

PN-991

W-51592

WOMEN AT THE CENTER



Center for International Education
Hills House South
University of Massachusetts
Amherst, Mass. 01003 U.S.A.

Tel: 413-545-2698

003681

000182

3

WOMEN AT THE CENTER

Women at the Center for International Education of the University of Massachusetts have been and are now involved in a variety of research and action projects throughout the world. These women come from countries in Asia, Africa and Latin America, as well as from the United States, to pursue doctoral studies in areas of interest that will serve diverse world developmental needs. While at the Center, they combine academic studies with field research and action to prepare themselves both theoretically and practically for careers in international education.

These women have developed expertise in nonformal education; materials and curriculum development; training design, implementation and evaluation; and program management. They combine knowledge of these approaches with specialities in such content areas as media and communications, health and nutrition education, community development in rural and urban settings, and education and support systems for refugees.

While at the Center they have the opportunity to focus all or part of their studies on the problems of women in development. Through courses and field projects, women at the Center are able to demonstrate their commitment to assist women worldwide in becoming full participants in their own and their country's development.

The brief sketches presented here are representative, but not inclusive, of the education, work experience and interest areas of women at the Center. The following page contains a summary description of the Center for International Education's programs and philosophy, providing a framework within which special student interests such as women in development can be explored.

THE CENTER FOR INTERNATIONAL EDUCATION

1977-78

Background

The Center for International Education is one of several policy and research-oriented programs within the School of Education at the University of Massachusetts. Formed in 1968 when the School of Education underwent complete restructuring, the Center's original goals were to provide training in Development Education, Internationalizing American Education, and Cross-Cultural Communication and Training. Since 1968, the Center has added the Nonformal Education Program, an undergraduate international teacher education program, activities in curriculum and materials development on non-western studies, and an in-service M.Ed. program for teachers in the field who deal with international studies.

Philosophy

One aspect of the educational philosophy of the Center is founded on the belief that the best professional training occurs when a person can move freely between periods of field work and periods of reflection, study and consolidation of field experiences. While at the Center, members are expected to become both students and teaching resources for others. The admissions process is designed to select people who bring considerable field experience along with a commitment to international education. Efforts are made to maintain a diversity of membership in terms of American society, as well as in terms of international members. Incoming members join a learning community where differences between students and faculty are de-emphasized. Much of the Center's training takes place in the context of educational projects both in the United States and abroad. At any one time, a wide variety of these projects is underway, many of them created and implemented by Center Fellows.

Dialogue on the appropriateness of individual projects takes place continually within the Center. In all its projects, the Center attempts to maintain a conscious awareness of the effect of its activities on issues such as social justice, income distribution, and the ability of people to control their own destinies.

It was with these values in mind that three years ago Center members designed a program structure which requires a collaborative model of development with cooperating Asian, African, and Latin American organizations. The Center is now in the process of applying this design to the development of field sites in these areas for nonformal educational activities.

J

LINDA ABRAMS holds degrees from Syracuse and Northwestern Universities and is the training specialist on the Center faculty. She teaches courses in training, project management and educational programs for women and works in the development of training programs for use at the Center and in overseas sites. Before joining the Center, she was employed as Training Designer and Project Director for Abt Associates, Inc., in Cambridge, Massachusetts, where, among other projects, she directed a contract for the design and development of four affirmative action training models for low-income and minority women in the Boston CETA system. She has worked in leadership training programs for both formal and nonformal education programs in the U.S. and overseas. Her overseas experience includes three years of residence in Afghanistan and a year and a half in Brazil. She has recently returned from an assignment dealing with the development of village leadership training models for the Center's nonformal education project in Ghana.

PRISCILLA ANGELO brings to the Center a combination of international and American higher education experience. For the past ten years, she has worked in the area of academic and student affairs administration, performing a variety of tasks including the coordination of an international studies program. Pris has also continued to teach in her academic area, Cultural Geography, at a high school, a community college and a liberal arts college.

In 1974, while on leave from St. Lawrence University, Pris traveled around the world as Dean of Students with Chapman College's World Campus Afloat. Pris studied at the University of Vienna and the University of Rochester; she received an undergraduate degree from the State University of New York at Oswego and a Masters degree from Indiana University. Pris's major professional interest is to serve as a catalyst to internationalize goals and program plans in post-secondary institutions.

ROSHAN BILLIMORIA's education is a composite of the formal and the nonformal: undergraduate studies at Sophia College, Bombay University; an M.Ed. from the University of Massachusetts; and a doctorate under completion at the Center for International Education--balanced by experiences in rural development and community work, cross-cultural training, vocational and adult education, both in the western (USA, Denmark) and the non-western world (Asia, East and West Africa).

Roshan has authored a U.N. Report on "World Youth: Needs and Aspirations"; spent two years at the International Council for Educational Development on the UNICEF and World Bank Studies on Nonformal Education; and participated in the work of the Founding Committee of the United Nations University. She is currently a member of the Executive Committee, Association for World Education, is completing a "Field Guide of Evaluation Methodologies for Practitioners in Nonformal Settings", and working with a group of local residents in rural Thy (Denmark) on

planning a grassroots international research and training center on "The Search for Communities at Human Scale."

During her service as a Peace Corps Volunteer in Honduras, BONNIE J. CAIN worked with the national Office of Literacy and Adult Education designing and activating various nonformal education projects which included a literacy/health program, a social promoter system to circulate information about responsible parenthood, and a literacy/vocational project operating concurrently with the development of communal fishery lands. While in Honduras, she also directed two Paulo Freire Dialogue Seminars for Hondurans and Americans. Upon entering the Center Bonnie worked with the Fun Bus, a domestic nonformal education project and developed fotonovelas for speakers of English as a second language. Currently she is the director of a research project on motivational media for low income women in Latin America.

Bonnie graduated from Ohio State University with a B.A. in English Literature and did graduate work at Roosevelt University, Chicago, in Urban Education. She served with the Chicago Urban Teacher Corps where she worked with Appalachian White, Puerto Rican, Cuban and Black students and parents.

SUSAN CARPENTER earned her B.A. in Anthropology at Lawrence University, Appleton, Wisconsin. She taught history for two years in Ethiopia as a Peace Corps Vol-

unteer and has worked and consulted for Inter-Culture Associates, UNESCO's Associated Schools Project, the American Forum for International Study and the Consortium on Peace Research Education and Development. While at the Center, Susan coordinated the international education undergraduate teacher training program and worked with the domestic component of the nonformal education project. Her interests include globalizing the American curriculum, future studies and peace education. She now serves as Associate Director of the Rocky Mountain Center on Environment, Denver, where she is involved in community development and organizing. Her special focus is conflict resolution and the use of conflict anticipation as a tool for community development.

KATHLEEN CASH holds degrees from the University of Wisconsin in English and Educational Policy Studies. Her work experiences have been concentrated in the areas of teaching and educational program planning in a number of cross-cultural milieux. She has taught in, directed and designed educational programs for urban alternative education in a number of multicultural settings. In particular, she has designed and implemented women's studies curricula for adolescent women and has developed proposals focusing on the educational needs of rural adult women.

Her overseas experience includes two years teaching in Ethiopia as well as numerous study/travel experiences in Africa and Asia. She is presently completing her doctoral

studies at the Center and teaching courses in multicultural/international teacher education. Her interests are in cultural pluralism and nonformal education for women via women's associations and cooperatives.

SISTER FE MARY COLLANTES holds Masters Degrees in Social Work from the Philippines and in International Development Education from Stanford University. She is presently a doctoral student at the Center.

Prior to her coming to the United States she was training director for the UNFPA-Asian Social Institute's seminar on Population Education. She has been a member of the East Asian Pastoral Institute's national training staff for community development and has facilitated leadership and human relations seminars for teachers and community leaders. As program coordinator for the Sister's Formation Institute she has designed and implemented a training program for women leaders and sisters preparing to work in rural areas. Her attempts to conceptualize her training experiences have resulted in two training manuals: Woman Becoming Person, a basic education primer for mothers of C.C.F. recipients and a Training Manual for Population Education.

JAN DROEGKAMP finished her B.S. from Carroll College and her M.Ed. in Guidance and Counseling from Marquette University. Her experience includes five years working as a Peace Corps Volunteer. She was in Jamaica for two years as a field officer for the Ministry of

Education where she was involved in the establishment of a counseling Center, the training of teachers, the preparation of volunteers for the National Volunteer program, and the implementation of a program in Family Life Education. In Lesotho, where she worked for three years, she was in charge of the National Guidance Program, acting Director of the National Testing Center and script writer/producer for a weekly radio program.

Her interests include: women in development, cross cultural training, counselling and counselor education.

SYLVIA HELEN FORMAN holds B.A., M.A., and Ph.D. degrees in Anthropology from the University of California, Berkeley. Sylvia conducted sixteen months (1970-71) of field research in rural highland Ecuador. During part of this period she also served as an anthropological consultant to USAID/Ecuador on programs of nonformal education and of family health and family planning. Sylvia came to the University in 1972, with a joint appointment in the Department of Anthropology and the Center for International Education. Sylvia's present interests are cross-cultural studies of law and conflict: population dynamics; family planning and related health programs in developing countries: rural education and rural community development, especially in Latin America; analysis of the planning process: and related organizational studies.

5

BEVERLY GARTIN in her professional employment, respectively in Detroit; Carbondale, Illinois; Itta Bena, Mississippi; and, most recently, Amherst, Massachusetts; has worked closely with people of all ages in diverse community settings. She holds degrees and certification from Southern Illinois University. Her international activities include field research in five West African countries--Togo, Dahomey (Benin), Nigeria, Ghana, and Liberia; and travel in Europe including Germany where she co-taught a seminar in International Arts Appreciation at the Mainz Education Center. For three consecutive years, she was an active member of the Phelps-Stokes Southern Universities' Cluster International Education Curriculum Development Team, responsible for development of teaching modules published for use by other American educators, and has been active with the International Education Committee at Mississippi Valley State University. Currently she is employed as a part time instructor by the University of Massachusetts' Performing Arts Division of Continuing Education while pursuing doctoral studies at the Center. Her major interest is internationalizing American Education.

MARY KRISTINE GARVEY received her B.A. in International Relations from the University of Wisconsin. She has since worked as an intern with the U.S. Committee for UNICEF and as a research and program assistant for the Training Dept. of the U.N. Institute for Training and Research. She was chairperson of the U.N. Headquarters Youth Caucus, and has been a member both of the

U.N. Committee on Career Development and Training and the International Youth and Student Movement for the U.N. Kris is working on her doctoral research in International Education/Future Studies. As special assistant to the U.N. Commissioner for Namibia, she spent two years in Zambia and is currently an assistant program officer in the New York office of the Commission for Namibia.

Her past and present areas of interest include development and agricultural education, international relations, theories and practice of training, cross-cultural understanding and the principles of administration.

BETH GOLDSTEIN received a Bachelor of Science Degree in Natural Resources, with emphases in natural resources, forestry and park planning. Her professional experience has focused on environmental education in nonformal, cross-cultural settings. She has served the Venezuelan National Parks in the capacity of natural history interpreter and park planner. Upon a subsequent invitation from the Venezuelan Institute of Urban and Regional Parks, she became their first Chief of Education. Most recently Beth has served as Educational Consultant to the Director of Wildlife in the Ministry of the Environment and Renewable Natural Resources in Caracas.

These opportunities have allowed her to focus on the resource planning and utilization aspect of a developing country, often from a community base. She has developed a

wide variety of materials for innovative use in a Latin setting for national, regional and urban parks.

Beth is currently a doctoral candidate concentrating in Environmental Education, and works as a facilitator in a national science foundation grant to help rural school-teachers environmentalize their curriculum.

DEBORAH GOLUB holds a B.A. in English, an M.S. in Elementary Education, and an M.A. in Indian Education. In addition she has studied in Argentina and Italy. Prior to joining the Center, Deborah taught at the Onondaga Indian School in upstate New York, on the plantation island of Lanai, Hawaii, and at the Universidad de Los Andes in Merida, Venezuela. She has been closely involved in the efforts of Chicano, Yaqui, and native American communities to gain control of their own education. Work experiences have also included teacher training, TESL, special education, and intercultural communication/multicultural curriculum development. Within these Deborah has integrated her lifelong participation in the arts: movement, poetry, photography, and the creative therapies.

GLORIA GORDON brings a broad spectrum of training and multicultural experience to the Center. She received her B.A. in Sociology from the University of Manitoba (Canada), and her M.Ed. in Education from the University of Massachusetts, where she is pursuing advanced graduate work in this

same field with a special focus on curriculum development.

Gloria has taught school in Trinidad, worked in social work and community development for the Department of Indian and Eskimo Affairs, Northwest Territories, Canada, and has taught at Brooklyn College, New York in the Puerto Rican Studies Department. She was co-director of an Early Childhood Resource Center Program with New York University. Gloria has worked with the UMass Center for International Education's Teacher Preparation Program, organizing numerous workshops in racism awareness and cultural education, and has served as a consultant to the University of Massachusetts' Foreign Student Office. She is presently employed as the 622 Training Coordinator for the Amherst-Pelham Schools.

PATRICIA BURKE GUILD graduated from Queens College in New York with a B.A. in Elementary Education and has a Master's degree in Teacher Education from UMass. She has worked for the University of Illinois Mathematics Curriculum Project and has taught in Illinois, Connecticut and New York. She was a volunteer worker in Mexico for two summers and a Peace Corps Social Worker in Senegal, West Africa. In 1971 Pat returned to Africa as a staff member of a six-nation comparative-culture African Study Program with the American Forum in International Studies. She has served as a staff member of the MAT program at the School of Education and was a Resource Specialist for the Integrated Day Program. With Susan Carpenter she developed

activity cards for elementary and junior high school students. The four sets of cards, focusing on studies of Africa, Latin America, southeast Asia and the U.S.A., have been published by Inter-Culture Associates. Pat's major interests are teacher training and ways to make cross-cultural experiences available to American teachers and she is currently Principal of Shutesbury, Massachusetts elementary school.

ISABELLA HALSTED is an Ed.D. candidate in multicultural/international education with a particular interest in literacy training in formal and nonformal settings. Since receiving an M.A. in English from Berkeley, her work experiences have included ESL teaching in Italy and New York, and for the past ten years teaching basic writing in the Open Admissions and Seek Program at City College, New York. While at the Center for International Education, she has participated in a collaborative program to develop literacy materials with the New England Farmworker's Council, and at present is involved in a project for training peer teachers of literacy skills which will include students, ex-prison inmates and senior citizens in the area.

JEANNETTE DAVIS HARRIS is currently chairing the Social Studies Department at Classical High School in Springfield, Massachusetts, and writing for Houghton-Mifflin Publishing Company. In addition to teaching U.S. History, Black History, Non-Western History and Black Literature, she is a critic teacher

for teacher training programs for area colleges and a supervisory instructor in Independent Studies. She initiated the Black History and Literature syllabus in the Springfield School System, co-authored the citywide syllabus and wrote Blacks in Springfield for the Bicentennial ethnic program. Jeannette also holds a Massachusetts Teaching Certificate on the secondary level in Social Studies, Biology and General Science.

CARLA CLASON HOOK holds an undergraduate degree in Foreign Language Teaching from the State University College in Potsdam, New York. She holds a Master's degree in Bilingual Education from the University of Massachusetts. Carla taught foreign languages in public schools of the State of New York for four years. Her interests are in the development of bilingual education literacy programs through nonformal approaches. She worked with the New England Farmers Council in a basic literacy training program for Puerto Rican Migrant Workers. From 1975 through 1977 she worked at the International Institute for Adult Literacy Methods in Iran. As a part of her research there she compiled and edited Teaching Reading and Writing to Adults: IIALM 1977--Teheran, and published several articles in the field of literacy and sociolinguistics.

ROBBINS HOPKINS received her B.A. in Cultural Art History from the College of Wooster after interning with Brooklyn Art Museum. She has led both college and high

school groups to French speaking countries for the past two summers and is fluent in French herself. Highlights of her background include teaching international/intercultural education to pre-teachers and student nurses at the University of Massachusetts; secondary level teaching of intercultural communications; administrative consulting in grant coordination; teaching and developing curriculum for English as a Second Language; management evaluation for a domestic program and residential counseling for secondary students. She received her M.Ed. from the University of Massachusetts in 1975 in international/intercultural education. She is presently at the dissertation level of her doctorate which will be in the area of evaluation measurements of cross-cultural relations programs. Robbins has worked in rural Mexico and France and has lived for extended periods in the Netherlands, Germany and Switzerland. She is now the cross-cultural trainer and orientation coordinator for Project Hope and lives in Washington, D.C.

SISTER LYDIA KALAW, holds an M.A. in Guidance and Counseling from New Mexico State University and an M.S.S.W. from Centro Escolar University, Philippines. She is at present Director of Kanularan Multi-Purpose Center, Manila, Philippines. This center is both a training Center and a community service center. As Director of the Center since 1971, she has been responsible for training programs in social development management, community organization, trainer training, small scale business management

and other training programs to meet the needs of community development projects. She has administered a community development project for 30,000 urban squatter and slum dwellers in Manila. She participated at the International Conference of the Federation of Social Workers in Manila in 1970 and was one of the speakers at the Social Welfare Seminar in Seoul, Korea. She conducted social development management seminars in Sri Lanka in 1975 and 1976.

SUZANNE KINDERVATTER completed a B.A. in political science at Allegheny College and received a grant for Master's degree study at the East West Center/University of Hawaii. Specializing in Asian education and development and in cross-cultural training, she then worked in Asia for two years as Assistant to the Director of Friends World College (Kyoto, Japan) and Program Assistant at the Experiment in International Living (New Delhi, India). At UMass Suzanne's work has focused on cross-cultural counseling and nonformal education in relation to Hawaii, Southeast and East Asia. In nonformal education, Suzanne's areas of interest and skill are in training design and implementation, adult learning, curriculum and program development, and women in development. During 1975-76 she co-directed a training program for Indonesian nonformal educators visiting the United States, coordinated Center Nonformal Education activities related to women in development, and served as consultant to the governments of Indonesia, Malaysia, Thailand, and Tunisia in nonformal edu-

cation curriculum development under the auspices of World Education, New York. Suzanne recently published "Learner-Centered Training for Learner-Centered Programs" and has recently completed an assignment as a staff member with the CIE nonformal education project in Thailand.

HILDA KOKUHIRWA holds a B.A. degree in Education from the University of Dar es Salaam, Tanzania. She has taught in Teachers' Colleges and has worked as a Resident Tutor in the Institute of Adult Education in Tanzania.

As a tutor in Teachers' Colleges, she was involved in planning, implementing and supervising Functional Literacy Programs in rural areas. She was also in charge of women's needlework classes and netball.

Her major responsibility as a Resident Tutor in the Institute of Adult Education was Women's Educational Programs. She was the Head of the Women's Educational Section in the Institute where in collaboration with the National Women's Organization and other institutes, she organized workshops, training seminars, lectures and group discussions for women as part of the Adult Education Campaign. She has represented her country at a number of international activities organized for women.

Besides women's education, her other duties included organizing and running mass radio campaigns; training group leaders; coordinating national and international training seminars, conferences, workshops, etc.

Hilda Kokuhirwa is currently a doctoral student in International Education focusing on Nonformal Education as it relates to women, especially women in developing countries. Her interest areas include: training, literacy and media.

BEVERLY LINDSAY earned a B.A. degree (magna cum laude) in Sociology from St. Mary's University in San Antonio, Texas. After earning her M.A. from UMass, where she was a National Defense Education Fellow, she taught at Federal City College in Washington, D.C. Beverly has conducted research in the United States, Virgin Islands, and in Puerto Rico on racial attitudes of elementary school pupils and the training of para-professional teachers. Upon the completion of her doctoral dissertation on Kenyan higher education, she accepted a position in Comparative Education at Pennsylvania State University, where she currently teaches Comparative Education, Education in Developing Countries, Education in Africa, Sociology of Education, and Symposium on Women and Education. Her research and consultation experience and interests include the socio-cultural and educational factors influencing East, Central and Southern African and Afro-American Women in their career choices.

ROBIN MASSEE was born in the United States, but received her primary and secondary education in France. After completing her Baccalaureat she was admitted as a third-year student at the University of Massachusetts. In the course of her undergraduate work,

she taught English at the French Lycee in New York City. She has since spent a year in Africa working in UNESCO Teacher Training Projects in Liberia and at the University of Nairobi in Kenya. She helped to develop evaluation instruments for teacher training programs under a UNESCO contract. As part of the UMass Nonformal Education Program she went to Senegal to help develop nonformal education linkage activities with the Enseignement Moyen Pratique project. Her interests lie in the areas of alternatives to formal education, program designs for community development, and training models for nonformal education.

VALERIE MILLER holds a degree from Miami University in Political Science and Spanish and has done graduate work in both Mexico and Spain. Before joining the Center, she worked as a Spanish teacher developing curriculum for a high school bilingual studies program. As a Peace Corps Volunteer in rural Panama, she was involved in both formal and nonformal education programs at all age levels. At the Center, Valerie served as coordinator of the International Education Teacher Preparation Program, working as an intern supervisor as well as an instructor. Recently she has been a training consultant for the UMass Nonformal Education Project in Ecuador and a researcher/paramedic for a health care project in Central America. Valerie has designed materials for a United Nations sponsored rural development project in Honduras which emphasizes community goal-setting, planning and implementation. During the

winter she served as an evaluation consultant to the Ministry of Education of Ecuador and during the summer to the Peace Corps Evaluation Division in Washington, D.C.

MERCY MONTSI was born in Botswana. She holds a B.S.F. degree in Geography and Chemistry from the University of Botswana, Lesotho. In addition to being a wife and mother she is also a doctoral student presently doing her dissertation on the subject of self-concept. She has worked in the Ministry of Education in Lesotho, conducting its Guidance and Counseling Program.

JEANNE MOULTON's career in education and training has moved from teaching high school in Palo Alto, California, to Peace Corps TEFL in Turkey, to various Peace Corps training responsibilities in Washington, D.C., Hilo, Hawaii, Asian and Near Eastern country projects, and eventually to nonformal education programs for rural development. Work for her doctoral degree from the University of Massachusetts included designing a large program to build the institution's capacity in nonformal education, preparing a UNESCO teacher-training manual, studying in development economics, social science research and organizational behavior, and two years of work in UNESCO, Paris. Her dissertation was a study of animation rurale, a program instituted in various Franco-phone African countries as a means toward rural development. Jeanne presently works at the Institute for Communication Research at Stanford University. Her responsibilities include assessing training needs

for communication projects in developing countries. Her other current focus is on African university extension programs designed to contribute directly to rural adult education. She has recently worked with the universities of Swaziland and Zaire on this problem.

ELLEN NELLY MULATO holds degrees from Bellville University, Republic of South Africa, and Smith College School of Social Work in the U.S.A. She is a professional Social Worker.

Her work experience reflects cross-cultural experiences and included in this is work with women. In South Africa she served as advisor to a group of women who wished to start their own project for augmenting feeding at schools. In the U.S. she undertook a research project dealing with unmarried mothers, to ascertain why these women were reluctant to pursue paternity charges. In addition, she has been working informally with Angolan refugees, focusing on what effect their refugee status has on these women.

Ellen is currently a doctoral candidate at the Center. She is directing her studies in the area of non-formal education techniques as applied to community mental health, with particular emphasis on refugee communities.

FREDI MOONEY MUNGER graduated from Friends World College, an experimental international college with programs in Africa, Asia, Latin America and North America. She earned her M.Ed. at UMass and is currently working towards her doc-

torate at the same institution. Currently she is serving as the Center's Asia Site Regional Coordinator and administers the Center's nonformal education site in Thailand. Fredi's international experiences have been in Colombia where she taught at a private university, served with a child protection agency, and acted as NFE trainer and consultant with Save The Children Federation. While a student Fredi worked at the Atomic Bomb Casualty Commission in Hiroshima, Japan, and at the Bangalore Mental Hospital in India. Fredi's current interests include community-based health care manpower training and health education as well as media use and production for nonformal education.

CYNTHIA SHEPARD PERRY has a certificate from a commercial college and a B.S. in Political Science from Indiana State University. Prior to her coming to the Center, she taught business English and History in Indiana as well as in South Carolina and worked as an Educational Services Representative for IBM. After finishing her dissertation she became a faculty member of the School of Education at Texas Southern University and also acted as consultant to several international organizations working in Africa. While teaching Philosophy in the University of Nairobi she was also consultant to various African countries. In 1976 she joined the U.N. as administrative officer for staff and career development and was assigned to the Economic Commission for Africa with headquarters in Ethiopia. She recently returned to Texas Southern where she is the Director of the Center for International Student Affairs.

Her work in manpower development has brought her in contact with women in Kenya, Ethiopia, and Nigeria.

ADRIANA DE ROTHKEGEL did her undergraduate work at the University of Chile (Valparaiso) with a major in Social Work. She obtained her M.Ed. at UMass. Her experience includes working in community development, group work and literacy programs in rural and urban areas in Chile. In the United States she has worked with migrant farm workers and urban Puerto Ricans in Massachusetts. She has also been involved in the Center's Ecuador nonformal education project as Latin American Regional Coordinator. She is presently in Guatemala as site director for the Center's Latin American project developing a collaborative training program for rural health educators. Her areas of concern include nonformal adult education, the educational uses of radio and program design for women in development.

MANJULA SALOMON (India) got her B.A. in History and English from the Stella Maris College, University of Madras, India. Upon receiving her M.A. in English Literature and Language from the same university, she was appointed assistant lecturer and taught English Literature, Language and History for three years there. In 1972 she came to the U.S. on a Fulbright scholarship and received her M.A.T. (with English as a Second Language as her specialty) at the School for International Training, Vermont. Her interest turned to secondary school education

and she worked for two years at the U.N. International School, New York, before leaving to teach at the Teheran International School, Iran, for three years. During the five years in international schools she became aware that curriculum in these schools was sadly neglected and the faculty (often hurriedly recruited) were ill-qualified or out of date. Now she is a doctoral candidate at the Center studying curriculum development and teacher education. Her experience includes administration of several materials development and teacher training programs in the schools where she has worked.

NANA SESHIBE holds degrees from Western College for Women and the University of Massachusetts. She is the program coordinator for the Center for International Education's Nonformal Education Project in Ghana. She teaches a UMass course entitled "Women in Africa" which explores problems in development for women. For the last three years she has been resident director of a minority inner-city college preparatory program where she counsels and advises ten adolescent women and supervises college tutors. She also works with the program Board of Directors in fund-raising activities. Nana has also taught Southern African History at Amherst College for several years.

A native of South Africa, she has often been a public spokesperson for a student Southern African Support Group in the five-college area, and has represented international university women at a variety of colloquia.

She is presently working on her doctoral thesis which examines the educational problems of Southern African refugees.

JANICE SMITH holds degrees from Augustana College, Rock Island Illinois, and the University of Massachusetts and has just completed a year in Ghana as Coordinator/Administrator of the Center's nonformal education project there. Before going to Ghana, she helped to develop the Center's Nonformal Education Resources Center and served as Resource Coordinator for two years. During that time she was Materials Development Coordinator, trained staff for overseas projects in the design and use of games and developed several simulation games for community education about such issues as discrimination in housing and power relationships between students and teachers.

She is interested in the design of adult learning experiences that assist women and men to exercise increasing control over their own lives. She is also interested in ways to involve any client group in the design and implementation of their own educational programs.

JANE VELLA studied at Rogers College and Fordham University where she completed a graduate degree in Literature. For twenty-two years she taught in women's colleges in Tanzania: Marian, Nganza and Jangwani, which are both high school and junior colleges for young Tanzanian women. She spent two years at the University of Dar es Salaam as Lecturer in English at the Institute of Education, teaching new

approaches to literature and language teaching, and designing curriculum and materials to meet the 1967 Education for Self Reliance directive.

Most recently, Jane was involved in adult education in the ujamaa villages of Tanzania, working with village leadership in a program called Community Education for Development. One major aspect of the program was training for village women in the cooperative production and marketing of their handicraft through the Small Industries Development Organization and the National Arts Council which purchased the handicraft from the women in the villages directly.

Ms. Vella is now a doctoral candidate specializing in nonformal education, staff development and community development, with a focus on the economics and education of southern Africa.

YVONNE VILLANUEVA was born in Venezuela, holds an M.S. in Student Personnel and Guidance in Higher Education from SUNY at Albany and a B.S. in Comparative Literature from the University of Puerto Rico. She is presently a consultant for AID on the Growth of Women in Latin America and is finishing her dissertation entitled, "Developing a Model for Analyzing Gender Stereotypes in Elementary Schools in Venezuela." Before coming to the Center, where she served as Latin America Regional Coordinator, Yvonne worked as Director of Housing at SUNY in Old Westbury. Involvement in student organizations was part of her Puerto Rican experience. Her

concern for women's development has brought her to many conferences here and abroad. The Organization of American States sent her as the only delegate from the U.S. to the Conference on Technical and Vocational Education for Women of the Americas. She was among regional representatives that elected the Western Massachusetts' delegate to the National Women's Conference in Houston, Texas.

ELSIE WALTERS holds a B.A. degree in Home Economics and Nutrition Education from Central State University in Wilburforce, Ohio. Her major focus has been in the area of health maintenance through nutrition education. She has been Assistant Director of the New Haven Consumer Action Unit and Home Economist for the New Haven Welfare Department, New Haven Housing Authority and C.A.P. Agency. More recently, she was director of the Hartford Urban 4H Program, where her responsibilities included designing a variety of programs relevant to urban youth ages 5-19 and the training of adult leaders for implementation of the program.

Her career has contributed to her continued concern for the needs of women in all stages of personal development. In 1968 she was appointed to the Governor's Task Force on the Status of Women in the State of Connecticut.

Ms. Walters is now a doctoral candidate engaged in study and research in the field of Nutrition Education for developing countries, with special emphasis on nonformal education.

In a recent visit to Amherst, DORIS ZAMBRANO was able to discuss with Center members the research project which she is now directing in Cali, Colombia. Entitled, PIENSE or Research Project in Systems of Basic Education, the project involves a comprehensive study of the basic educational needs of a barrio on the edge of Cali peopled mostly by recent immigrants to the city. Since her return to Cali, Doris has also been a lecturer at the University and has started a pilot school to test out alternative approaches to primary level education.

LILLIAN BAER received her B.A. from the University of California, Santa Barbara, and her M.Ed. from UMass. Lillian has extensive experience in teaching English as a foreign language (TEFL) in Africa for the Peace Corps and in the United States. Initially she taught in the Ivory Coast as a Peace Corps Volunteer. Subsequently, she served as a TEFL Training Instructor in Quebec and the Ivory Coast and directed training programs at the Virgin Islands Peace Corps Training Center and in Niger.

She worked for the Peace Corps in Washington, D.C., as the Africa Region Education Specialist and in Senegal as Director of the Regional Training Resource Office for the Africa Region. Lillian was an acting Peace Corps country director for ten months in Senegal, Gambia and Niger and for 1 1/2 years was Associate Peace Corps Director for Education in Senegal. She is currently Africa Regional Training Director in Senegal, coordinating a training resource network for Peace Corps in Africa.

CAROL MARTIN has spent five years teaching in teacher training colleges in Botswana, Kenya, and Nigeria. She was a Peace Corps Volunteer in an experimental UNESCO project to upgrade untrained teachers in Botswana through the correspondence medium. In Kenya, she was employed by the Kenyan Government as a teacher and designed curricula in studies of the people of Kenya with her students. In northern Nigeria, she was a consultant to the Board of Social Studies of the University as well as a teacher. Her Center activities have involved coordinating a five-week program in adult education for African women educators in fall 1974, and participating in site development in Ghana for the Nonformal Education Project. She is interested in various curricula applications to formal and nonformal learning, and the use of educational media and program designs for community development, particularly programs with health education objectives. Carol is currently a member of the faculty of the University of Jos in Nigeria. Her work there involves adult and community education projects, with particular emphasis on training in health, literacy and agriculture for women.