



CIE at 45 – A Truly International Learning Community

As CIE celebrates its 45th year, our record of maintaining a truly international community is alive and well. In the Spring of 2012, CIE graduated a record 16 graduates, representing seven countries - Tajikistan, Tanzania, Kenya, Malawi, Pakistan, Germany, and the U.S. The support of the extended CIE community is critical in helping us maintain this record by referring outstanding possible candidates for admission and providing financial support that enables CIE to support international students with an assistantship.

In the earliest days of the Center, its profile was mainly men from the US, mostly returned Peace Corps Volunteers. Over the years the profile has gradually become more international; this year just over 80% of the students are international students! Half the current students are women, which is down from recent years when women were a bigger majority at CIE. CIE continues to be a vibrant and richly diverse group which has created a dynamic learning community on campus. The CIE community currently includes three students from each of Afghanistan, Bangladesh, Georgia, Kenya, and Tanzania. They are joined by other students from Bhutan, Cambodia, Colombia, Egypt, Indonesia, Kyrgyzstan, Nigeria, Palestine, Peru, South Korea, Sweden, and Uzbekistan.

CIE Alumni Updates



Ellen (Mulato) Kornegay (Ed.D.1983) has been working for Government of South Africa since 1997 where she is currently the Deputy Director General with the Department of Public Service and Administration (DPSA). She is assigned to a special project titled: The Repositioning of the Public Service. The Minister has recently commissioned a study to assess the challenges and to propose strategies to ensure that South Africa realizes its constitutional mandate of a *Democratic, Non-Racial, non-Sexist and Human-Rights-oriented society*.



After 10 years in Afghanistan, Angola, South Africa and Sudan, **Fritz Affolter** (Ed. D. 2002) with his wife **Roja** and their children have moved to New York City, where Fritz is now the Program Manager of the Peace

Building, Education and Advocacy Program at UNICEF. This program is designed to strengthen resilience, social cohesion and human security in conflict-affected contexts, including countries at risk of, or experiencing and recovering from, conflict. The program will target children and adolescents, with specific efforts to target girls, both in and out of school and at all levels of the education system in 10 priority countries, selected based on objective criteria and the most current data on conflict-affected countries. Fritz said that *“until now peace building has meant military and economic programs, but this new approach recognizes the potential role of education in strengthening social systems.”*

CIE Endowment Fund

The CIE Endowment Fund continues to grow with generous contributions from many CIE members and the improvement in the market. Our goal is to reach \$500,000 in connection with the forthcoming capital fund drive of UMass Amherst. **We need your help to reach this goal. It takes only a few moments online with your credit card.**

Our endowment is used to support international students so we can continue to have the kind of internationally diverse community that is part of the fabric of CIE.

Please Contribute

Send CIE a check made out to UMass or use a credit card: go to the UMass web site, click on [Give to UMass](#), Click on [“Give Now”](#) at top, fill in information, use drop down menus to select School of Education and then select CIE.

Research at CIE

Students and faculty are engaged in a wide range of research at CIE. The examples below reflect the diversity of interests and settings for our research work.



Malawi Project A Decade Later

In 2001 CIE began a project to strengthen education in Malawi which included bringing 14 Malawians to CIE for degrees. In November this year, at a Joint Sector Review meeting for Education in Malawi, five CIE graduates were in the meeting – testimony to the long-term impact of their work at CIE. They included **Martha Nyongani Magreta** (Ed.D. 2012), **Abraham Sineta** (Ed.D. 2012), **Christopher Naunje** (M.Ed 2005), **Lindiwe Chide** (M.Ed 2005), and **Maxwell Nkhokwe** (Ed.D. 2005).



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Dr. Bjorn Nordtveit recently completed a synthesis review of evaluation reports from USDOL-funded International Child Labor Elimination projects. He reviewed reports from 48 projects around the world that DOL funded in the past three years. His report identified some notable successes along with challenges, particularly with regard to the sustainability of project activities.

Martha (Nyangoni) Magreta completed her dissertation on challenges faced in funding school feeding programs in Malawi when donor support comes to an end. She experimented with a social marketing strategy to compost human waste as fertilizer. This strategy sought to address the cost of fertilizer which her study indicated was a significant barrier for communities seeking to grow food to sustain school feeding programs.

Dr. Jacqi Mosselson has started research to examine messages that very young children may be internalizing about their cultural identities and the ways in which parents may, or may not, be interacting with the dominant set of cultural repertoires that are being externalized in academic outcomes. Based on the current pilot study, she will be seeking money for a larger study.

Habibullah Wajdi used an action-research methodology for his dissertation while he was embedded as a senior advisor with Literacy Department of the Ministry of Education in Afghanistan. He analyzed three case studies of activities within the Department to illustrate the problem and the process of capacity building and institutional reform: choosing an appropriately qualified team to visit India, revitalizing a literacy magazine published by the department, and creating a transparent and merit-based process for screening the qualifications of field literacy staff.



Dr. Cristine Smith, working with **Laura Gluck** (M.Ed. 2011), is now in the final stages of analyzing the data from a six-year, longitudinal study of the impact of adult basic education programs on transition to college in New England. The study is seeking to identify factors which increased the probability of transition to and persistence in college. Preliminary results suggest that transition programs that gave grades on students' papers or provided learners with access to mentors with college experience fared better than programs without these characteristics.

CIE Stays in Kabul

In August of 2012, CIE was awarded an additional \$11 million by USAID to continue work with higher education in Afghanistan for a seventh year. The project is managed by a team of six at CIE – two faculty members, two staff members, and two graduate RAs. The project is carried out in Afghanistan by a team of expatriates and senior Afghan employees. The major objectives of the one-year extension are to:

- Provide technical assistance to help implement the National Higher Education Strategic Plan.
- Start a new Master's Degree in Public Policy and Administration and continue support for the ongoing Master's in Education now in its fifth year.
- Improve university teaching in faculties of education and expand to a selected few new faculties.
- Develop two-year Associate Degree Programs at Kabul Polytechnic University as the foundation for a future Community College system.

The two master's degrees have been very popular and successful. Both degrees have been successful in having 50% women in all cohorts that have been admitted.

Leadership and Teacher Development in Palestine

CIE has been awarded a \$1 million sub-contract from AMIDEAST, with USAID West Bank & Gaza funding, to help with the reform of teacher education in the West Bank and Gaza. The project is a comprehensive education reform initiative focused on supporting the Ministry of Education's national effort in teacher development. The overall goal is to improve the quality of education through a comprehensive approach to leadership and teacher development, concentrating on in-service teachers in grades 5-10, principals, and supervisors, and the macro policy context.

Center for International Education
285 Hills South
University of Massachusetts
Amherst, MA 01003
Email: cie@educ.umass.edu Tel: 413-545-0465