

## **CIE On-Campus Activities**


### **Spring 2005 - Fall 2004 - Summer 2004**

#### ***CIE Activities - Spring 2005***

[CIE Doctoral Dissertations in 04-05 Academic Year](#)  
[Masters Graduates for Spring 2005](#)  
[Malawi Examination Officials Visit CIE](#)  
[Living Routes - Eco-Villages](#)

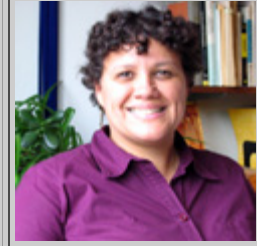
#### **Doctoral Graduates**

During the past year, nine CIE members finished their doctoral degrees. Their dissertation research reflects the diversity of their backgrounds and interests as well as the emerging areas of concern in the field of development education.

<b>Maxwell Suluma Nkhokwe (Malawi)</b>  <i>Decentralization by an efficient information system: Enabling efficient decisions for basic education in Malawi</i>	
<b>Janna Shadduck-Hernandez (USA)</b>  <i>"Here I am Now!" Community service learning with immigrant and refugee undergraduates: The use of critical pedagogy, situated learning and funds of knowledge</i>	
<b>Sherry Russell (USA)</b>  <i>"You don't have to go to college to know it all" Meaning-making in a participatory adult education project</i>	

**Erica Piedade (USA)**

*Voices from the field: Auxiliary nurse-midwives of Nepal*



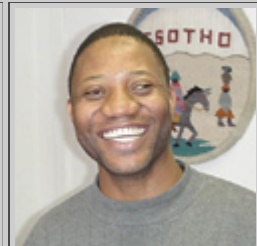
**Elias Moning (Indonesia)**

*Reinventing indigenous knowledge: A crucial factor for an IPM-based sustainable agricultural development*



**Tsoaledi Thobejane (South Africa)**

*Post-apartheid education: Towards liberation or equity?*



**Duong von Chu (Viet Nam)**

*Culture and healthcare for Vietnamese adults and elderly of greater Springfield, Massachusetts.*



**Joanie Cohen-Mitchell (USA)**

*Literacy and numeracy practices of market women in Quetzaltenango, Guatemala: An ethnographic study*



**Vachel Miller (USA)**

*Indications of positive peacebuilding in education: A basic needs approach*






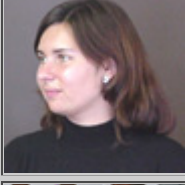
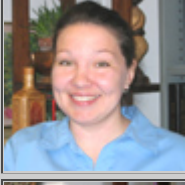

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## **Masters Graduates - Spring 2005**

Eight CIE master's candidates completed their program in Spring of 2005 and posed with faculty after their Master's presentations to the CIE community at the last Tuesday meeting of the year.



The titles of their Master's projects, which are shown below, reflect the diversity of national backgrounds and interests of the candidates.

	<b>Jennifer Chin</b> Exploring Gender, Reducing HIV/AIDS: A Training Design for Peer Facilitators of UNICEF Namibia's 'My Future is My Choice' Program
	<b>David Donaldson</b> 'Is there a slate for me?' - A look at the inclusion of children with disabilities in BRAC schools
	<b>Firuza Gafurova</b> The Epidemic of the Young: An Overview of the HIV/AIDS Situation and Current Preventive Practices in Uzbekistan
	<b>Hatsue Kimura</b> An analysis of information management at the school level in Malawi: A case of Lilongwe primary schools
	<b>Aiah Mbayo</b> Contextual challenges for application of minimum standards in emergency education
	<b>Olya Narbutovich</b> Internationalization as a New Paradigm for Higher Education: the cases of Western CIS countries of Ukraine, Belarus, Russian, and Moldova
	<b>Larissa Savitskaya</b> Preparing for the Implementation of the 'Monitoring Learning Achievement' Project in Tajikistan
	<b>Hui Zhao</b> Expanding Access to Learning: A case study of virtual schools in China



## Living Routes

Is human consumption of resources exceeding limits on environmental capacity on a global scale? Yes, argues Daniel Greenberg—and there are living examples of how to organize communities differently, so as to live sustainably on the planet. Greenberg is the Executive Director of [Living Routes](#), located in Amherst. Living Routes organizes study abroad programs for undergraduate students to live, work, and stay in eco-villages. Greenberg introduced the Living Routes program and showed images of eco-village life during a presentation at the Center meeting in February. Eco-villages are communities dedicated to reducing their resource consumption and living more harmoniously—with the local environment and with other people. Studying in eco-villages, Living Routes students gain experiential understanding of concepts such as permaculture, human ecology, holistic living, and participatory democracy. Greenberg pointed out that eco-villages can be found in both the North and South. He showed examples from Scotland, India, Senegal, and the United States. Within their own contexts, these communities experiment with alternative modes of development and environmentally-sensitive strategies for construction, food production, and energy use. For Greenberg, eco-villages are models of a “new story” which is necessary for the ultimate survival of human societies on a limited and fragile planet.



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## MANEB Officials Visit CIE

In February 2005, CIE welcomed visitors from the Malawi National Examinations Board (MANEB), a state mandated examination board that prepares and administers nationwide examinations in the country. The board develops credentialing, selection, and aptitude examinations for public as well as private schools, teachers' colleges, and



organizations. In efforts to learn how their colleagues cope with challenges ranging from security to efficient service delivery, MANEB's Executive Director: Mathew Matemba, Director of Computer Services: Michael Nkhoma, and Director of Examinations: David Yadidi visited UMass as well as various testing and measurement institutions in the United States and Canada.

Visits included Educational Testing Service (ETS) in Princeton, New Jersey and



National Examination Systems (NES) in Amherst, as well as the Research and Evaluation Methods Program (REMP) at UMass where the group attended a seminar on *The Fundamentals of Testing* with Professor Steve Sireci. After collaborating ideas and exchanging knowledge with other experts in the field, the group returned to Malawi with new ideas and direction for its role in upgrading and developing the skills of testing and measurement professionals currently working in MANEB, as well as improving the quality of the examinations and the fairness of their dissemination and scoring.



MANEB works in partnership with CIE, the University of Malawi at Chancellor's College, and the Ministry of Education of Malawi as part of a five-year project funded by USAID.

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## ***CIE Activities On Campus - Fall 2004***

[First Tuesday Meeting](#)  
[Policy, Planning and Finance Training Program- Malawian Educators](#)  
[Roger Hart - Children as Citizens in Colombia](#)  
[CIE Annual Retreat at Camp Bement](#)  
[Masters' Projects completed](#)

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## **Master's Projects - Fall 2004**

CIE Masters candidates are required to carry out a project or research activity at the conclusion of their Master's degree program. The projects for the eight masters' candidates who completed their studies at the end of the Fall 2004 semester are listed below. The Malawian Master's projects will be printed and bound and placed in the Africana Section of the main library at Chancellor College in Zomba, Malawi.



**Lindiwe Christina Chide**

Policy and Planning for Basic Education in the Context of HIV/AIDS in Malawi

	<b>Antonie Lyson Chigeda</b> Teachers' Knowledge, Attitudes, and Practices Towards the Conduct and Discipline Regulations for the Teaching Profession in Malawi: Case of Zomba Urban Conventional Secondary Schools
	<b>Manaslu Gurung</b> Challenges and Prospects: Teaching an Introductory Course in International Education in a US College Classroom
	<b>Henry English Benstone Gwede</b> A Critical Assessment of Quality Education in Community Day Secondary Schools in Malawi: A Case Study of Mulanje District
	<b>Amadou Kamara</b> Non-Native English Speakers and Their Experience in College: A Study Based on Interview Conducted with International Students at the University of Massachusetts Amherst
	<b>Frank McNerney</b> A proposed solution to the shortage of trained primary teachers in Afghanistan
	<b>Christopher Winston Naunje</b> The Magnitude and Causes of Drop Out in Chiradzulu District Primary Schools
	<b>Dezie Andrew Mwanyumbu Noah Trigu</b> The Impact of The Malawi Secondary School Cluster System on the Management of Community Day Secondary Schools: Case of Blantyre District

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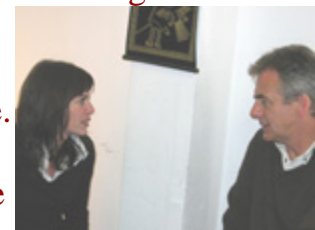
### *Children as Citizens - A Colombian Example*

reported by Wendi Carman



Roger Hart returned to CIE for a presentation and discussion in a Tuesday meeting during October 2004. Originally a geographer, his specialty is studying environment's affect on

children's growth, learning and development. Presently he is heading a project working with doctoral candidates at City College in New York monitoring a program for children who live in civil war plagued areas of Colombia. The primary objective of the project is to enhance children's role as participants in building democratic societies. His talk began with an explanation of his political philosophy of equal participation and opportunity across class, gender and age boundaries. Children especially should be involved in local government, and specifically in Colombia, he says, "The only hope they have... is to reconstruct a new society based on children's role as participating citizens." In order to accomplish real community-based improvements Hart explained that in Colombia, where politics are widely influenced by the US model, the lower levels of government need to be better organized and have more access to power and decision-making. In Colombia in the last two decades, violence has escalated, the gap between the rich and the poor is widening, over a million people have been displaced, and children are continuing to be recruited for fighting. Without the basic necessities, social networks, or community-based governments, people of poorer classes sometimes have no choice but to fight in order to eat. Hart and the doctoral candidates will collaborate with a handful of Colombian preschool teachers as part of an effort to repatriate displaced children who have been involved in violence. The program, he says, is a kind of therapy that aims to involve children directly in the healing process by treating them as active agents of democracy and community-based governance. The program's basic philosophy is that democracy begins at home. To encourage the children to reflect on and explain where they come from and how their environment affects them, they use "representational competency" in the classroom. The teachers ask their students to narrate their home lives using role-playing games and book-making projects where they illustrate their own autobiographies. It also relies heavily on parent involvement and awareness, as well as the children, to encourage the democracy-building process to start in the home. They work closely with parents and even pay visits to each home with the entire class. This approach, known as *protagonismo*, a Freirean-based movement, engages children in becoming aware of their own history and current situation in hopes of making them active members of civil society.



In planning, implementing, and improving the project, children, family, and teachers must all participate equally. Hart uses a less traditional approach to evaluation - he engages them in dialogue, listens to them, and asks questions. This process helps them clarify their goals and conceptualize the program's framework.

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### *First Tuesday Meeting - September 7th*

CIE welcomed everyone back to the Fall Semester. Returning from Malawi are eight masters candidates and two doctoral candidates. The masters candidates will be finishing their degrees at the end of this semester. Eight new students arrived to begin their degree programs and a special group of four Visiting Scholars from Malawi are also here for the semester. The four come from the planning section of the Ministry of Education and are here for intensive study of policy and planning in education. We also welcome one new Muskie Fellow from Azerbaijan who joins three other Muskie fellows who are starting their second year.



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### *Policy, Planning and Finance Training Program for Malawian Educators*

CIE welcomes four staff members from the Planning section of the Ministry of Education in Malawi for a semester-long, non-degree training institute in Policy, Planning and Finance. The four will take classes in Education Policy and in Education Finance, Monitoring and Evaluation, participate in a special seminar, and join a variety of other CIE activities before returning to their posts in the Ministry of Education. While here they will initiate projects that they will implement on their return. The four participants are profiled below.



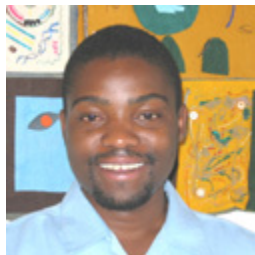
**Grace Milner** currently serves as the Senior Planning Officer under the Sub Section of the Strategic Planning Division of the Ministry of Education in Malawi where she lives with her husband and four children. After receiving a Bachelor's degree from the University of

Malawi, Chancellor College and certificate for Applied Linguistics at the University of Besancon, France, Grace has worked in various positions including a secondary school teacher, Sub-component Manager for the Government of Malawi UNDP 5 th Country Program responsible for primary education, Coordinator for a secondary school Girls' Scholarship Scheme funded by USAID, Researcher and Evaluation Officer in the Monitoring and Evaluation Unit of the Ministry of Education's Planning Department, and Deputy National Coordinator of the southern Africa Consortium for Monitoring and Evaluation Quality (SACMEQ). While studying at the Center for International Education, Grace will assess the ***Quality of Basic Education in Malawi: A Comparative Study with other Sub Sahara African States*** as a special project that



she will use upon her return to Malawi. **Tinkhani Msonda** is an economist for the Ministry of Education Science and Technology of Malawi. Tinkhani received his Bachelor's degree in economics from the University of Malawi, Chancellor College. He has worked with the Environmental Affairs Department and as a Research Assistant for waste management in Lilongwe, Malawi.

At the Center for International Education, Tinkhani will conduct a special project relevant to his work with the Ministry of Education in Malawi entitled: ***Budget Devolution in the Ministry of Education, Malawi: Is there a Way Forward?***



**Chikondi Maleta** is an Economist for the Ministry of Education, Science and Technology in Malawi. After receiving his Bachelor's Degree in Economics from the University of Malawi, Chikondi worked with O&M Consulting Ltd and as an Assistant Manager for Farmers World. Chikondi is regularly featured as a guest contributor for the Nation Newspaper. He has written numerous articles including: “Sexism in Rural Development” and “Malawi Economy at Crossroads.”

While studying at CIE, Chikondi will focus on ***The University of Malawi's Strategic Plan: Contextual Issues*** for a project that will be pertinent to his work in Malawi.



**Themba Chirwa** is an economist for the Ministry of Education, Science and Technology of Malawi. He received his Bachelors' Degree in Economics from the University of Malawi, Chancellor's College and has worked in Industrial Attachment for the First Merchant Bank Limited.

During his time at CIE , Themba will conduct a special project relevant to his work with the Ministry of Education in Malawi entitled: ***Developing a Monitoring,***

*Evaluation, and Research System for the Education Sector in Malawi: A Framework for the Ministry of Education.*

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*Annual Fall Retreat at Camp Bement*

More than thirty CIE members gathered at Camp Bement the first weekend in October for our annual retreat. Friday was devoted to community-building exercises, sports and of course the party which featured the third episode of the *Adventures of Don Freire* tilting at the ghosts of critical theory in Malawi, Afghanistan and at the local ATM machine! Saturday brought discussions of the faculty search process, CIE's admissions process, and new approaches to fund raising. The weather was mild; spirits were high and a good time was had by all.







## *Summer 2004*

### **July Events**



Back: DRE, Ken, Magda, Sherry, Janna, Hollyn  
Front: Sally, Erica, BGW, Shekar, Sultan, Gretchen

July was a busy time at CIE with comprehensives and dissertation defenses as well as lots of work on ongoing projects. To celebrate several academic milestones a group gathered one evening in the backyard of **Ken Byrne**'s house in Hadley. The group toasted the participants: **Janna Shadduck** who traveled from California for her comprehensive exam; **Sherry Russell** who came from Nepal to defend her

dissertation; **Erica Piedade** from Amherst who also defended her dissertation.

