
CIE Activities On Campus - Spring 2007

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2007 Distinguished Academic Outreach Teaching Award Dr. Daniel S. Gerber

In April, 2007, CIE's [Dan Gerber](#) (Ed.D. 1996), a professor in the Department of Public Health, was awarded the Distinguished [Academic Outreach Teaching Award](#). The citation said:

Professor Gerber has succeeded in integrating a profoundly valuable classroom experience for his students with an intensely rewarding service experience that has lasting impact on the public health of area communities. The mutual respect that he fosters in his relationships with students has become a vehicle for building understanding, skills, commitment and effectiveness in dealing with pressing public health issues, and continues to attract scores of talented undergraduate and graduate students to the field.



Dan's report on the event included the following comments:

...standing next to me was the Chancellor and Provost. - I started my speech by saying it was CIE that taught me to be the teacher I am today. I then went on to talk about the teaching I do that got me the reward. I owe my success as a teacher to CIE!

Doctoral Graduates 06-07 Academic Year





Recent graduates conducted research on educational challenges in South Asia with research on issues from Cambodia, Bangladesh, Malawi and Nepal.

<p>Urakorn Khajornwit Fuderich <i>(Thailand-USA)</i></p> <p><i>Beyond Survival: A Study of Psychological Resilience among Cambodian Child Survivors</i></p>	
<p>Mary Monica Gomes <i>(Bangladesh)</i></p> <p><i>Accelerated Learning as an Alternative Approach to Education: Possibilities and Challenges Faced by CHOLEN, an NGO Program in Bangladesh</i></p>	
<p>Dwaine Erik Lee <i>(USA)</i></p> <p><i>Taking the Pulse of a Sick Doctor: A Case Study of HIV/AIDS-related Knowledge, Attitudes and Practices of Education Personnel in Malawi</i></p>	
<p>Lisa Deyo <i>(USA)</i></p> <p><i>Perspectives on Learning in the Women's Economic Empowerment and Literacy Program in Nepal</i></p>	

Spring 07 Masters Graduates



Four Masters candidates finished their programs in Spring 07. Their master's projects reflect their experience and interests in the field of International Education

	Karen Binger <i>Permanently temporary: Roma youth seeking education</i>
	Paul Frisoli <i>We're coming out!: "Home" and "away" identities in the field of international education: An emotional construction and negotiation of the self</i>
	Jenise Holloway <i>Undocumented and undefined: College admission policies for America's hidden class</i>
	Cassandra Dragon-Archambault <i>China's long march from rhetoric to reform: Teacher perspectives on quality education for the 21st century</i>

The Global Torture Business: The US and Sudan as examples

Reported by Sarah Kahando

A recent Tuesday meeting featured [Mohammed Ibrahim Elgadi](#) who discussed his perspective and experiences with global torture, using the Sudan and the US as examples. Mohamed has recently been working with the Bill of Rights Defense Committee ([BORDC](#)) as their national community organizer. He and his wife, **Magda Ahmed**, are both also involved with the [Western Mass Darfur Coalition](#) in Amherst that he helped to form and is consulting with others from New York on the truth and reconciliation process in the Sudan. At the meeting, Mohamed traced the history of torture in the US and in Sudan and the methods currently being used. Mohamed sees education as playing a major role in raising the issue of torture. *People really don't understand how degrading torture is or how to handle victims of torture.* He sees education as a way of raising people's awareness about torture and its effects, and sensitizing communities on how to deal with victims of torture. The topic of torture can be incorporated into curriculum and in programs such as popular education.



Mohamed appreciates the role that CIE has played in helping him articulate his advocacy work. On being asked for his advice for CIE he said, *The Center has served several diverse generations; keep the Center alive. And oh, and keep the Tuesday meeting too, I look forward to reading updates from the web, and just one more thing, why has the spirit of reaching out to the community died? Continue the legacy. The communities need us and we need them.*



Also in attendance was **Mohamed Good**, who came from Somalia and received a degree at CIE in the 1980s. He is currently working with Housing at UMass Amherst.

Peter McLaren - Ninth Annual Kinsey Dialogue



On Friday, March 29th, the Center for International Education at UMass/Amherst welcomed Professor Peter McLaren to campus for the ninth annual Kinsey Dialogue Series in honor of the late Professor David Kinsey. McLaren's prolific educational writings and outspoken political message have positioned him at the forefront of radical activist movements and at the cutting edge of the academic freedom debate in U.S. academia.

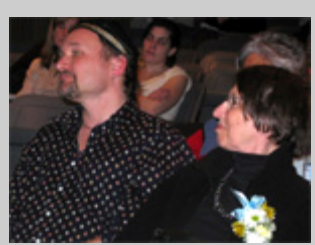


Professor Peter McLaren's talk on Friday addressed a broad range of contemporary issues facing education and society, featuring a searing critique of the current U.S. administration and its policies. He addressed the dangers inherent in current capitalist development and its relationship to US imperialist



practices, as well as problems in federal educational policy and the privatization of education. Drawing upon the tradition of Marxist-humanism, McLaren described the effects of a "predatory culture" that infiltrates all levels of the public sphere to advance a rhetoric of Western political domination, market fetishization, and social reproduction. To combat this trend, McLaren advocates an approach of radical critical pedagogy, scrutinizing the agendas behind institutional indoctrination in order to generate alternative discourses and activism. He explored the inherent contradiction of working as a radical public intellectual from the platform of the "corporatized" university, characterizing the mission of the educator as that of intellectual provocateur, as well as facilitator of liberatory practices by learners.

On Saturday morning, Professor McLaren led a roundtable discussion of selected issues from his work, with students from numerous departments and schools from the Five Colleges. Central to the dialogue were questions of multicultural education, the role of critical pedagogy in social justice work, and the optimum role of the state during revolutionary transition, such as is occurring in Venezuela today. McLaren read excerpts from several relevant essays, recounted his experiences from the classroom and from his travels, and responded to participants' questions. Click on his name here for more about [Peter McLaren](#) and links to his web site.



Daniel & Carol Kinsey

CIE attends the 2007 CIES Conference in Baltimore

This year CIE was well represented at the CIES conference. A total of 31 CIE members, current students and graduates, were on the program! There were three panels organized and sponsored by CIE. The first was a retrospective look at the [Learning for Life](#) project in Afghanistan with a panel that included people from all phases of the project (picture at right). The second CIE panel featured five current CIE students, each talking about an educational challenge in an emergency context – South Sudan, Afghanistan, Sierra Leone, and Kosovo. The third panel focused on Perspectives on Identity Formation from within and without in International Education and featured four other CIE students.



Learning for Life Panel

Other CIE members were active in organizing and chairing panels

- o a panel chaired by **Vachel Miller** – in from Kampala, Uganda – on the linkages between schooling and child labor;

a panel on Reading and Writing in EFA, chaired by **Jane Benbow** of American Institutes for Research;

a panel on indigenous language strategies that featured **Debbie Fredo** and **Maria Diarra** of the Institute for Popular Education from Mali, and **Mark Lynd** on mother tongue instruction in Guinea;

Julio Ramirez of World Learning chaired a panel on Community Support for Basic Education - Asia, Africa and Latin America;

two panels chaired by **John Hatch** of USAID - one on Challenges in Child-centered Pedagogy which featured **Jane Benbow**, and another on USAID's programming in Yemen.

Flavia Ramos of American University chaired a panel on Educational Intervention In and Out of Schools

- o **Beverly Lindsay** of Pennsylvania State University chaired a panel on the Public Engagement of Universities in Issues of War and Terrorism





In addition another half dozen CIE members made individual presentations on other panels. **Ash Hartwell** was a presenter or a discussant on four different panels. **Flavia Ramos** was one of the program co-chairs who organized the overall conference as well as designing the intriguing cover for the conference program.



On one evening more than 30 CIE members from the conference and the area gathered in a seafood pub on the Baltimore Inner Harbor to celebrate, renew friendships and make new connections. The CIE contingent was notable by its presence at CIES this year and made all of us at UMass proud.



Saving for Change: Self-directed Savings Groups

Jeffrey Ashe was the featured speaker of the Center meeting on February 20, 2007. He shared his experience in the field of microfinance over the past three decades. Mr. Ashe was a Peace Corps volunteer in 1960's and has been involved in the field of development since then. He was hosted by Mukul Acharya whose focus is micro-finance and who has been active in microfinance and literacy programs in Nepal



At the meeting he discussed the various approaches of microfinance institutions and their ability to reach the poorest populations in the world. Most of the bottom half of the poor that lives below US\$1 a day has not been served by them. Moreover, the microfinance institutions (MFIs) are also heavily concentrated in a handful of densely populated countries such as Bangladesh, India and Indonesia. MFIs have not been able to reach the poor who live in remote, sparsely populated areas. One of the reasons for the outreach gap is the belief on the part of the MFIs that they need to be financially self-sufficient even though only a small number of MFIs have been able to attain that in reality. Different methodologies and models have emerged to fill that gap. Oxfam America's "[Saving for Change](#)" is one of the models.

[The Saving for Change model](#) is based on the experiences gained from past programs including the Women's Empowerment Program (WEP) of Nepal and CRS's program in India. As opposed to the credit-led approach of the mainstream MFIs, the model uses the savings-led approach. It is based on the traditions savings which are known as tontine, Dhukuti, ROSCO, etc in different languages and parts of the world. The concept is very simple. Groups save and lend to their members. The record keeping is done orally or in writing. The groups receive training regularly in the first three months and then get periodic visits from the local partner's staff to support them. The

most exciting aspect of the program is that the groups have begun to train other groups themselves, independently and without any program cost. As a result, Oxfam America has already exceeded its target by reaching out to several thousand more women in Mali and Cambodia. The program is also being expanded to Senegal where villagers told Oxfam America's staff that they had already heard about it on the radio even before the program was introduced to them.

CIE Activities On Campus - Fall 2006

[Fall Retreat](#)

[Revitalizing Literacy at CIE](#)

[Fuderich speaks on Unicef in Kosovo](#)

Annual Fall Retreat

Once again CIE gathered at Camp Bement, this year in mid-October, for our annual exercise in community building, reflection and thinking about the directions for CIE in the future. This year's retreat began with an exercise to construct a metaphor for CIE which yielded a rocket ship, a pot with holes in it, an image of a nest where birds were born and fledged, and a mother and child image. Other activities revealed secret facts about individuals and their proudest professional moments. On the second day the discussion turned to reflecting on past funding sources and new ways that CIE might seek funding for students and project opportunities. The retreat also included an evening bonfire and of course a party.



This year there are two group pictures!





Photos courtesy of R. Paulson & dre

Revitalizing Adult Literacy Component of CIE

Early in October, **Cristine Smith** and **Peter Kinsley** organized a meeting of people interested in helping CIE to rebuild its capacity in nonformal, adult education and literacy. The meeting was attended by CIE graduates working in adult education as well as a faculty and current graduate students. CIE graduates who were there represented more than thirty years of CIE's experience in the field. They included **Cris Smith**, **John Comings**, **David Rosen**, **Dan Gerber** (not pictured), and **Joanie Cohen-Mitchell**. The meeting reviewed the nearly 40 year history of CIE in the field and proceeded to develop a series of ideas and activities that could help CIE



regain its visibility and capacity in this area. Suggestions ranged from the modern - looking at the emerging use of cell phones as a literacy instructional device, to building a research and evaluation capacity at CIE that focusses on developing methods and tools relevant to adult education. Discussion included ways that literacy is now being combined with health, life skills, micro-enterprise and early childhood development. Emerging fields like accelerated learning for adults, particularly in emergency contexts were also on the agenda. The meeting is the first step in a process to develop a plan of action. The next step will be a Delphi-like survey of a larger group of CIE graduates and others who have been involved in NFE, adult education and literacy, but who couldn't be present at the meeting. If you are interested in participating, please contact [Cris Smith](#).

Fuderich speaks on UNICEF in Kosovo

reported by Ashley Clayton

CIE started off the Fall semester by welcoming CIE graduate, **Robert Fuderich**, to speak at the Tuesday Center meeting. Robert has been working in post-conflict situations since leaving CIE in 1984 and presently serves as the UNICEF representative to Kosovo during its transition to a nation state. Prior to his post in Kosovo. Robert served as a Regional Education Advisor in Geneva, and as the Monitoring and Evaluation Officer for the Bosnia/Sarajevo region. Last year he headed the Joint Assessment Mission for Southern Sudan on Social Services while on leave from UNICEF. Robert began the seminar by briefing students on the historical background of Kosovo, its unresolved status as a nation state, and the challenges that UNICEF confronts as it attempts to implement its 5-year action plan during this transition.



UNICEF Kosovo focuses on community mobilization and institutional building in areas of early childhood, school age children, young people, and children's rights. According to Fuderich, Kosovo struggles to maintain a multicultural society. Around 90% of the population is Albanian. The population is mostly displaced and ethnic minorities live in enclaves where freedom of movement is restricted. Serbians have been running programs in the enclaves and are now leaving as Kosovo moves to a new status leaving students without teachers. Displaced Romas don't feel safe in Kosovo and it is doubtful that Roma refugees will return to Kosovo. Fuderich stressed

the importance of ethnic dialogue and participation with younger populations for progress but notes that it might be too soon.

His comments were followed by a lively discussion on issues of reconciliation in post-conflict situations of complex diversity. It was a pleasure to have Robert join us and to help us to better understand the situation in Kosovo.