measures and the associated analytic techniques – areas for current students to think about.

Lastly, Steve's advice to students was to do what your heart is telling you then make your head modify your decisions because once you enter the field of international development, opportunities will be there. Current graduate students should be aware that moving up from entry-level positions in large development organizations is becoming harder as job qualifications are being enforced more strictly. In other words, requirements mentioned in the job description are exactly and precisely what will be demanded by the hiring organization/institution. He suggested that working in smaller NGOs with flexible structures and a more social interpersonal environment will definitely be an advantage as a young professional.

The session concluded with a lunch with lots of informal conversations about careers and job opportunities in the field of development education.



CIE Gathering March 10, 2015 in Washington D.C.



CIE hosted a gathering of CIE members and friends, including some of the many

CIE graduates who live in the Washington, DC area. Represented in the almost 70 people who attended were graduates from all five decades of CIE's history. The earliest graduates attending were **Steve Grant** and **Ash Hartwell** both of whom graduated in 1972, (others from the 19790s included **John Hatch** and **Beverly Lindsay**), while the most recent graduate was **Karla Sarr** who graduated in 2015.

The 1980s were represented by **Steve Anzalone**, **Chuck Harnes**, **Bérengrère de Negri** and **Margaret McLaughlin**. Graduates from the 1990s included **Jane Benbow**, **Mark Lynd**, **Flavia Ramos**, and **Cristine Smith**. Members from the 2000s cohort included **Anita Anastacio**, **Dwaine Lee**, **Stephanie Pirroni** and **Svetlana Pivovar**. The 2010s cohort included **Stephen Richardson**, **Donna Lopp** and **Valerie Kurka**. The graduates were joined by all the CIE faculty and more than twenty current students.



CIE folks were welcomed by **Patrick Fine** a CIE graduate from the 1980s, who is now the CEO of FHI360 which had graciously allowed us to use the room for the gathering. DRE then spoke briefly to share a few points about the status of CIE as it completes its 47th year. Highlights included an announcement by **Ash Hartwell** of a new contract for work with the Education and Conflict and Crisis Network; an update by **Bjorn Nordtveit** on the editorship of the Comparative Education Review which now at CIE and is managed by a team of three faculty members which includes **Cris Smith** and **Jacqi Mosselson**, and three students; an announcement that the College of Education will be moving out of Hills House into a renovated Furcolo and Marks Meadow – as part of which CIE would be moving into a renovated Montague House; and a reminder to mark your calendars because CIE's 50th anniversary is coming up in 2018.



Almost to the day, 14 years ago, a similar CIE gathering took place in the same room to kick off the fund drive to establish a CIE Endowment Fund to help support CIE. As part of the gathering in 2015, CIE was able to announce that thanks to the generosity of CIE members and friends the Endowment Fund has reached a level of \$500,000 which means that the annual income is enough to provide a research assistantship for an academic year for an international student from the global South. In the years since the fund was created, the income from the fund has helped support nine different international students. Their profiles can be found here. The fund will continue to solicit donations in order to meet the growing cost of assistantships.



Old friends reconnected and many cross-generational acquaintances were made during the event. All are looking forward to the 50th anniversary celebration of CIE which is coming in three years. *[Pictures by Hassan Aslami & Hafez Abuadwan]*

CIE @ CIES 2015



CIE was represented by a large group at the CIES national conference in Washington, DC. More than 30 students and faculty from the UMass Amherst campus attended - the great majority of whom were on the program. In addition, about a dozen CIE/IE graduates were also on the program. Center members were represented in a wide range of roles, organizing and chairing panels, presenting papers or posters, participating in round tables, offering workshops, or being discussants on panels. Presentations by current students reflect the interests and experience that is part of the CIE learning community on campus. A current student, **Salma Nazar Khan**, was selected to receive a *Majority World Context Award*:



Some examples of panel presentations by current CIE students include:

Mei Lan Frame - *Freedom from the known: Reflections on “naming” the educational approach of Jiddu Krishnamurti*

Sumera Ahsan - *Possibilities of mobile messaging services for parents and teachers to improve early grade reading in Bangladesh*

Natia Mzhavanadze - *Networks: A Temporary Cure to Enduring Problems of Education Policy and Governance in Georgia*

Muhammed Naeem Khawaja - *“Being legal is being ethical.” How school principals view and respond to value conflicts in public schools of Azad Kashmir*

Maguette Diame – *Girls enrolling, persisting, and reading in the Democratic Republic of Congo*

Promise Mchenga - *Challenges in Data Collection in Emergency Settings: Vas-Y-Fille! and Dzaleka Refugee Camp cases*

Other students offered poster sessions

Christina Chen - *Building Community through Digital Storytelling with Refugee Youth in the U.S.*

Hye Seung Cho - *Education for global citizenship and competence: Comparing policies, practices and outcomes*

Julia Novrita - *Barriers to education in conflict, post-conflict and developing nation contexts*



Some of the CIE Faculty presentations were

Bjorn Nordtveit - *Decisions Taken in Undecidable Terrain: Discourses and Perpetuation of the Educational Myth in Guinea and the Democratic Republic of Congo*

Cristine Smith - *Teacher effectiveness – a review of the literature for early grade reading teachers in challenging contexts*

Jacqi Mosselson - *Humanistic, conflict-sensitive and rights-based approaches to education in conflict-affected settings: Preliminary findings from research in Sub-Saharan Africa*

CIE Faculty and students organized or chaired several panels:



Gretchen Rossman with Stephanie Pirroni, Evangeline Ambat and Nyaradzai Changamire: *The Applicability of the Notion of Ubuntu to Transformative Non-Formal Education Programs-Case Studies from Colombia, India and Zimbabwe*

Joseph Berger, David R. Evans, Hassan Aslami and Razia Karim: *Toward Quality Higher*

Education in Afghanistan: Lessons learned from a decade of support to individuals, institutions, and systems

Ash Hartwell - *Reaching Millions Out-of-School Children & Youth in Conflict-Affected Countries: The Promise and Challenges of Alternative Education*

In addition many off-campus CIE members and graduates were on the program including **Anita Anastacio, Jane Benbow, Nigel Brissett, Joanie Cohen-Mitchell, John Comings, Mindy Eichhorn, Paul Frisoli, Mark Lynd, Nina Papadopolous, Renuka Pillay, Flavia Ramos, Stephen Richardson, Karla Sarr, and Wendy Wheaton**

Ubuntu – How the West can learn from Africa

Professor Mzamo Mangaliso from the UMass Isenberg School of Management offered a stimulating and fascinating presentation on the African concept of



Ubuntu at a CIE community meeting. He began with a brief sketch of his personal journey which began as a student in apartheid South Africa who suffered because of his participation in protests, and ultimately led to getting his doctorate at UMass and joining the faculty here.

Management theory is largely based on Western 20th century scholars, particularly economists and classical sociologists and is rooted in the cultural values and beliefs of the West. These theories assume that man acts primarily as a rational, utility maximizing being. Professor Mangaliso argued that humans do not primarily act that way, especially in non-Western cultures. Humans are social beings who are influenced by emotions as well as by their gender, race, socio-economic status and the social fabric of their society. Effective management needs to acknowledge the more complex set of factors. The concept of Ubuntu has much to offer in broadening the approach to management.

The languages of Southern Bantu Africa share linguistic roots in which a person is *mtu* and being human is *ubu*, which when put together generates *Ubuntu* – which translates roughly as aspiring to the highest quality of being a human being. Put another way: *a person only becomes a person through other persons*. Yet Ubuntu isn't simply collectivism, but rather a balance between the good of the community while still allowing for individual agency. Ubuntu embodies a pervasive pattern of caring, compassion, kindness and respect.

Mzamo articulated seven characteristics where Ubuntu contrasted with Western concepts related to management. He illustrated several of them. Decision making



is primarily done by consensus with the goal being to listen to all and accommodate various perspectives thus leading to results that all can support. Time is not a finite commodity but is a healing factor to be used as needed in order to achieve consensus.

Productivity is not limited to short-term economic benefit but is measured in the sustainable quality of the social group as much as the immediate output.

He concluded with a diagram contrasting convergence – meaning that all cultures converge on the Western norms – with divergence – meaning that cultures reject outside influence and maintain their own traditions. As an alternative there is a middle possibility that has been called “transvergence” or “crossvergence” where elements of both are merged together. Africans need to reach deeply into their cultures to find the roots of Ubuntu and bring it back to the surface to balance the layers of colonialism that have buried it. His final comment was the admonition that Ubuntu is not a fixed set of beliefs but rather is changing and should be a

contested concept as we move into the future. Download an article on Ubuntu by Professor Mangaliso [here](#).

Networking 101 with Salma Khan

Salma Khan, a current doctoral candidate in International Education, introduced students (and faculty) at CIE's weekly meeting to the basic skills of networking at a professional conference. Coming just a week before the national conference of CIES, the advice couldn't have been more timely. Using a very effective combination of humor, clever visuals and a very dynamic style, she walked the audience through the basics of making contacts at a professional conference.



She demonstrated strategies for various settings like meeting someone on the metro on the way to the conference, making contact at a reception, and perfecting a 60 second elevator pitch. Core elements included first being clear who the person you are talking to is and then selecting what you talk about based on who they are – Education or Employment or Skills for example. When at a reception avoid the people you work with and know well; instead approach those you don't know. Don't wait for a person to ask who you are, introduce yourself. Develop your elevator pitch by focusing on a message that is relevant, focused and shows your passion for what you do.

She offered tips on managing your social media profile – stay away from Facebook and Twitter – use LinkedIn for your professional profile and communication. Other topics included managing your business cards – have them handy rather than spending a long minutes fishing for them in your purse or briefcase. And finally, she offered some tips on following up after an initial contact.

New UMass Provost at CIE Tuesday Dialogue

Provost [Katherine Newman](#) spoke to the CIE community and engaged CIE members in a discussion about issues arising from their interests and their research. Provost Newman brings many years of academic experience as well as both a strong interest in international education and considerable experience overseas. Among her many publications is a recent



book *After Freedom: The Rise of the Post-Apartheid Generation in Democratic South Africa* (Beacon Press: 2014) which grew out of a program of international internships that she initiated when she was at Princeton University.

Provost Newman began by talking about the potential role of education in addressing issues of social justice, the effects of poverty and conflict. She mentioned the challenges faced by Myanmar in revitalizing its university system. Her work in South Africa with students who grew up after apartheid provided other examples. Under her leadership UMass has recently been invited to join the [Worldwide Universities Network](#) which will provide UMass with a stronger link to international education institutions around the world.

She then engaged the students in an invigorating discussion of issues arising from their various research interests. Topics that emerged included the role of universities in combatting divisions in society that lead to conflict, the impact of the colonial system on present day education institutions in countries like Senegal and South Africa, and the conflict in Northern Nigeria between Christians and Muslims.

A lively interchange ensued about the challenge of mixing indigenous/traditional knowledge with preparation for life and work in modern societies. The issue of respecting and preserving traditional languages while at the same time recognizing



the necessity of competence in an international language brought up examples from Zimbabwe, China and India. That dialogue led into discussion of the role of women and the tensions between traditional gender roles in societies like

Afghanistan and international standards for women.

Finally, the topic of ethics and protecting informants in research was discussed. The US approach is embedded in the Institutional Review Board process and its associated forms. Students raised questions about the difficulties of doing research in international settings where the US-based forms are not functional. The provost agreed and stressed that what was important was having a process that was ethical and protected informants, not the form itself which could be replaced by some other process.

The session closed with Provost Newman encouraging CIE to adhere to its values working where the need was greatest and by admitting students from such

countries, recognizing the value of having voices based on direct experience in the classroom and on campus.

CIE Activities On Campus - Fall 2014

[Ambassador Cynthia Perry](#)
[Race and Racial Identity](#)
[CIE 2014 Fall Retreat](#)

Ambassador Cynthia Shepard Perry Returns to CIE

In November, UMass Amherst hosted the third annual Salute to Service Awards at the Boston Harbor Hotel and recognized three outstanding individuals for their contributions to civic engagement and public service. CIE's Cynthia Shepard Perry (Ed.D. 1972) was one of the three who were honored.



Ambassador Perry served as the US ambassador to Sierra Leone from 1986 to 1989 and as ambassador to the Republic of Burundi from 1989 to 1993. She subsequently served as Executive Director of the African Development Bank. She was the first woman to earn her doctorate from the College of Education's International Education program and was awarded an honorary degree by UMass in 1988 for her international work focusing on critical human needs. She is currently the honorary consul for Rwanda.

Prior to going to Boston for the formal award ceremony, Cynthia spoke at a CIE Tuesday meeting about her career and challenges that she had faced as a woman ambassador. Her comments sparked a lively discussion about being a woman ambassador in Africa, the goals that she championed, and how she dealt with a variety of barriers to carry out her mission. Discussion continued afterwards at an informal lunch with graduate students and the Ambassador.



Ambassador Perry has also donated key portions of her official papers to the UMass Library where they will become part of Credo the digital depository in Special Collections. Making her papers publicly available will hopefully encourage students, especially women of color, to aspire to roles as international leaders.

International Students Confront US Conceptions of Race and Racial Identity

[Dr. Chrystal George Mwangi](#), a new UMass faculty member in the Higher Education program in our department, spoke to a recent Tuesday Dialogue about her research with African and Caribbean students studying in the U.S.



Her research revealed that international students arrive in the United States with racial and cultural orientations specific to their country of origin which are often quite distinct from the conceptions of race and racism within the U.S. context. When asked about race, international students are much more likely to respond that they are Ghanaians or Jamaicans than they are to identify as being part of a particular racial group. Many such students resist being identified as a member of a racial minority in the U.S.

Her work traced patterns of “racialization” as these students confronted the construction of racial identity that is prevalent in America. Some students gradually begin to shift their conceptions of their race based on treatment they experience, while others resist any change in their concept of themselves. The results led Dr. Mwangi to develop a framework of “Learning Race in a U.S.



Context” which she continues to study in her ongoing research.

Her presentation stimulated a lively dialogue among CIE students with Africans and Asians offering a variety of opinions which reflected many of the beliefs which Dr. Mwangi had documented in her study. The discussion highlighted several areas of tension between Black Americans and international students of color as they experienced different concepts of race and racial identity. All who were there gained insights into the different ways in which various societies construct the meaning of race and racial identity.

CIE 47th Annual Fall Retreat - Angels Rest

CIE students and faculty gathered for their annual retreat at Angels’ Rest - a charming conference site set in the hills of Western Massachusetts. As usual the hills were ablaze with fall colors which provided a backdrop for both serious discussions and community building activities like sharing songs in many different languages at the evening bonfire.

The theme of this year’s retreat was Mindfulness as it applied to the academic program, work, and family contexts. Exercises and discussion focused on the meaning of mindfulness and the ways its meaning could vary in different cultural settings. Discussions in small groups highlighted the challenges to mindfulness posed by the pervasive presence of electronic devices which distract us from paying attention to the present. Different ways of increasing mindfulness were presented and tried out, including breathing exercises and a basic form of meditation. Discussions highlighted ways to use mindfulness strategies in schools, literacy classrooms, and educational activities in conflict or emergency settings. Ultimately, the message was that each individual has the power to take responsibility for his or her own mindfulness by employing whatever strategy works for them.



Retreat Planning Committee



Group Work





