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Degrees Earned in 2007-2008 Academic Year

Seven CIE students earned degrees during the 2007-2008 academic year, one Doctorate and six Masters degrees. Their Dissertations and Master's projects reflect both the diversity of their experience and their wide ranging interests in the field of International Education






Doctoral Degrees

Sahadat H. Chaudhury (Bangladesh)

*Choices and Voices of Adult Illiterates: Exploring
Their Literacy Needs in Rural Bangladesh.*



Masters Degrees

	<p>Halona Y. Agouda (USA) <i>Globalize Me: The Rural Woman's Struggle for Socio-Economic Inclusion in West Africa</i></p>
	<p>Waris Barcha (Pakistan) <i>Gender Analysis of Secondary School Texts in Pakistan</i></p>
	<p>Farida Fleming (Australia) <i>From Nurses Aide to Registered Nurse: Straight Line or Cycle</i></p>
	<p>Sarah Kahando (Kenya) <i>Interface of education coordination in post-conflict settings: Case study of community girls schools in South Sudan</i></p>
	<p>Vanessa Merine (Haiti) <i>"Pale Franse Pa di Lespri Pou sa!" Language, Identity and Power in the Haitian Context</i></p>
	<p>Rebecca Paulson (USA) <i>Integrated development: Combining strategies to meet connected needs</i></p>

The big day finally arrives when the degree is in hand!



CIE Students win National Awards for Second Time!

Margaret MacNamara Memorial Fund Scholarship

Martina Achieng Ochiel from Kenya was chosen as one of nine recipients in a national competition for a Margaret MacNamara Memorial Fund Scholarship. [Martina](#) is the second CIE student to receive this scholarship. Several years ago **Tashi Zangmo**, a doctoral student from Bhutan received the award. [Tashi](#) is now writing her dissertation. Martina is also a doctoral student who is now preparing for her comprehensive exam on the plight of AIDS-affected children in Kenya. Martina writes:



I am happy to announce that I have been awarded the 2008 MMMF scholarship. The MMMF scholarship is highly prestigious and fairly competitive. It is awarded to women from developing countries whose past work, present studies (including research interests) and future career goals are directly related to the improvement of the lives of women and children in their home countries or other developing countries. In addition to good recommendations and academic records, the applicant needs to demonstrate a willingness to return to her home country or another developing country at the completion of her studies. After the selection process, all recipients are invited to a reception ceremony at the World Bank Headquarters in Washington DC where they are hosted by members of the World Bank family and have a chance to

share their study objectives as well as future career goals during a special recipients' panel. I tremendously enjoyed the reception ceremony, since I was able to meet with like-minded recipients from all over the nation and also had a chance to meet with the president of the World Bank. I strongly encourage CIE members who qualify to apply for this prestigious scholarship.

PEO International Peace Scholarship

Martha Nyongani, a doctoral student from Malawi was awarded an International Peace Scholarship. [PEO](#) was established in 1949 to provide scholarships to international women students to pursue graduate study either in the US or Canada. Several years ago, **Martina Ochiel**, a current CIE doctoral student from Kenya who is writing her comprehensive exams, also received one these awards. Martha's personal statement on her application read in part:



I am convinced that education is crucial in achieving sustainable development. This conviction is what made me realize that I need to deepen my knowledge and skills in planning, policy analysis and implementation of education programs if I were to continue to make a difference in the education sector in Malawi. I am particularly interested in education reform yet the issue of education reform cannot be adequately addressed if one doesn't have sufficient knowledge concerning the factors that influence learning and how school programs can be planned to reflect this. I will therefore like to deepen my understanding in this area by engaging more with program design, implementation and evaluation.

Senior Afghan Educators spend January at CIE

In January of 2008 CIE welcomed six senior educators from Afghanistan for a month-long study tour. The group is composed of six educational leaders from the Afghan Ministry of Higher Education as well as administrators and faculty members from two major universities in Afghanistan. The group was chosen from several committees in Afghanistan who are responsible for designing and implementing a Master's degree in Education at Kabul Education University.



During their stay at the University of Massachusetts, committee members will learn about and discuss various academic and administrative aspects related to developing and implementing a Master's Degree program. Topics will include curriculum development, admissions, classroom instruction, advising, assessment, budgeting, shared governance and academic leadership. The committee members will have a chance to work with key university administrators and faculty members from various departments at UMass and to visit a number of local educational institutions. They will return to Kabul to start the new degree in March of 2008 with the support and assistance of the Higher Education Project in which CIE is a partner.



The training team at CIE included Joe Berger, the department chair, Wahid Omar who who works for CIE in Afghanistan, along with **Frank McNerney**, **Kimberly Parekh** and **Halona Agouda** who are current CIE students as well as [Bonnie Mullinix](#), who was serving as a curriculum consultant and who will travel to Afghanistan to help in the design of the curriculum and courses for the new degree.

CIE Activities On Campus - Fall 2007

[CIE Generations Meet in Mali](#)

[CIE's 40th Fall Retreat!](#)

[Sally Habana-Hafner Speaks on her Research in Mindanao](#)

[Debbie Fredo Reflects on her work in Mali at a Tuesday Meeting](#)

[CIE's Annual Fall Reception](#)

Old and New CIE Members Work Together in Mali

Rebecca Paulson, a second year masters candidate, spent part of October in Mali and shared her experience at a Tuesday meeting. She writes:

*Recently I traveled to Mali for 2 1/2 weeks to deliver a training on instructional time with the World Bank. We teamed up with local partners, the Institut d'Education Populaire (IEP), which happens to be run by two Center graduates, **Debbie Fredo** and **Maria Keita**. In conjunction with Maria, we trained a group of 20 enumerators in a system of classroom observations which attempts to measure time off-task in the classroom. It was fantastic to be able to work with Center*



members half-way around the globe and to see what an impact they are making in Mali. Our training was actually conducted at Debbie and Maria's institute and we were able to witness first hand the positive effects their school has had on the surrounding community. After one week of training our group conducted classroom observations and early reading assessments in over 50 schools in three regions of Mali. Maria plans to use this data to improve the training methodology used by IEP to train teachers. She also plans to utilize information learned from the reading assessments to improve the pedagogy of teachers in teaching reading.

CIE Attends its 40th Annual Fall Retreat

Almost 40 CIE members gathered once again at Camp Bement for the annual fall retreat. The weather was exceptionally balmy which added to the pleasure of being there. The discussion was enhanced by the presence of seven Afghans participating in a study preparation program at CIE along with two Malawians back for the doctorates and two new Palestinians sponsored by Soros. Part of the retreat focussed on ways to link the past, the present and the future through activities at the upcoming 40th anniversary conference and reunion planned for June 2008.



*Initiatives & Challenges in Madrasah Education
Reform in Muslim Mindanao*
Reported by Wendy Wheaton

[Sally Habana-Hafner](#) spoke to the Tuesday meeting about her recent experiences as a Fulbright Scholar in the Philippines. Sally retired as a CIE faculty member several years ago and is now able to focus her attention on work with schools and educators in



Mindanao. Her study was undertaken in collaboration with the University of Southern Mindanao in Kabacan, Cotabato in the Philippines. She reported on the ways in which she was able to involve faculty and graduate students of USM in the research process.

The [Philippine Madrasah Project \(PMP\)](#) was a two-year collaboration between the Institute for Training & Development (ITD) of Amherst, currently directed by **Mark Protti**, and the [University of Southern Mindanao \(USM\)](#). Sally's research focused on the 28 Madrasah educators who participated in a three-week study tour in the US managed by ITD a year earlier. The study followed up on how they initiated & implemented action plans which they had drawn up as part of their visit to the States. Using a participatory action research approach the study sought to unveil successes, challenges in action planning – what initiatives/practices promote change successfully – and, what policy strategies for education reform in Mindanao were instituted?

The study produced a number of successes, challenges, examples of applied learning, and produced some contributions to the Madrasah education system. The results also offered new policy perspectives and potential for change. Dr. Habana-Hafner said that for her the most cherished “effect” of the study was the linkages at the local community level and the new relationships that were created throughout the process. These “unexpected benefits”

included the transformative learning that ensued between Christians - the graduate students were all Christians - and Muslims who worked closely together on the project. She showed how these relationships represented a natural promotion of peace that was witnessed by the participants' personal accounts. And, by having faculty and graduate students work together, there seemed to be a heightened mutual respect for one another, for the value of service learning and the importance of linkages within the Muslim community. Finally, the group engaged in this study expressed intense interest in being part of the institutionalization of their work and further research.



Thanks to Sally for such an informative and compelling presentation. Hopefully some CIE students may be “hooked” and will get involved in ongoing efforts with Sally in Mindanao! [9-07]

The Institute for Popular Education in Mali

Reported by Peter Quamo

CIE member [Deb Fredo](#) (Ed.D 1995) was the featured speaker at the Center meeting on September 18, 2007 sharing her experiences working in Mali as co-founder of the [Institute for Popular Education](#), along with [Maria Keita](#) (M.Ed 1997). Deb’s work in Mali through the Institute has allowed her to apply many of the principles and practices learned at CIE in the field. She and her colleagues in Mali are attempting to fuse popular, formal, and non-formal education and are committed to *deep practice* as a way of creating the synergy needed to bring policy and practice into more harmonious alignment.



National education policy in Mali has recently undergone a transformation turning alternatives into mainstream policy. The introduction of a community-oriented approach to education has allowed for bilingual instruction, the decentralization of education management, and the community governance of schools. The Institute for Popular Education has taken this opportunity to address blockages preventing these policies from being realized in practice. This friction between the elements of policy and practice is being transformed by “*alterstreaming*” – linking the two elements with developments in the environment. At the heart of this convergence are demonstration schools which unite the school and community through integrated tasks. This effort allows the mapping of tendencies to conform, reform, and transform using people’s actions to link micro issues and macro-issues. The transformation ultimately strives to *Kalankq Mali Ya* – Teach/Learn for Mali – which is equally applicable to many present reform initiatives throughout West Africa.



The Institute for Popular Education has maintained a think tank mentality rather than project approach which allows the organization to draw upon the wide support of education professionals and core government individuals to push alternatives into the mainstream. It is in this spirit that Deb Fredo extended an open invitation at the end of her presentation to CIE members and other interested parties to attend a Think

Tank Institute planned for the summer of 2008. Debbie is currently in Amherst for Fall 2007 teaching at SIT and staying with **Marla Solomon**.^[9-07]

CIE Annual Fall Reception - 2007

Center Members - newly arrived, older students and graduates from earlier - along with faculty and administrators gathered at the home of DRE and Gretchen for CIE's annual fall reception. Among the newly arrived is a group of seven Afghan students in a Masters Preparation program, a number of whom came in their traditional dress.



