

## **CIE Activities: Fall 2002 - Spring 2003**

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### ***CIE Activities On Campus - Spring 2003***

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### **CIE Graduates - May 2003**

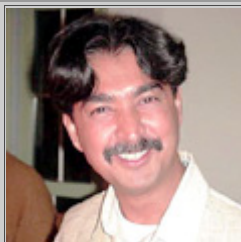



CIE had a bumper year with a total of 16 master's candidates and 7 doctoral candidates finishing their degrees during the '02-'03 academic year. [Photo by Daniel Koroma]

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## New CIE Dissertations - Spring 2003

<b>Magda Ahmed</b>  <i>Sudanese refugee women becoming activists: The role of popular education</i>	
<b>Ken Byrne</b>  <i>A pedagogy of disharmony: Subjects, economies, desires</i>	
<b>Lulu Davies</b>  <i>Monitoring and evaluating adult education in the District of Columbia</i>	
<b>Cole Genge</b>  <i>Nurturance: An Andean Amerindian way of life as an alternative construct to development theory and practice</i>	
<b>Shekhar Regmi</b>  <i>Perspective transformation: An ethno-culturally based community service learning course with refugees and immigrants</i>	
<b>Michael J. Simsik</b>  <i>Priorities in conflict: Livelihood practices, environmental threats, and the conservation of biodiversity in Madagascar</i>	

<b>Mainus Sultan</b>  <i>The process of collaborative capacity building: The journey towards achieving self-management for local INGO staff in Lao PDR</i>	
<b>Keshab Thapaliya</b>  <i>Voices of rural women in Nepal: Impacts of literacy on the lives of women</i>	

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### Master's Projects - Spring 2003

	<b>Irina Anjelova</b> Civic Education in Armenia: Possibility and Challenges in Implementation
	<b>Mukul Acharya</b> Microfinance with non-formal education: An approach for effectiveness and scaling up outreach
	<b>Andrew Habana Hafner</b> Supporting the language agenda in teacher development: Preparing teachers for culturally and linguistically diverse students
	<b>M. Majid Khan</b> Privatization of Higher Education in Pakistan: Analysis and Critique of the National Policy



**Saida Nabiyeva**

Towards Innovation in Higher Education: Educational Reforms in Azerbaijan



**Stephanie Pirroni**

An Approach to Transformative Learning for Social Capital Building

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### *CARE Staff Reunion at CIE*

[Jane Benbow](#) (Ed.D. 1994) visited CIE during the last week of semester. As part of her visit she and three current degree candidates held a CARE reunion. Jane is currently the Director of Girls' and Basic Education in CARE's home office in Atlanta. Due in large part to Jane's efforts there are three former CARE employees: **Sam Oduro-Sarpong** from Ghana, **Monica Gomes** from Bangladesh, and **Fulgence Swai** from Tanzania. CIE is currently working with CARE on education projects in both Afghanistan and in Southern Sudan. We look forward to many more years of collaboration.



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### *Earth Action International - How you can make a difference*

reported by Dale Jones

Lois Barber, a founder of **20/20 Vision** and Co-Director and Co-Founder of **Earth**

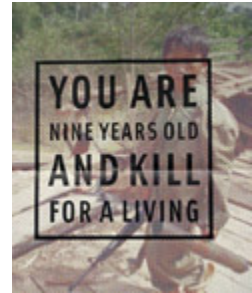


**Action International** spoke on a recent Tuesday to an enthusiastic center community. Lois outlined some of the principles that have informed her approach to encouraging public involvement in issues of concern and that grew out of her work at 20/20 Vision (<http://www.2020vision.org/>). First, she said that they did not directly try to change people's opinions, rather preferring to work with those who basically agreed but were passive and inactive in supporting their

beliefs. The challenge was to mobilize those supporters in an effective and timely way. Other principles involved providing brief summaries (in the form of postcards) that people could understand quickly (20 minutes a month and \$20 contribution per

year were the basis of the 20/20 mission) and clear, simple instructions about how to influence law makers and policy leaders.

She then turned to a discussion of Earth Action International - a global network of over 2000 partner organizations in 160 countries around the globe. Earth Action's mission is to inform groups through providing materials or "tools" as Lois stated, for the group to enlighten its members on how to take action. Issues such as peace, environmental protection, education for children, human rights and the like are at the forefront of the action alerts that Earth Action provides. The tools include action postcards, letters, a poster and media materials.



The lively discussion focused on a recent campaign undertaken by Earth Action to help implement the Convention on the Rights of the Child: Education for All, abolishing the conscription of Child Soldiers, controlling Child Labor, and helping Street Children. Lois discussed the methods of collaboration Earth Action uses in reaching out to and partnering with local NGO's and other organizations. The discussion was rich and informative. Lois also suggested that Earth Action would be a good site for CIE students to do an internship and or practicum. For more information and to see the partnering organizations around the globe please visit the website: <http://www.earthaction.org>

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### *Why do poor countries stay poor?*

reported by Frank McNerney

On Tuesday, 11 March, **Professor Mohan Rao**, from the Economics Dept. at UMass, presented stimulating talk that ranged widely around the topic of how countries can develop and escape poverty.



In Rao's view, the most policy makers incorrectly apply the neo-liberal notion that free trade, with its one size fits all policy, to every developing country's situation, without regard to endowments, political development or internal integrity. Free trade policy has been the reigning economic doctrine propounded by global organizations such as the IMF and World Bank for the past 15 years, yet this policy may be detrimental to the improvement of the economic life in the least developed countries. Rao shares the view of Nobel laureate Joseph Stiglitz that countries starting on the road to industrialization--the only way to become more prosperous, since no agrarian based countries are "rich"--must protect targeted domestic industries by using trade-based subsidies such as



tariffs. A completely open trading policy for developing countries may result in an absolute rather than just a relative decline in terms of prosperity.



Perhaps even more important, however, than any economic or political policy are the human values that inform the actions of the players in any market. The competing principles of justice and "rent-seeking" (the ability to generate unearned income) are part of our basic human nature. Until our institutions, can build into their value systems a notion of justice, we will continue to use mechanistic and impersonal models such as free trade to govern the interactions of the world. This is the challenge that faces educators, economists and all of us: How do we protect the least capable and most disadvantaged in our societies? If we reduce the whole argument to "carrots and sticks" - market driven impersonal incentives and punishments, then this is unfair to our own humanity.

For a expanded version of his ideas see his recent paper: <http://ideas.repec.org/p/uma/periwp/wp1.html> Professor Rao's current research focuses on issues of globalization and liberalization policies, particularly in low-income countries. He is presently working on the possibility of 'pro-poor' or egalitarian growth with applications to Indonesia.



### **CIE Welcomes Rectors from Russian Universities**



Rectors from six universities in Russia spent a week at CIE and UMass in early February studying various ideas in the reform of higher education. The first part of their program was spent at Harvard University. The program is sponsored by the National Training foundation in Moscow (<http://www.ntf.ru>) with funds provided by the World Bank. The trip is part of a larger effort to bring innovations to higher education in Russia. The rectors direct such institutions as Kuban State University, Tomsk State University, Kemerovo State University, Barnaul State Pedagogical University and South-Russian University of Economics and Services.



The training program at UMass covered topics such as curricular reform, faculty development, information technology, university governance, strategic higher education



planning, educational networking, science education, and distance learning. During their visit they met with leaders ranging from Chancellor Lombardy, to the Dean of the School of Education, Andy Effrat, and Stan Rosenberg, our state senator. The rectors made a presentation at a Tuesday morning CIE meeting and at the end of the visit presented a summary of their reactions to reform ideas they had seen on their visit and their plans for using some of them upon their return to Russia. In addition to attending graduate level classes and learning about United States culture, the rectors also met with selected administrators and staff from the five colleges. The visit concluded with a gala dinner, complete with numerous Russian-style toasts, at a local Chinese restaurant where they were presented with diplomas attesting to their participation in the program at UMass.



## *CIE Activities On Campus - Fall 2002*



[New Doctoral Dissertations - Fall 2002](#)

[New Masters Projects - Fall 2002](#)

[Karen Campbell-Nelson on Timor](#)

[Ron Israel from EDC visits CIE](#)

[Dr. Helen Caldicott Speaks - Organized by CIE](#)

[Helping Children Outgrow War - New Publication](#)

[Ann Dykstra speaks on "Conflict and Education"](#)

[Marylen Serna Salinas - speaks on Colombia's \*Plan de Vida\*](#)

[Annual Fall Retreat at Camp Bement](#)

[The annual Fall Reception - at the Hartwells](#)

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## Recent CIE Dissertations - Fall 2002

### **Thanh van Duong**

*Family and Community-based Social Capital & Education Attainment in Vietnam During the Doi Moi Process*



### **Papayah Guruvadoo**

*Effective Strategies for Integrating Information and Computer Technologies in Education: A Case Study of Mauritius.*



### **Tim Taylor**

*Modernizing English Teacher Education in China: Faculty Perspectives.*



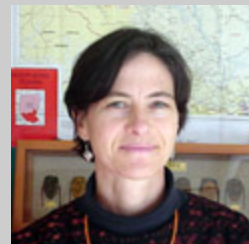
### **Yasin Magan**

*Famine & Ideology: The Precipitating Factors and Educational Implications in the Case of Somalia*



### **Karen Campbell-Nelson**

*Learning Resistance in West Timor*



### **Mohamed Ibrahim**

*Evaluation of the Oppressed: An Alternative Social Justice Approach to Program Evaluation.*








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## Master's Projects - Fall 2002

	<b>Chokocha Selemani-Mbewe</b> <i>Knowledge, attitude and practice of classroom assessment: Implications for the implementation of school-based assessment in Malawi</i>
	<b>Josephine Mkandawire</b> <i>The growth of private secondary schools in Malawi: Implications on the registration and quality monitoring</i>
	<b>Abraham Sineta</b> <i>The decentralization of services in Malawi: Perceptions of key actor groups of the devolution of primary education</i>
	<b>Bob Chulu</b> <i>Evaluating the content validity of the Malawi School Certificate of Education physical science examination</i>
	<b>Jack Chalimba</b> <i>Consistency of measurement across four subtests of the Malawi School Certificate of Education English Examination</i>
	<b>Ken Ndala</b> <i>Challenges in the payment of primary school teachers' salaries: The case of Lilongwe District (Malawi)</i>
	<b>Martha Nyongani</b> <i>Promoting inclusive practices in Malawi: Assessment of primary school teachers' knowledge and skills in special needs education</i>

	<b>Dyce Nkhoma</b> <i>Implications of cost sharing policy on access and persistency in secondary education system: A case of Chiradzulu district in Malawi</i>
	<b>Leah Kaira</b> <i>Malawi teachers' knowledge of and attitude towards standardized tests</i>
	<b>Maxwell Nkhokwe</b> <i>Improving Malawi's Education Management Information System (EMIS)</i>

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### **Women's Bodies as Militarized Zones**

reported by Frank McNerney

**Karen Campbell-Nelson**, who recently defended her dissertation, spoke about her experiences in West Timor, particularly during the period from February to May 2000 when approximately 250,000 people from East Timor sought refuge in West Timor. Her talk addressed the violence done to women in 74 of the approximately 200 camps then in existence.



Karen was part of a team in which local women documented some of the violence that East Timorese women experienced in the camps. Karen shared information from the findings of this team, including the social dissipation of a culture into gambling and violence. In a broader theme, she portrayed the systematic role of Indonesian security forces to form and use militia to seek retribution against the East Timorese independence movement. Having left East Timor and with no more "territory" to conquer, the men trained for such work turned to those closest and most vulnerable to them-their wives and partners-both to take revenge on their defeat and to reassert their identity as men with control over other territory -- namely women's bodies.

The team with which Karen worked, TKTB or The West Timor Humanitarian Team, consisted of 45 local women, most with no NGO experience but good knowledge of local customs, was quite different than the typical institutional relief agency staff. The participatory



approach in this research project led to information about other topics besides violence against women, such as the role of gambling and small arms manufacture in these camps.

Karen, who has lived in Indonesia since 1983, co-authored a book last year based on the work of a small group of researchers, *Perempuan yang Dibawa/h Laki-laki yang*

*Kalah: Kekerasan terhadap Perempuan Timor di dalam Kamp-kamp Pengungsi di Timor Barat* [The Women who were carried by and Underneath the Men who Lost: Violence against East Timor Women in refugee camps in West Timor].

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### Ron Israel visits from EDC

By Ash Hartwell



On Tuesday October 28, Ron Israel, head of Education Development Center's Global Learning Group, entertained and enlightened the CIE community with songs, stories and an invitation. EDC was established forty years ago as an innovative center for curriculum development, teacher training and school reform. EDC (<http://www2.edc.org/>) is currently engaged in some 350 projects, carried out by 15 professional centers with 600 staff. The Global Learning Group promotes the more effective use of knowledge and information to support human development needs in countries around the world. GLG believes that we are living on the cusp of a global community of nations, where no one country can afford to overlook the experience of others.

Ron described EDC's establishment of the Bedford Global Learning Charter School. Located in downtown New Bedford, MA, this Horace Mann Charter School opened in the fall of 2002 with an initial enrollment of 250 students in grades 6-8. The school offers a curriculum focused on preparing students for the



economic, social, and civic challenges of the 21st Century with integrated cross-cutting themes in career awareness, global citizenship, technology literacy, and life skills. EDC plays an important role in the school's startup, management, and technical assistance. EDC is interested in having members of the CIE community becoming involved with the Bedford Global Learning Charter School. George Urch, Professor Emeritus and

founder of CIE's Global Horizon's Project has volunteered to organize this activity starting in 2003.

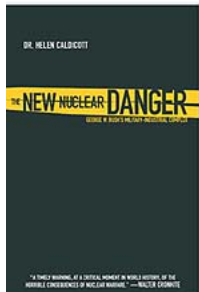
Ron not only spoke to these issues, he also entertained us with songs that he has composed and recorded on two CDs, compositions such as *Don't Neglect Nobody* and *Beauty of the World*. Ron didn't just 'walk the talk' he sang it as well. We look forward to this collaboration.

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**Dr. Helen Caldicott**  
visit organized by CIE

Helen Caldicott, recognized world wide as one of the most articulate and passionate advocates for citizen action to remedy the nuclear and environmental crises of the nuclear age, spoke to an appreciative audience of over 300 people at Sage Hall, Smith College on November 12th. After the talk she signed copies of her book, talked with members of the audience, and participated in one of the caucuses that took place after refreshments were served.



Her talk drew heavily on material from her most recent book, *The New Nuclear Danger: George W. Bush's Military-Industrial Complex*. The theme was to raise awareness of the current generation about the dangers of the nuclear age at a time when we have become too complacent about the dangers of nuclear war. The following two paragraphs are taken from a review published by Booklist.

*Her harrowing descriptions make it abundantly clear that to flirt with the terrible power of uranium and plutonium (which was named after the god of hell for good reason) is to risk the very "death of life". And yet the powers that be, an amalgam of arms dealers and politicians, proceed, unchallenged by a distracted and docile citizenry, according to Caldicott. She dexterously exposes the enormous influence that weapons corporations such as Lockheed Martin have on George W. Bush's administration, then illuminates myriad facets of our hubristic and potentially apocalyptic corporate-driven nuclear scheme, from the dogged pursuit of worthless missile defense systems to the real work of the cynically named Stockpile Stewardship and Management Program - the wildly irresponsible creation of new, treaty-breaking nuclear weapons.*



*The Doomsday Clock, the symbol of nuclear danger, has just been set two minutes closer to midnight, so the time to take Caldicott's measured and wise words to heart is now.*

Dr. Caldicott is the current Founder and President of the Nuclear Policy Research Institute ([www.nuclearpolicy.org](http://www.nuclearpolicy.org)). She is also the co-founder of the Nobel Prize winning Physicians for Social Responsibility was herself a nominee for the Nobel Peace Prize. She has honorary degrees from several universities and both the Smithsonian Institute and the Ladies Home Journal named her one of the most Influential Women of the Twentieth Century. Currently, she is the Founder and President of the Nuclear Policy Research Institute.



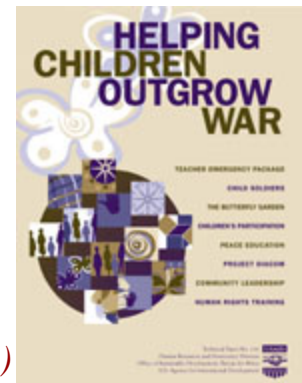
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### CIE Seminar Leads to Published Guidebook



Growing out of an experimental seminar that was offered at CIE in the Fall of 2001, this guidebook was published in June of 2002 by USAID. Assembled by **Vachel Miller** and **Fritz Affolter**, current doctoral candidates at CIE, with assistance from a variety of others including **Ash Hartwell**. The book is now being used as a text in the course [Education in Post-Conflict Settings](#) being offered in Fall 2002 at CIE by Ash Hartwell and **Yvonne Shanahan**.

The following description is taken from a summary on the Ginie web site. *This new guidebook from USAID's Improving Educational Quality Project focuses on the challenges of children's learning in post-conflict educational reconstruction. It is primarily concerned with creating constructive learning in the wake of social violence. It reviews eight cases related to the problems of educational stunting created by war: (1) Teacher Emergency Packages; Child Soldiers [Africa]; (3) the Butterfly Garden [Sri Lanka]; (4) Children's Participation [Sri Lanka]; (5) Peace Education [Kenya]; (6) Project Diacom [Balkans]; (7) Community Leadership [Azerbaijan]; and (8) Human rights Training [Peru].*



*A must read for both program administrators and practitioners interested in the issues of social violence and learning. The case studies are practical in their design, sharing both experiences and instruments.*



To read or download a copy in PDF see the following site: <http://www.ginie.org/children>

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### **Conflict and Education**

Anne Dykstra, Ph.D., USAID Senior Technical Adviser for Girls' and Women's Education visited CIE for several days in October to make presentations in the [\*Education in Post-Conflict Settings\*](#) class as well as at the Tuesday Center meeting.



Her presentation on Tuesday October 15th was entitled ***Conflict and Education***. She discussed the post-conflict sequence of establishing a stable government and reconstruction of education in developing countries. She suggested a model of possible intervention points for planning and strategic action based on the country context and education markers. Her argument was based on three premises:

- Destroyed education systems are rebuilt through predictable technical and political processes
- There are optimum periods of influence on technical and political processes during the rebuilding process; these periods come at the early stages of the process, well before an elected government is put in place.
- Both the content and process of rebuilding education must be congruent with establishment of good governance, and institutionalizing peace and stability.

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### ***Plan de Vida vs Plan de Muerte*** by Jennifer Cannon

In collaboration with co-sponsors Witness for Peace New England and *Solidaridad Colombia*, CIE welcomed [\*Marylen Serna Salinas\*](#) at CIE on Tuesday October 1st. Marylen spoke with center members about the current situation in Colombia and the indigenous resistance movements that are growing stronger despite intensive military repression. Marylen Serna Salinas is a founder of the Campesino and People's Movement of Cajibío located in the southwestern state of Cauca, Colombia.



The movement seeks to create respect for indigenous political, economic and cultural rights. Marylen spoke of *Plan de Vida*, an alternative sustainable development model that was created by her community to counter the US-sponsored Plan Colombia, locally referred to as *Plan de Muerte* or plan of death. Central to the *Plan de Vida* is the creation and implementation of leadership schools that teach campesino youth the critical importance of indigenous knowledge and customs. Methods of popular education are used to teach community members the history of the military conflict in Colombia including an analysis of international economics, US imperialism and foreign interest in Colombia's oil and other natural resources. *Plan de Vida* also includes community-controlled health care and is struggling to develop and maintain viable crops that can serve as substitutes for coca production.



As a result of her leadership, at the end of 2001, Marylen and her family were forced to leave their home in Cauca in response to persistent death threats. Currently they reside in the capital city of Bogota and Marylen continues her work from there at great personal risk. It was a privilege to witness Marylen's passion and dedication to her people and to the struggle for justice in Colombia. ***La lucha sigue!***



For more information see: <http://www.witnessforpeace.org/newengland/> For a group with a more visual approach to education about Plan Colombia see <http://www.beehivecollective.org/pcweb.jpg>

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## *Fall Reception - 2002*

This year the reception was held at the house of Ash and Trish Hartwell, inaugurating we hope a new "tradition" to begin the school year. The pictures below speak for themselves.



*The "Housing Crew"*



*Ash Explains*



*Faculty at work*



*Gabriela sets the Fashion*



*Stephanie & Manaslu*



*Monica and Husband*



*Deep Conversation*



*Steve Sireci and testing folks*



*Eugenio Gonzales meets others*





*Luis & Sally*



*The Muskie Fellows at the Table*



*Surprise Visitors  
Phoebe & Mary*



*Dr. Fan Yihong!*



*Thanh*



*Mary Visits*

## **Fall 2002 Retreat at Camp Bement**



