

FINAL REPORT

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**Submitted by
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Project Director**

INTRODUCTION

The Biden-Pell Development Education grant (the Project) awarded to Washington State University (WSU) accomplished its goal of educating the residents of three Eastern Washington counties on international development, especially as it pertains to agriculture and hunger. The Project also fulfilled its goal of creating an enhanced understanding of how people in Eastern Washington (and elsewhere in the U.S.) are integrally linked to people in developing countries. Educational programs implemented in three counties reached more than 1,000 people in groups ranging from pre-school to farm groups and community civic organizations. Workshops/courses lasted between three hours and a full week. Topics included geography, history, government, specific development issues, economics, trade, arts and crafts, literature, and foods. Each of the participant groups understood in greater depth many of the problems developing countries face and how the U.S. is working toward resolving those issues.

I. Project Summary

A. Project Achievements

This section presents overall project achievements as they pertain to the goals and objectives set forward in the Project proposal's Work Plan.

1. Establish a pool of resources - people and information - to enable development educators to work in communities

- **Faculty Resources** - Approximately 200 WSU faculty were interested in the Project; they received invitations to seminars and were kept informed of guest speakers and special activities (see Appendix A - Development Education Mailing - WSU Campus List). At the outset of the Project in 1991, several meetings were held with Cooperative Extension faculty, especially those working in the counties of implementation, to obtain their assistance in identifying target community groups.

- **Training Resources** - A library was established incorporating approximately 1,100 documents, books, slide sets and videotapes utilized in training and in designing county educational projects for implementation (see Appendix B - Development Education Library Holdings).

- **Development Educators** - During the first year Development Educators recruited included four graduate students: one majoring in sociology from Malawi who worked for the Ministry of Agriculture for nine years and a private NGO for five; one majoring in economics from India who had worked in the Philippines as an engineer and with the Asian Development Bank; one majoring in Teaching English as a Second Language who had worked in community development and literacy in Colombia and Brazil; and one majoring in Entomology who had been in the Peace Corps in Central America and had also worked in Jamaica.

At the end of the first year, owing to decisions made by graduate students to discontinue their studies, and to changes in university assistantship regulations, two Project team members discontinued their education. Two others were trained to take their place, one majoring in education who had had three years' experience in the Pacific Rim, and one majoring in agronomy who had experience in China.

During the early part of the second year, one of the new members had to leave the Project due to family problems. She was replaced by a Nigerian woman who had just completed her joint degree in history and education. At all times, four Development Educators and the Project Director worked together to implement the Project.

- **Accountability and Program Improvement** - A participatory process was established to implement training during the first year, and to develop strategies to identify community groups and implement educational programs in the second year. As programs were implemented, daily consultations with teachers and faculty to determine if we were "on track" with their students provided the Project in input needed to make adjustments.

Advice was also sought from the International Programs office at WSU, which program monitored the Project's progress during the second year. Suggestions for improvement were incorporated as a result of weekly reporting meetings between the Project Director and the Director of International Development Cooperation Office.

In summary, campus and extension faculty, the library, and the Development Educators who remain on campus all continue to serve as resources to WSU and to groups with whom the Project worked. Teachers and teachers-in-training with whom workshops were developed and implemented serve as local resources in their communities and to other teachers in their school districts.

2. Provide Training for Development Educators

- **Faculty Resources** - During the first year, the Director worked closely with two faculty members: Lucy Linden, Adult & Youth Education (4H and Cooperative Extension); and Dr. Ray Jussaume, Rural Sociology (experience in Mali and Japan). As a management team, Ms. Linden, Dr. Jussaume and Dr. Horn, with the input of the Development Educators, identified the topics for training seminars as well as the faculty who could speak to the issues. Both faculty members received other assignments by their departments for the second year of implementation: Ms. Linden went to England on sabbatical; and Dr. Jussaume went to Japan to teach and provide technical assistance to establish trading links between Washington and Japan.

During the second year, other faculty took part in the Project: Dr. Annabelle Cook, Rural Sociology; and Dr. Lorna Butler, Extension Anthropologist, Director of the Washington Bean/Cowpea Collaborative Research Support Program in Tanzania, and faculty in Rural Sociology. Both provided training seminars and assisted in the design of materials for implementation.

- **Training and Seminars** - Twelve faculty members delivered training seminars to Development Educators and to others on campus interested in development. Training was provided in order to "top off" what Development Educators already knew and to provide a common understanding about development out of which the Project team could develop its county-based educational programs. Seminars were delivered once per month during the academic year and covered the following topics: Theories of Development; Agricultural Trade; Agricultural Development and Food Policy; Themes in Grassroots Agricultural Development; Women and Minorities in Agriculture; Community & Adult Education Methodologies and Techniques; and Student Presentations.

Several other Biden-Pell grantees came to WSU to deliver training workshops:

Global Learning - Sustainable Development
Upper Midwest Women's History Center - Women in International Development
Trade & Development - GATT and NAFTA
TechnoServe - Case Study Method of Teaching about Development
Citizen's Network - Community Roundtable on Agriculture and International Development

A seminar series addressing development issues was also held:

James McCullough - The Changing Roles of Women in African Marketing Systems

Lorna Butler - Participatory Research in Africa: Implications for Local Projects

Nancy Horn - Markets, Money and Women: Microenterprises and Agricultural Development

During the second year of the project, two other training sessions were held: one on the demographics of Washington provided by Dr. Annabelle Cook of the Department of Rural Sociology; and one on participatory learning methods provided by Dr. Lorna Butler, Extension Anthropologist.

As a follow-on activity, the Project team members attended the Yakima International Trade Fair at which more than 75 agricultural producers and trade organizations exhibited their products to more than 200 international buyers. The team spoke directly with many producers about some of the issues related to trading with developing countries, and learned more about the commodities produced in and exported from Washington.

The Project team also assisted in and attended the Citizen's Network Forum on Agricultural Trade. Approximately 60 agricultural/community leaders, port officials, Cooperative Extension personnel, and growers were challenged to formulate policy recommendations to enhance agricultural trade with developing countries and others in the Pacific Rim.

- **Campus Development Resources and Beyond** - In working closely with the faculty and staff of International Programs, resources on projects in which WSU has participated and the very broad international development network maintained were accessed. This resulted in the purchase of materials on matching funds, in obtaining advice on how to present a range of development issues (both human and technical) to our constituent audiences, and how university-based projects have tackled the problems of agricultural development in the Third World.

Other resources were accessed through the Development Education Network. The Project became a monthly recipient of many newsletters and briefing sheets developed by other Biden-Pell grantees. These materials, some of which were purchased, became one of the cornerstones of our educational programs.

3. Provide Parameters of Training in Initial Community Forums

- **Identify Leaders of Community Groups** - During both years of the Project, three types of leaders were identified: Cooperative Extension for agricultural groups; civic leaders for community organizations; and school district superintendents for school groups. In addition, several groups on the WSU campus sponsored programs. Specific contacts include:

Kittitas County

Cooperative Extension - County Chair, Agriculture, 4H and Family Living Specialists

Civic Leaders - Mayor, Town of Kittitas; President, League of Women Voters; Director, Chamber of Commerce

School District Superintendents - Roslyn/Cle Elum; Ellensburg; Kittitas

Franklin County

Cooperative Extension - County Chair (for both Benton and Franklin Counties), Agriculture, 4H and Family Living, Pesticide Management, and Livestock Specialists

Civic Leaders - Hispanic Social Services; Agriculture & Natural Resources Fellowship Program; Washington Wheat Commission

School District Superintendents - Upper Franklin County

Whitman County

Cooperative Extension - County Chair

Civic Leaders - League of Women Voters; Besse Mechlyng Group

School District Superintendents - Pullman; Garfield/Palouse; Colton; Colfax; La Crosse; Steptoe

Other

School District Superintendents - Moscow, Idaho

- **Conduct Needs Assessments and Identify Local Resources** - As each of our community liaison individuals identified specific groups, members of the Project team made telephone and letter contact with the president or leader of each group, determined their interest in having a program, and then travelled to the site to conduct a learning needs assessment (see Appendix C - Needs Assessment Guidelines).

During the first site visit, availability of resources on developing countries was ascertained. In general, print materials were limited to the public library and school textbooks (many of which were outdated), as well as National Geographic. In Kittitas County, Central Washington University international students served as a resource to the Project and participated in jointly-sponsored events; in Franklin County, the large Hispanic population was drawn upon to deliver workshops; and in Whitman County, WSU's international student and faculty population provided support in delivering programs.

After the assessment had been made, a brief summary was written and presented at our weekly meetings. This document became the basis for designing a program that met a particular group's learning needs and interests.

4. Development and Implementation of Curriculum

- **Development of Curricula** - Curricula for each educational program was developed by the Project team utilizing a participatory process. Based on the content desired by a community/school group leader (or teacher) - ascertained in the learning needs assessment - a coordinator from among the team was designated to oversee and guide a particular program. S/he was responsible for assigning different tasks to members of the team, and for developing the specific curricular plan to be implemented. The coordinator would also liaise with the county-based group leader and make any arrangements for accessing external resources.

After each team member had completed her/his task, the group met and ran through every aspect of the presentation. Where needed, adjustments were made, and when finalized, handouts and other materials were printed out in preparation for implementation.

- **Implementation of Curricula** - On site, the team, along with the group leader/teacher, went into action. Rooms utilized for implementation were "decorated" with appropriate maps, posters, artifacts, books, articles, and the like. An initial exercise that had been developed as part of the curriculum to "hook" our audience in was implemented first. These "hook-in" exercises were designed to tap into the knowledge base members of our audience already had but perhaps were unaware of. Alternatively, because we found starting "cold" to teach about developing countries was too academic - too "out there" - for many of our audiences, we developed parallel exercises to serve as a basis for understanding. For instance, in The Trade Game, our

"hook-in" was an economics exercise based on the expenditure of a young person's allowance. The exercise directed students to do whatever they wished with the funds they were allotted. If they wished to make purchases, then they had to make the best "deal" possible. In learning about supply and demand, and in learning about dual benefits, students were primed to think about these same principles in establishing trading relationships between the U.S. and developing countries.

After the "hook-in," the substance of the exercise was implemented. In many cases, the team remained at a site for a week to continue working with a school group, or combined working with school and community groups.

At the end of each session, an evaluation was administered that focused solely on the workshop/course and its content (see, e.g., Appendix D - Sample Workshop/Course Evaluation Forms). We also consulted with each group leader/teacher to ascertain any other learning needs they wished to fulfill and whether we could be of further service.

In several instances, we were asked to return to address a different audience. In the case of Roslyn/Cle Elum High School, our Africa week-long teaching focus gave rise to an international fair - "Entering New Worlds Today" - in which the teachers were the primary organizers and implementors and the Project team acted as advisors and support people. Their expertise, coupled with the link they established to the International Programs Office at Central Washington University, brought to the school a greater understanding of global cultural diversity and lessons about even more developing countries.

In another instance, the week-long "Bringing the World Home" Cooperative Extension internationalization workshop, faculty were assigned the task of developing resource guides and a project they would incorporate into their own county-based programs.

In yet another instance, after having delivered two week-long workshops at two different grade levels at Kittitas schools, teachers requested their own workshop on developing countries, for which they obtained district credit towards the maintenance of their certification.

The Project team found that in making contact with each rural group and in implementing each workshop/course, the audience was learning things they wanted to know more about but were not ever challenged to consider any more deeply than what the newspapers or media presented. The challenge to these rural communities is accessing other resources to continue learning, and to think critically about what is presented. In each instance, members of our audience came away from our presentations realizing how integrally intertwined our lives are with those of people in developing countries.

5. Program Impact Evaluation (see discussion under II. Project Evaluation)

II. Project Evaluation

Introduction

As discussed above, each workshop/course presented was evaluated at the end of our sessions. One of the Project team was designated to analyze these evaluations prior to preparation for the next presentation in order that we could learn from any mistakes or misconceptions. In all but two cases, the evaluations were excellent.

The two that were problematic was an 11th grade science class - in which we tried to develop a global environmental week-long presentation - and an 8th

grade comparative government class - in which we tried to look at the constraints faced by governments of developing countries. In the former instance, the participatory process was very problematic to implement as the students were used to copying notes from the board, and had not been challenged to think for themselves. After the first day's presentation, the team altered its approach and about mid-week many students had become participants (this presentation took place the first week after Christmas break). In evaluations, the teacher indicated students were not used to this style of presentation, and that they were more concerned with meeting each other after the holidays. The latter presentation was problematic owing to our own knowledge shortfalls, and the misconceptions held by the Team member who had been designated program coordinator.

After completion of the second year's workshops/courses, a Development Educator with considerable field research experience conducted an impact assessment. The Project team developed the interview schedule in a participatory process, and the designated member finalized and implemented the instrument (Appendix E - Impact Evaluation Questionnaire).

The Impact Assessment provides the statistical breakdown of programs presented and analyzes participants' perceptions of the impact of our presentations (Appendix F - Impact Assessment of Development Education project). A brief summary of these data is as follows:

- 20 programs totaling 174 contact hours were delivered in three counties: Kittitas, Whitman and Franklin; "Images of Africa" and "Bringing the World Home" adds 55 contact hours to the county-based programs, for an overall total of 22 programs and 229 contact hours
- more than 1,070 participants benefited from all programs
- three types of programs were delivered: courses (516 participants; 101 hours); fairs (430 participants; 27 hours); and workshops (131 participants; 101 hours)
- 97 percent of programs were rated good-to-excellent

"Images of Africa" and "Bringing the World Home" were not included in the impact evaluation because both of these programs obtained other funding from the International Programs Minigrant Program (federal funds) and had to be evaluated separately for WSU. At the time of this writing, evaluation of "Bringing the World Home" had not yet taken place because faculty presentations will not take place until March 1994 (see Appendix G - Bringing the World Home, for an outline of the workshop). The Africa course was evaluated by Dr. James Long, an Evaluations Specialist who had attended the course and who had considerable African experience (Appendix H - An Evaluation of the Images of Africa Shortcourse).

Criteria for Project Success - Project success was measured against the stated objectives in the proposal, evaluation rankings given to program activities by participants, leader/teacher interest in sponsoring other courses/workshops or developing their own programs using the Project team as resources, overall feedback provided in program and impact evaluations, and the spin-off effects in evidence at each institution. Another measurement, internal to the Project team, was the effectiveness of our own participatory processes. In self-evaluation and feedback sessions, the team continuously saw each other as a resource - each had a special talent that contributed to program development. Based on these criteria, the Project had many successes and a few shortcomings.

Subjective Analysis of Impact - The Project has generated an interest in developing countries, especially among teachers. When approaching school

district superintendents, principals and teachers, and explaining the thrust of the Project, we were always met with enthusiasm. Although two counties in which programs were implemented house state universities that provide a broad range of international resources, teachers either did not have the time to explore human, print, and film resources, or were not able to obtain access. Both universities also have colleges of education, but the linkages between the colleges and the communities are somewhat tenuous. The Project team represented to these teachers an entree into a domain of learning they were not very well prepared to teach. We created a bit of excitement in every school we entered, and in some cases were interviewed by the local press. Rural schools do not often have the opportunity to explore innovative curricula mainly because of their location. The informal feedback the Project team received indicated that a real difference has been made in these schools and that teachers will further explore other options in curriculum development (i.e., developing countries) and in their teaching methodology (i.e., the participatory process).

Working with civic and farm groups has generated a different impact. Although extremely interested in potential programs, group members were more concerned with local issues. For instance, in one community local tourism development was foremost in people's minds because of its economic implications. Impending changes in the state budget were also of critical economic importance. Attention and energies of participant groups were directed toward these issues, and while they felt that understanding the issues and concerns of people in developing countries was important - and might even parallel their own - resolving their immediate economic needs was foremost.

Although we had established close linkages with two Wheat Foundation Biden-Pell trainees in two counties, and had obtained their input on how to approach farmer and related groups, we were unsuccessful in gaining entree to county level and statewide organizations. Both trainees attended the Citizens Network Roundtable, as did others on the Wheat Commission, port officials, elevator operators, and the like. The Project team worked with the Citizens Network in developing their program, but we were unable to work with the same groups in follow-on programs. It was suggested that we be a part of a winter meeting of the Wheat Commission, but the director of the statewide organization did not respond to telephone calls, letters, and a drop-in visit. Ultimately, this approach had to be dropped.

Project Influence on WSU - The Project was awarded to WSU when a shift in internationalization efforts was taking place. In WSU's "Common Understandings" document, efforts to bring an international perspective to course offerings and supportive activities are highlighted. Our Project played a role in these efforts:

- A workshop provided to future teachers was welcomed by senior faculty and administrators of the College of Education as the insights into global education we provided had no parallel in the College.

- The "Images of Africa" short course was well attended by students (55) and faculty (up to 30 each session). Many saw our course as filling a major gap in the university's offerings. Several attended all sessions because they are teaching a new two-semester course in World Civilizations that is required for all undergraduates. The Images of Africa course received such a favorable response that the Latin American interest group will offer a similar course during International Week next spring.

- The "Bringing the World Home" week-long workshop was also very well received. Faculty who attended are developing their own programs to implement in their counties. Although many are concerned with international trade, the majority who attended were interested in learning more about developing

countries and how they are linked to the U.S. through agriculture. The Extension group that attended this workshop were primarily women who wanted to know more about specific human issues that directly affect them and their work, i.e., what situations create refugees (who now live in their countries), how home-based businesses can become globally competitive, how we all can become more culturally sensitive, how NAFTA will affect jobs, and the like. Unfortunately, severe state budget constraints have prevented a follow-up meeting of this group and has delayed reporting on specific projects. This will be forthcoming, however, and the faculty trained in this workshop are committed to pursuing internationalization.

- Developing a broad-based library of "fugitive" documents (i.e., those not necessarily published formally), published works, slide sets, and videos has made resources available to the university community. Having a project that focused specifically on learning about developing countries housed at WSU has meant that expenditures for materials have been redirected in order to promote the goals of the Project.

In summary, the Project brought a specific focus to university offerings and enabled faculty, staff and students to learn about different developing countries and regions. Each effort has had spin-offs that will be implemented this year (the Africa Interest Group will sponsor another short course, three faculty will offer new courses on Africa, and building a minor in African studies is being discussed; the Latin American Interest Group will sponsor a short course and will also work to broaden the curriculum; Cooperative Extension are more open to internationalization and will pursue this avenue to the extent that budget constraints will allow), and these will continue to have a ripple effect as the reorganization of the university proceeds.

Project Contribution to Development Education - The participatory/teamwork approach taken by the Project not only serves as a model for developing curriculum, but also for how learning about developing countries can be made interesting and enjoyable. Regardless of the age range of the audience we involved in our programs, our approach was to have each participant invested in the learning process. From the outset, the Project was committed to developing the most efficient means of generating interest in and teaching about the developing world. By generating "hook-ins" (i.e., parallel challenges participants were facing), participants became vested in our presentations from the outset. By challenging them to reveal what they already knew so we could build upon this foundation maintained participant interest. The exercises we developed were creative and memorable.

Utilizing a team approach in curriculum development meant that each Project team member brought to the process a unique set of insights and experiences. Each person had something to contribute. Brainstorming and adapting materials together, the team constituted an outstanding resource in generating innovative educational programs on developing countries. Team membership recognized and promoted professional competence. Development Educators are known on campus for the contributions they have made.

III. Lessons Learned

In designing and implementing the Development Education Project, lessons were learned on several levels: Project management; personnel and project participation; implementation and limitations of expertise; and the enormity of the process of challenging people to change the way they think about developing countries.

Project Management - The participatory approach and decentralized decision-making processes utilized in managing the Project facilitated the professional development of Development Educators, in particular. Faculty and

graduate students learned from each other about substantive issues and about project implementation processes. The support of the International Programs office proved invaluable in generating long-term campus-based programs; the Project fit well into the goals of internationalization and activities were enhanced through access to their resources and networks. Their know-how in project management assisted the Project Director in her ability to manage.

Personnel and Project Participation - The Project had to withstand a number of changes, from a shift in the home unit of the Director to employment needs of Development Educators. Toward the end of the first year of the project, changes in the Director's home unit - the Women's Resource & Research Center - led to her reassignment to International Programs. While this move was very positive for the Project, it was disruptive and required a number of physical changes. The resignation of Development Educators, owing to their withdrawal from their university programs, personal family concerns, and ultimate lack of time meant that new Project team members had to be trained when it had not been planned.

Implementation and Limitations of Expertise - Development Educators and the management team worked closely together to determine a training curriculum focusing on the parameters of development and adult education. Having developed specific ties with Cooperative Extension, it was anticipated that a rural, agricultural/hunger focus would be brought to the implementation of educational programs during the second year. It was envisioned that the audience for programs would be farm and commodity groups interested in knowing more about where their products go, how they are used, and how they effect production in developing countries.

In working with Cooperative Extension chairs and agents of the three counties, the Project team explained several times what Project objectives were and the assistance required in contacting community groups. Despite our efforts, Cooperative Extension was not prepared to provide the assistance needed. As a result, contacting agricultural groups was highly problematic. One chair arranged for livestock leaders to attend a presentation, but the leaders informed us that unless the three-hour presentation we sought to deliver dealt with how to open trading relationships for beef with other countries, they were not interested. A similar response was given when the Project tried to work with the Washington Wheatgrowers. We tried to work with the two fellows funded by the National Wheat Foundation, and they did provide us with a number of ideas and contacts. When following up their suggestions, however, telephone calls would not be returned and we would not be given an appointment to discuss the Project face-to-face.

As the result of Project inability to implement programs with farm and commodity groups, alternatives were found in schools and civic organizations. Working through the League of Women Voters in Kittitas County, a major attempt was made to develop a community forum that would target farmers and ranchers. Owing to miscommunications, however, this did not take place. Alternatively, the League played a central role in our work with Central Washington University. Additionally, the League always provided hospitality to us when we delivered a program in the area.

In our processes to develop interest in the Project, we spoke with several education professionals who, increasingly, directed our attention to schools. As a result, many of our programs were implemented in classrooms in the three counties. The emphasis of each of our programs was the role of agricultural development in alleviating hunger in developing countries, but we had to lay a sufficient foundation for students to understand what a developing country is and why they face the challenges they do. Consequently, a portion of a week's presentation was devoted to developing this basic understanding, with the latter two days focusing more on agriculture and hunger.

Although we had had one training session during the first year of the Project on adult education methodology, and many of the Project team had worked with adults in developing countries, the audience we had to develop programs for was significantly younger, and were in the public schools. We determined that the participatory approach to which we were committed would still serve us well in developing programs for this younger age group. Conceptually, we wanted our audience invested in the learning process; it was our challenge to develop "hook-ins" for school-aged youth.

While the Project team met this challenge very well, we were required to shift our preparations from adult to young people's learning needs. Some of the team had had experience teaching in schools in developing countries and this provided the basis for "brainstorming" our programs. The "pilot" program we delivered was in a geography class at a local high school. We discussed our predicament with the teacher, who was very happy to learn more about developing countries while assisting us in our on-the-job training. During the implementation week, we made many adjustments since we had planned to cover too much materials. In scaling back our activities, we learned what we could cover in a 50-minute period, and what type of groundwork we had to lay before getting into substantive issues. Despite our status as novices, however, the teachers appreciated what we did, and the students received us very favorably.

In summary, although the Project sought to work with groups of adult farmers and commodity professionals, it ended up working primarily with young people in schools. This challenged the Project team's teaching expertise and led to a shift in program emphasis.

Changing Attitudes - Attitudes were changed on at least two levels: content areas for learning; and understanding of developing country challenges. Concerning the former, eastern Washington residents have little knowledge of the developing world except from the media or through a relative's or friend's involvement in the military (the civil war in Somalia prompted a number of people to come to our presentations). Local libraries do not purchase many materials on any region of the developing world. Owing to sister-city and trade linkages with Japan and other Pacific rim countries, libraries are more likely to have holdings related to these areas, but few on developing countries within these areas. University libraries have acquired a much broader range of publications, but not very many community members take advantage. The Project generated a need to understand events in developing countries because of our shrinking global environment and the intertwining effects of decisions made in one country on another. Participant interests were energetically cultivated through presentations, especially, on the environment, on government and politics, and on trade. Participants of all ages learned that developing countries are not "out there," but "right here."

Concerning the latter, images participants have about the developing world have largely been created by the sensationalism of the media, i.e., distended bellies of starving children, digging out the dead from major earthquakes and other catastrophes, and the like. What participants did not understand is why these issues have become the problems they are. Through our educational programs, participants began to appreciate the complexity of issues in developing countries, paralleling complexities right here at home. Of particular significance is what people learned about the relationship between agricultural development and hunger. Project presentations covered such issues as local food customs, the economics of distribution systems, and the politics of using food for a number of reasons. Participants learned of U.S. government efforts in alleviating these problems, but they also learned that one donor cannot hope to resolve all problems. Appreciating the complexity of development was the first step in bringing development education to eastern Washington. Participants then went on to consider news stories, TV specials, textbook coverage, and "common knowledge" from a much more critical

perspective, asking deeper questions in order to come to terms with the issues. This is the ripple effect the Project will have on many.

IV. Resource Materials

The Project developed a range of curriculum used to implement programs at many levels. Because the team members felt it critical to make available the materials we had developed to teachers, we compiled a loose-leaf volume, Learning About Developing Countries: Participatory Lessons for K-12 (already in your possession). The lessons, complete with slides and handouts, were produced largely with funding from the Project, but also with contributions from the International Programs Office. Loose-leaf sets are available at a post-project closure production and mailing cost of \$20. Mailing flyers and 20 copies have been distributed at the Development Education Conference in Santa Monica November 7-9, 1993. Other flyers have been distributed to program participants, other school teachers, departments of education at colleges and universities in the state, and to the State Department of Education. Copies of the completed volume have also been provided to the Outreach Directors of the African Studies Centers at Michigan State University and Boston University. The International Programs office will reproduce copies when an order is received.

V. Budget

The Budget Pipeline Analysis appears in Appendix I. Explanations of Variance from Proposed Budget appear below:

EXPLANATION OF VARIANCE FROM PROPOSED BUDGET

Salaries

Faculty

Lorna Butler	Provided training input during year 2 as well as worked with the Project in presenting a number of programs jointly - matching funds
Doug Warnock	Cooperative Extension Agent serving as agricultural community liaison individual in Kittitas County - matching funds
Tom Hoffman	Cooperative Extension Agent serving as agricultural community liaison individual in Kittitas County - matching funds.
Lana Thomas	Cooperative Extension Agent serving as Family Living/4H community liaison individual in Kittitas County - matching funds
Bill Ford	Cooperative Extension Agent serving as agricultural community liaison individual in Franklin County - matching funds
Eric Sorenson	Cooperative Extension Agent serving as horticultural community liaison individual in Franklin County - matching funds
Laurie Shurfey	Cooperative Extension Agent serving as Family Living/4H community liaison individual in Franklin County - matching funds

Staff

Dave Garrison Provided Project support assistance after the Project was moved from the Women's Resource & Research Center to International programs (work/study student)

Nicole Hughes Provided Project support assistance after Dave Garrison graduated (May) until the end of the Project

Jennifer Longmire Provided secretarial support when Project was in field implementation stage

Development Educators

Oyibo Afoaku When Africa was identified as a theme for workshops in high demand, Ms. Afoaku was hired to assist in developing materials

Jane Barga Continued her studies on a part-time basis so could be paid only on a time-slip basis; she was hired full time over the summer to complete the preparation of our volume, Learning About Developing Countries: Participatory Lessons for K-12

Kristen Larsen Discontinued participation in the Project as it conflicted with her lab work to complete her M.A. thesis

Mike Mtika Was hired for an extra month during the summer in order to complete the impact assessment

Teresa Tsushima Discontinued participation in the Project due to personal family problems

Off-Campus

Thirteen professors, teachers and support staff donated in-kind time to workshop preparation, attendance, and follow-up interviews.

Other

Printing & Copying Funds were underspent due to inadvertence. Although encumbrance was projected for the copying and dissemination of the book produced by the Project, we were unable to complete the volume until October when, we were told, we could no longer spend the amounts encumbered. Hence, the 35 volumes produced were paid for with matching funds (which could also not be used since expenditure was incurred subsequent to the date of Project completion).

Travel

Not all funding was used since local residents provided in-kind accommodation when we were in the field. In addition, since actual expenditure had not been incurred prior to the end of the Project to attend the Development Education conference in Santa Monica, the amount budgeted was not spent.

VI. Project Sustainability

Sustainability grows out of individuals having a vested interest in the outcome of activities and programs. While Development Education, per se, will not continue in the same form as the Project, Project spin-offs at WSU are already in process. The African Interest Group will enter its second full year of activities, and will offer another short course to continue educating students and faculty about development issues. The Latin American Interest Group is developing a short course patterned on the one on Africa. International Week (held annually in April) will focus largely on developing countries. A new course on Africa will be offered in the Anthropology Department Spring 1994, and a course on French African literature will be offered in the Foreign Languages Department Spring 1994. The university, with the encouragement of the Provost and Vice Provost for Academic Affairs, will continue to build a minor in African Studies to become a part of regular academic offerings. Internationalization efforts will continue through further exploration of a broader International Studies program.

Within the counties, Cooperative Extension agents trained through the "Bringing the World Home" workshop are working on specific projects. In Spokane, a conference - "Global Awareness: Embracing Women's Values" - will be held in May 1994 and includes a number of groups: Girl Scouts; church organizations; city and county government; AAUW; League of Women Voters; Junior League; several colleges and universities; and several professional women's groups. In Adams county, the Family Living Agent has developed a cultural awareness through foods booklet she is disseminating to community women's and 4-H groups. An Agricultural agent in Benton county has trained 90 Hispanic migrants in methods of irrigation and has received a grant to make training more culturally sensitive and to be made accessible to nonliterate populations (which could be made available for work in Latin America). A Family Living Agent in Garfield County was appointed to the SE District International Committee representing interests in family issues, and is working more directly now with migrant populations; she will also attend the next International Agricultural Showcase in August 1994 to speak on the cultural rigors of trade with Middle-Eastern and South Asian countries.

Within the various schools in which the Project implemented programs, teachers have developed new orientations. A geography/computer teacher in Whitman county became a part of the National Geographic Alliance and is developing a computer pen-pal program with a school in Botswana. A teacher in Kittitas county has taken our model of the environment and developed new curriculum for her biology class that applies the model to developing countries. In general, teachers have indicated that they have become more critical in their approach to media information on developing countries; and they pass this approach on to their students.

Those who have participated in our workshops/courses expressed a specific need for this type of training to continue. Rural teachers and Extension agents do not have on-site opportunities to learn about developing countries, and colleges of education in the state do not require social studies/geography teachers to take content-oriented courses. Although this issue was discussed with the Dean of the College of Education at WSU, severe budget constraints and an entire reorganization of the college will mitigate against any meaningful changes in the near future (the graduate program is being moved across the state to the Vancouver branch campus in order to attract more students). Other colleges of education may provide training in U.S. cultural diversity, but very little on global diversity.

In summary, while ripple effects of the Project can be measured in terms of spin-offs, each is discrete. WSU continues in its internationalization program, including several new initiatives on the developing regions of Africa and Latin America. Individual teachers in schools are reorienting their

curriculum to incorporate what they learned from the Project. Community groups now include a broader perspective when they consider local issues. And all participants view the media coverage of events in developing countries much more critically.

VII. Recommendations

Despite the achievements of the Project, several recommendations about the Project specifically and about development education in general can be made:

Project-Specific Recommendations

1. Be more flexible in budget issues - Funds encumbered were not allowed to be spent after the date of Project completion, despite requests for a brief extension to cover the cost of publishing a Project document and to attend the Development Education Conference held after the completion of the Project.

2. In granting funds to universities, follow the university calendar - The Project had to obtain an amendment in order to reflect the university fiscal year, which sets the parameters for hiring graduate students who constituted a major component of the WSU project as proposed.

3. Provide training to new grantees about ways to obtain matching funds - Although the Project obtained many in-kind matches from various faculty and community individuals, no assistance was provided on where to obtain other funding to enhance the sustainability of the Project, which was really necessary in Washington in light of very serious budget cutbacks in state funds to the university.

General Development Education Recommendations

1. Focus on Formal Education Institutions - Colleges of Education in most universities do not require significant amounts of content learning in social studies, and practically nothing on developing countries, thus producing teachers who are unable to teach on the history, cultures, and current events of developing countries. To focus on building overall capacity, a grant program should be targeted at colleges of education and outreach units of area studies centers to work together to build future-teacher expertise. Area studies centers could also build partnerships with current teachers, offering summer courses to cover content and working with them to develop curriculum over a partnership year. Summer institutes could be sponsored by a grant and pay for teacher participation. Built into such a program would be the requirement to provide two similar workshops in the home school district in order that others learn more about developing countries.

2. Develop Basic Teacher Education Texts on Development - While many textbooks are available in the various disciplines related to Development and developing countries, a teacher education volume is not. Outside of geography textbooks (which may not include significant information on developing countries), teachers do not have a specific resource text they can use to 1) provide substantive information on developing countries, and 2) use engaging methodology to cover a topic so broad and so complex as, e.g., hunger in Africa.

VIII. Conclusion

As Director, it has been my privilege - and that of the Project team - to open the minds of many in Eastern Washington to the strengths and diversity

of developing countries. In reorienting the Project to meet the needs of educators and students, we helped to fill the gaps - at least in Eastern Washington - we Americans have in our own educational processes. As a Project team, we feel targeting schools for development education projects is critical because this is where interest and long-term commitment is first developed. As with any endeavor that seeks to change attitudes, no two-year "quick fix" project will create significant sustainable results - as has been the case with development projects in the Third World. It is the Project team's hope that greater investment can be made in development education and that projects can be funded for at least five years in order to build capacity in universities and school districts to teach about developing countries.

International Program Development Cooperation
Washington State University
Washington State University
Pullman, WA 99164-6226

Grant Period: 8/91 - 8/93

Washington State University's thirty-five year history in international agricultural development in twenty-four countries has provided the expertise in leading the university and the state in a range of internationalization efforts. The AID-funded Biden-Pell Development Education Project is part of this effort.

The purpose of the Project is to assist the residents of three rural communities of Washington state in the understanding of international development as it pertains to agriculture and the alleviation of hunger. Over the two years of the Project, the activity will take place in two stages. In the first stage, faculty, community experts and other Biden-Pell grantees will train a selected number of Returned Peace Corps Volunteers (and Americans with similar developing country experiences) and graduate students from developing countries as development educators. During the second stage, the development educators will implement the education program in selected communities in Eastern Washington.

Project activity in the first year will include the identification of development education trainees, design and implementation of a training curriculum, identification of faculty, community and Biden-Pell grantees as trainers, identification and initial contacts with community liaison individuals to act as local partners in implementing community programs, and identification of target groups with whom to work. Groups will include civic, farm and educational organizations, especially schools and colleges in the three counties of implementation.

In the second year, learning needs of identified groups will be assessed, and educational programs specifically tailored to meet expressed needs. The Project team will utilize a participatory methodology in designing curriculum and in implementing learning programs. The goal of each program will be to enhance the understanding of the relationship between agricultural development and hunger in designated geographic regions, and how the people of Eastern Washington are linked to people in developing countries. Toward this goal, programs will encompass such themes as international trade, women and agriculture in developing countries, the project approach to development, environmental and global issues, foods and nutrition, poverty, and cultural practices related to food production.

At the end of the second year, an impact assessment will be conducted to determine the parameters of sustainability of the Project.

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APPENDIX A

Development Education Project

Campus Mailing List

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6212**

**Lyle Anderson
SBDC
4727**

**M. Andrews
Canadian Area Studies
4030**

**Sue Armitage
American Studies
4030**

**Jill Armstrong
FSHN
6376**

**J. Asher-Thompson
1046**

**Nancy Baker
Libraries
5610**

Tina Baldwin
Education
2131

Gustavo Barbosa-Canovas
Ag. Engineering
6120

Jane Barga
AID Grant/WRRRC
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C. Barnes
Vet./Comp. Anatomy
6520

J. Barron
Agricultural Economics
6210

Day Bassett
Ag. Engineering
6120

L. Berentson
Nursing Program
3524

David Bezdicek
Agronomy/Soils
6420

S. Bhagat
Civil/Env. Engineering
2910

Darrell Bienz
Hort./Landscape Arch.
6414

F. Blackwell
Asian Studies
4030

Lee Blakeslee
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6210

Keith Blatner
NRS
6410

Keith Brandon
3520

Clark Brekke
FSHN
6376

Paul Brians
English
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Joan Brigham
Conf. & Institutes
5222

Trent Bunderson
Natural Resources
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Harry Burcalow
Coop. Extension
6230

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4820

D. Bushaw
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Walt Butcher
Ag. Economics
6210

Hugh Cameron
6244

Angelo Cantera
Foreign Lang. and Lit.
2610

Richard Cardon
1230

J. R. Carlson
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6310

Sandi Carlton
WRRRC
7204

Lew Carter
Colloge of Sciences and Arts
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Ken Casavant
6210

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Civil/Env. Engineering
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Peggy Chevalier
Crop & Soil Sciences
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ICNE
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Alice Coil
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IPDO
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IBC
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Joe Cote
Marketing
4725

C. Cox
AMID
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USDA/ARS
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Robert Curry
Radio-TV
2530

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Hort./IAREC
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P. Demes
USDA
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Gregg Honks
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6420

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6402

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4030

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6320

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6610

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FSHN
6330

N. Lewis
Inst. of Biological Chem.
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6236

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6430

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2752

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4880

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4020

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7013

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Comm. Resource Dev.
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Travis McGuire
7040

Doug McLeod
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3113

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Mushtaq Memom
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2714

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6510

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Mckinley Nance
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PIP
University of Idaho

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1034

Mary Nofsinger
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Des O'Rourke
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College of Education
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Gina Ortola
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7204

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2220

Guy Palmer
7040

K. Peterson
CCFS
2010

W. Peterson
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J. Pierce
2630

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Entomology
6382

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6210

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Ernie Renfro
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6242

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1030

Sam Smith
1048

Steven Sneed
1032

Alice Spitzer
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4910

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William Symons
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6120

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6432

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7010

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Judy Meuth
Women Studies
4032

Gail Stearns Moody
Women Studies
4032

Stacia Moffett
Zoology
4220

Christi Nugent
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Bruce Palmer
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APPENDIX B

Development Education Project

Library Resources

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WH

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APPENDIX C

Development Education Project

Needs Assessment

WASHINGTON STATE UNIVERSITY
EDUCATIONAL PROGRAMS IN GLOBAL LINKAGES
NEEDS ASSESSMENT GUIDELINES

1. Organization Name _____

2. Membership:

a) Male _____ Female _____

b) Age _____

c) Educational level _____

d) Income level _____

e) Source of income _____

3. Organization Programs and Activities:

a) Purpose _____

b) Activities _____

c) Frequency of meetings _____

d) Topics at meetings _____

e) Conduct of meetings _____

f) Could they allow three hours for an educational process _____

4. Concerns/Interests in International issues:

a) Any international focus? _____

b) Any specific international interest/concern? _____

c) Details of each interest/concern _____

d) Geographical focus in interests/concerns _____

5. Workshop Program:

a) Topic _____

b) Specific areas to be covered _____

c) Dates _____

d) Time _____

e) Place _____

f) Support materials _____

6. Expectations:

a) Type of workshops the organization has enjoyed in the past _____

b) Possible pitfalls _____

APPENDIX D

Development Education Project

Sample Program Evaluation Forms

1

**EVALUATION
AFRICA UNIT, GEOGRAPHY CLASS
PULLMAN HIGH SCHOOL
October 26 - 30, 1992**

1. What activities did you like best about the Africa Unit?

2. What activities did you like least about the class?

3. What is one of the most interesting things you learned about africa?

4. If you were to take this course again, what would you want those teaching it to do differently?

5. On a scale of 1 to 5, 1 being poor and 5 being excellent, please rate the following sessions:
 - a) Description of Africa done on Monday ----- 1 2 3 4 5
 - b) Problems of Africa on Tuesday ----- 1 2 3 4 5
 - c) Food Prod. and Cons. on Wednesday ----- 1 2 3 4 5
 - d) Trade Game on Thursday ----- 1 2 3 4 5
 - e) What is Development for Africa on Friday ---- 1 2 3 4 5

6. How would you rate the overall Africa Unit? ----- 1 2 3 4 5

7. If you were to have another unit on Africa, what else would you want to know about Africa?

THANK YOU VERY MUCH

EVALUATION
LINKING POPULATION TO HUNGER UNIT, BIOLOGY CLASS
KITTITAS HIGH SCHOOL
January 4 - 8, 1993

1. What activities did you like best about the Population and Hunger Unit?

2. What activities did you like least about the unit?

3. What is one of the most interesting things you learned about population and hunger?

4. If you were to take this unit again, what would you want those teaching it to do differently?

5. On a scale of 1 to 5, 1 being poor and 5 being excellent, please rate the following sessions:
 - a) Global Environment done on Monday ----- 1 2 3 4 5
 - b) Fragile Ecologies done on Tuesday ----- 1 2 3 4 5
 - c) Agriculture done on Wednesday ----- 1 2 3 4 5
 - d) Culture and Family Size done on Thursday ----- 1 2 3 4 5
 - e) Community and Food Policies done on Friday --- 1 2 3 4 5

6. How would you rate the overall Population and Hunger Unit? ----- 1 2 3 4 5

7. If you were to have another unit on the same topic, what else would you want to know about population and hunger?

THANK YOU VERY MUCH

APPENDIX E

Development Education Project

Impact Evaluation Questionnaire

**WASHINGTON STATE UNIVERSITY: INTERNATIONAL PROGRAMS OFFICE
BIDEN-PELL DEVELOPMENT EDUCATION PROJECT**

IMPACT EVALUATION QUESTIONNAIRE

A. DEMOGRAPHIC AND WORKSHOP/COURSE INFORMATION

1. Course/Workshop Title _____

2. Location _____

3. Dates _____

4. Number of Course/Workshop hours _____

5. Number of Participants _____

6. Type of Participants _____

7. Occupation/Grade Level of Participants _____

8. Coordinator/Teacher in Charge _____

9. Position of Coordinator/Teacher _____

10. Coordinator's/Teacher's reasons for wanting course/workshop _____

11. Coordinator's/Teacher's interest in Third World issues and global interdependence prior to workshop _____

12. Course/Workshop Objective _____

13. Main Topics Covered during Course/Workshop

14(a). Were the topics appropriate to the theme of the course/workshop? **Yes No**

14(b) Why/why not? _____

15(a). Were the topics appropriately covered? **Yes No**

15(b). Why/why not? _____

16. How did the topic fit into your curriculum in terms of:

(a) content _____

(b) timing _____

17. What was your overall impression of the benefit of the program to the participants?

18. What specific feedback did you receive from the participants after the program?

19. From your perspective as coordinator/teacher of the group, what differences do you see in the awareness/behaviors of the participants? _____

20. Were course/workshop evaluations appropriate? _____

B. PROFESSIONAL BEHAVIORAL CHANGE

1(a). Have you participated in any other professional development activities related to developing countries as a result of the course/workshop? **Yes No**

1(b) If yes, what? _____

2(a). To implement the course/workshop, we used a Participatory Methodology. Has this approach influenced you in the way you teach/conduct workshops? **Yes No**

2(b) Why/why not? _____

3. The content of the workshop was developed using a number of different sources:

(a) What resources do you have to teach about developing countries? _____

(b) What other resources would you need to change your activities? _____

4. How has the content we provided changed the ideas/themes you will cover in the area next time? _____

5(a) Have you developed any new professional relationships based on your interests in teaching/training more about developing countries? **Yes No**

5(b) If yes, what? _____

C. PERSONAL BEHAVIORAL CHANGES

1. What new images or perceptions come to mind when you hear the term Third World or Developing Countries? _____

2(a). Have you developed or enhanced any personal behaviors as a result of the course/workshop (with regard to newspapers/magazines, organizational contact, community activities, books, television, writing congressmen, trade, and other)? **Yes No**

2(b). If yes, what? _____

3.(a) Have you undertaken any other learning activities related to developing countries since the workshop/course? **Yes No**

3(b) If yes, what? _____

4(a) Have you participated in or initiated any other community/state/national activities related to developing countries? **Yes No**

4(b) If yes, what? _____

5(a) Have you developed any new personal relationships with organizations or people based on your interest in developing countries? **Yes No**

5(b) If yes, what? _____

6(a) Have you done anything to help others understand more about the Third World? **Yes No**

6(b) If yes, what? _____

D. NEED FOR MORE PROGRAMS?

1(a). Is there a need for programs that educate people about developing countries? **Yes No**

1(b). If yes, what specific topics or areas would you recommend should be covered? _____

2. Who should they be directed to? _____

3. What methodologies should be used in implementing them? _____

E. OTHER COMMENTS

Do you have other comments that you can offer with regard to the impact of the workshop/course we did with you? _____

APPENDIX F

Development Education Project

Impact Evaluation

**IMPACT ASSESSMENT OF THE
WASHINGTON STATE UNIVERSITY
USAID-FUNDED BIDEN-PELL
DEVELOPMENT EDUCATION PROJECT
AUGUST 16, 1991 - AUGUST 15, 1993**

**NANCY E. HORN, Ph.D.
DIRECTOR**

Mike Mtika
International Programs Office
Washington State University
July 1993

EXECUTIVE SUMMARY

During the first year of the Development Education Project (the Project), Development Educators were identified and trained by Washington State University (WSU) faculty and Directors/Managers of other Biden-Pell-funded projects. During the second year, Development Educators implemented county-level programs on a range of development-related topics. The duration of each program varied with the needs addressed. This assessment analyzes the impact of the processes, activities, and achievements of the programs implemented during the second year. The goal of this analysis is to determine whether any changes in participant activities and action plans have been made as the result of the Project.

The following is a summary of the findings:

1. A total of 174 hours of training programs reaching approximately 950 participants were implemented. More programs were undertaken in Whitman and Kittitas counties than in Franklin.

2. The Project audience was comprised of rural teachers and students, university students and faculty, civic groups, and Cooperative Extension personnel. Despite many attempts to reach out to farm groups directly, it was necessary first to address Cooperative Extension needs.

3. The number of educators and students to whom programs were addressed allowed the Project to enhance long-term sustainability since teachers, in particular, are incorporating what they learned into their curriculum.

4. Participants changed their attitudes toward the developing world from a "headline" to a more critical analytical understanding of the developing world, focusing not only on problems but also on internal dynamics and strengths.

5. Continuity of development education depends on the availability of resources. Educators need visual aids, human resources, and up-to-date information on the Third World. Whereas the Project provided print resources and sources for where more could be obtained, financial and administrative support is still a great need to enable the educators to obtain materials.

1. INTRODUCTION

In August 1991, Washington State University (WSU) was awarded by the U.S. Agency for International Development (AID) a two-year Biden-Pell Development Education Project (the Project) grant. The main purpose of the Project was to achieve through development education "greater understanding of how and why agricultural development for the alleviation of hunger and poverty in the Third World is linked to activities in rural communities in Eastern Washington, and the relationships between communities in developing countries and Eastern Washington that foster group and individual exchange and understanding of international development." During the first year of the project (August 1991-August 1992), Dr. Nancy E. Horn, Project Director, Development Educators (graduate students from developing countries and American students with a Peace Corps or similar developing country experience) were identified and trained by WSU faculty and other Biden-Pell grantees to deliver educational programs on a number of goal-related topics. During the second year (August 1992 - August 1993), Development Educators and the Project Director delivered educational programs to various groups in three counties of rural Eastern Washington.

This impact assessment analyzes the effects and potential for long-term continuity of the activities undertaken, the processes followed, and the achievements accomplished in the implementation of the educational programs delivered during the second year of the Project. This assessment answers two main questions: 1) did the project foster greater understanding of the Third World and how it influences and/or is influenced by the United States? and 2) is learning about developing countries sustainable in Eastern Washington?

2. ASSESSMENT METHODOLOGY

This assessment relied on two sets of information: 1) the learning needs assessments conducted with each participant group prior to curriculum development, training program background information, end of training evaluations, and, in the case of courses, the assignments carried out by students; and 2) interviews conducted May - June 1993 with coordinators and/or teachers involved in the training programs. A total of 23 standardized interview schedules were administered, with questions designed to elicit information on participant interest in developing countries and overall effect of development education programs on participants.

The interview schedule was a mix of open-ended and survey questions. Each interview took an average of one hour with a range of 40 minutes to two hours. Data was analyzed by content (qualitative responses) as well as numerically, and was categorized in two divisions: 1) program impact; and 2) sustainability.

3. IMPACT OF EDUCATIONAL PROGRAMS

Program impact is analyzed under the following four sub-headings: 1) type of audience reached and length of training programs; 2) objectives of the training and the topics covered; 3) benefits of the training to participants and coordinators; and 4) overall assessment of the impact.

Audience Reached and Length of Program

Program participants at schools and universities included 141 students and teachers from middle schools, 186 from high schools, 9 at Central Washington University, and 85 at Washington State University (total 421). Those who participated in fairs included 120 4-H youth and their leaders, an estimated 250 high school students and teachers, and 60 students and teachers at a day care center (total 430). Of the eight workshops delivered, three targeted teachers, three were for voluntary groups whose members were women, and two targeted cooperative Extension faculty (total 106) (see Table 1).

TABLE 1

Project Participants by Type of Program and County

<u>Type of Program</u>	<u>Whitman</u>	<u>Franklin</u>	<u>Kittitas</u>	<u>Total</u>
Courses				
Participants	302		119	421
Duration	59		27	86
Fairs				
Participants	60		370	430
Duration	15		12	27
Workshops				
Participants	78 ¹	15	13	106
Duration	51	3	7	61

The Project sought to facilitate "the understanding of social, economic and political ramifications of international development as it pertains to agriculture by residents in selected rural communities in the State of Washington" (WSU Project Proposal 1991). In targeting a range of county groups - agricultural, civic and educational - our approach was first to write letters introducing the project and outlining its objectives. Included in the letter was a form to be returned if a group was interested in sponsoring a workshop/course either in their communities or in their specific group. Requests for programs came largely from educational (schools and universities) and civic organizations.

As initially conceived, the target audience for the Project was to have been rural farm and/or commodity groups reached primarily through Cooperative Extension. In obtaining the names of groups and their leaders, we were informed that unless our programs specifically targeted trade and economic returns to farmers, we would not cultivate significant interest. One respondent to the assessment interview said:

Knowing about what is going on in the Third World probably is not on the priority list of many farmers. . .except if whatever training being planned shows how they would economically benefit from it.

Another respondent captured the situation differently:

People around here are conservative; they think that what happens elsewhere does not concern them except if it is business ... breaking the conservative mind-set is difficult.

Consequently, when initial contact was made with farm and commodity groups, only a minimal response was received. Despite rigorous outreach strategies, including working with the Wheat Foundation fellows in two counties, the Agricultural and Natural Resources Fellowship Program, individual growers, the Grange in each county, and Cooperative Extension, only one educational program was delivered to a specific farm group, and two to Cooperative Extension itself. When working with the Citizen's Network Roundtable organizers who brought in many external resources, however, the response pattern was much more favorable.

WSU Project faculty and staff learned that addressing the conservative, economically-tuned mind set requires a long-term educational process that begins

¹ This figure includes a school district curriculum committee workshop held in Moscow, Idaho, 8 miles distant from WSU.

with cultivating an appreciation for developing countries. Once an appreciation has been developed, then a specific program can be designed.

The overwhelming enthusiasm of educational groups balanced the lack of interest by farm groups. In developing initial face-to-face contact with the mayor of one rural town, we were informed that it may be more useful to focus on schools because young people must understand more than their parents about our global community since they will no doubt leave the rural areas once they finish their secondary education. Another community leader made similar comments:

Adults are overwhelmed with issues requiring their attention. Even if they wanted this type of education, their time is much more limited than that of kids.

Another captured the situation differently:

Adults do not learn for the sake of knowledge, which seems to have been the focus of the Project, but to address particular problems in their making of a living.

Hence, learning needs of many rural adults in eastern Washington appear to be focused on the ability to generate greater incomes through trade or skill-building course. To plant seeds in young people, however, was valued highly.

Training Objectives and Topics Covered

In conducting the Learning Needs Assessments, many group leaders/teachers indicated they wanted to learn more about Africa. This was the developing region about which most teachers felt they had the least information and understanding. As a result, five of the nine courses delivered were on Africa. Curriculum generally included: images the students had about the continent; its geographical position; physical features; culture; history; economics; trade; and its relationship to developed countries, particularly the United States.

The other courses and workshops covered a range of issues pertaining to the relationship between the Third World and the United States, i.e., how they are linked and how they influence each other. Topics included, among others, Comparative Governments, Hunger and Population, and the Role of Women in Development. Appendix B gives a list of the topics and sub-topics covered by the various training programs.

The Needs Assessments set the parameters for the development of curriculum for a particular program. Conceptually, our curriculum focused first on building a general understanding for developing countries, and then specifically to appreciate the development dilemmas geographically and politically related to specific regions/countries. One teacher wanted to focus on the developing world:

To enable students to understand how the United States is linked to other regions and how such linkage affects hunger and economic development.

Another teacher, probably exasperated by how little students know about other regions of the world and convinced that there is much desire among students to learn about the world, exclaimed:

These kids have no clue of what life is like in other countries [particularly developing ones]. It is critical for them to understand not only America but the whole world.

Another teacher wanted students to be prepared to be "citizens of the world as they grow up." One educator summarized the underlying goals for understanding more about developing countries:

We are a global community sharing one planet; we need to know about each other and help one another. This is the only way of preventing the world from going over the edge.

All leaders/teachers indicated that the educational programs met, and in many instances, exceeded their expectations. Process-wise, the greatest contribution of the Project was, as one respondent put it, the "thought-provoking" involvement through which participants critically analyzed information to draw their own conclusions. This led to one student commenting:

The situation here in the United States is okay compared to other countries; that is not fair for developing countries.

Evaluation of educational programs indicated a desire to have more time to cover a selected topic. In the case of middle and high schools, a one- or two-period class was taught by the Project team over a period of a week. Teachers wanted more, however, with one week focusing on general ideas and another of specific issues in selected countries. This evaluation may be indicative of 1) teachers wanting to learn more themselves about developing countries; or 2) the team trying to pack too much into one week. The participatory learning strategies implemented in the classroom were also of interest as many teachers utilize more traditional knowledge-bestowal methodologies in their classrooms; most were very enthusiastic about the way we involved young people in their own learning.

Benefits to Participants

Program and Overall Evaluations - Participant evaluation ratings at the end of each training program were very positive (see Table 2).

TABLE 2

Participant Rating of Educational Programs

<u>Rating</u>	<u>Percentage</u>
Excellent	31
Very Good	42
Good	23
Fair	3
Poor	1

The overall evaluation leaders/teachers reached about the programs delivered were as follows:

1. Although it is difficult to be definite, the training did create and enhance some awareness and knowledge about what happens in the Third World, particularly Africa, and what factors influence and have influenced what is happening. The programs have, to quote one respondent, "helped to dispel myths and cultural stereotyping."

2. The engagement of participants in critical thinking activities that enable them to analyze information and draw conclusions challenged participants. Games, for example, allowed learning with fun. Group work enabled participants to work together and engage in useful problem-solving activities. Linking everyday happenings and to global issues brought the world to the students' doorstep. This approach, however, requires longer preparation time.

3. Knowledge gained is being applied to other situations. A Central Washington University student, for example, immediately applied the knowledge gained in our course to another. A high school teacher is using our population and hunger model as a foundation in her teaching preparations.

4. Workshops enhanced enthusiasm for educational programs to increase awareness of the people of the developing world. According to one teacher, this education is needed for "breaking down the biases and prejudices children may have." The end result of a Cooperative Extension workshop, according to one participant, is "increased dialogue and networking between Extension staff and the Hispanic leaders [and] an increased awareness that the Hispanics are an increasingly important audience that have a different culture that necessitates a different Extension approach."

What Was Learned about Developing Countries - Program evaluations indicated a high level of participant learning. The following is a sample of what participants indicated as the most interesting things they learned about the Third World:

- . People, food, and culture of people in Africa.
- . Hard and soft currency and how this is related to trade and development.
- . Food production systems in Africa and how these are different from those of the United States.
- . Everyday life struggles and survival.
- . The diversity of Africa and Americans' misconceptions of the continent (size, population, urbanization, and natural resources).
- . Colonization and its influence.
- . The diversity and difference of other cultures and how difficult it might be for people adjusting to the U.S. when they immigrate.
- . Education systems and how they affect people.
- . Differences and similarities of governments.
- . Relationships between population and hunger.
- . Ecology and animal life.
- . Third World economic conditions and development status.

The assignments completed by students give further evidence of what they learned from these training programs. Appendix C provides a sample of three students' projects completed after a one-week course on Africa in their schools. A 6th grade student wrote a note to the Project team:

The most sad thing we heard during the course was about the hunger and starving people. I think the most happy was when we saw the kids [in the slides]. They were poor but smiling and happy. I feel that the U.S. should help feed the starving people of Africa. I also think the U.S. should put up factories so people could work and make money. The U.S. should put up houses for the under-privileged people.

Images and Perceptions of the Third World - The following is a selected sample of responses leaders/teachers provided when asked about how their images and perceptions of developing countries had changed as a result of the Project:

There is a lot more to it than people starving in the Third World. There is rich culture and people doing the best they can to survive in extremely difficult situations.

There are factors in the Third World that are beyond people's control.

I felt that there was a negative and hopeless situation in the Third World before the course. After the course, I felt that there are many positive things about the Third World from which we can and should learn.

I had misconcepted, stereotypical images of the Third World before the course; after the course, I realized there is a rich culture and history.

Images of poverty, hunger, and the negative aspects of life are overportrayed by the media.

The way of life of Mexicans, though near the United States, is very different from that of Americans. Hispanics require tremendous adjustment when they come to the United States.

Influence of the Learner-Focused Participatory Methodology - The learning approach implemented by the Project team influenced teaching styles of educators (in schools or in community groups). One leader/teacher indicated she learned to be more analytical when examining statistics, stating "there is much more to issues than just numbers." Another would like to develop some region-specific approach in her teaching. Another intends to start using foreign students from universities. A university professor will involve teaching assistants from developing countries as colleagues in teaching specific courses. A 4-H Council will incorporate more international perspectives into their activities. In many cases (35 percent), entire teaching styles will be changed to reflect more student involvement.

Overall Assessment of Impact

The original mission of the Project was to facilitate global understanding as it pertains to agriculture. Project activities, however, went beyond this theme. A general understanding of the problems of hunger and development was achieved, as was greater appreciation for other cultures.

Teachers indicated their willingness to expand their curriculum to include content on developing countries and participatory processes. They found many of the activities, e.g., the Trade Game, Mutindi Maitha, and a team teaching approach as good examples to emulate. Further, the Project created a limited knowledge base about developing countries can be augmented.

Our educational programs have influenced leaders/teachers in many ways. One teacher is updating information on the world geographic regions. She asks students to compile national demographics and compare different nations. Another teacher asks students to do research on selected developing countries. One respondent indicated that the training raised more concern for him to understand the deeper issues about the Third World. Cooperative Extension in Franklin County is planning to recruit a Spanish bilingual to facilitate their county outreach to Hispanics. One Extension agent has already hired a bilingual intern to help with irrigation training for Spanish speakers. The same Extension agent indicated he is becoming increasingly aware of the need for WSU to address the needs of cultural diversity, and enrolled in the second course the Project provided to Extension. The American Association of University Women (AAUW) has on many occasions referred to descriptions of women's involvement in development in developing countries. One AAUW member constantly relates her garden work to what women go through in their farm work in the Third World.

4. SUSTAINABILITY OF DEVELOPMENT EDUCATION

The sustainability of development education requires two major inputs: more content training in developing country issues, including how communities in developed and developing countries influence each other; and ability to change

school curriculum on classroom, district and statewide levels. Critical to resolving these issues are leader/teacher attitudes instilled by the Project and the resources available.

Need for Content Training in Developing Country Issues

When respondents were asked whether they thought there was need for programs to educate people in the U.S. about developing countries, all answered positively. One put it this way:

People in the United States are horribly ignorant about other cultures. The problem of this ignorance seems to be getting worse."

Asked what should be covered in such training, respondents offered the following suggestions: culture; environment; politics; government systems; economic development; resource management; historical background for each region; and the meaning and parameters of development. One respondent emphasized that both negative and positive aspects should be addressed while highlighting solutions to problems.

The great need for educating people in the U.S. about developing countries exists for both educational institutions and the general community. The latter, however, has a lower priority for educational programs in this area because of rural people's needs to obtain training in areas that will enhance their incomes. A proportionately higher number of leaders/teachers felt educational programs must first be directed to teachers who will then extend knowledge about developing countries to students at all levels.

A key problem preventing teachers in rural eastern Washington from developing curriculum oriented to the Third World is their own knowledge shortfall. Teacher education programs do not stress these areas and textbooks tend to limit global content to Europe. Hence, for a teacher to acquire more content knowledge, s/he must return to university where courses may or may not be offered. In other words, they must leave strictly defined education courses in favor of courses in the social sciences that will give them the substantive training needed. If sustainable changes are to be made in attitudes, the assessment indicates that the changes must commence at educational institutions.

In implementing educational programs using a participatory approach, leaders/teachers were introduced to an alternative methodology for teaching. One teacher suggested that training in participatory process should be offered by the university as an intensive two-week summer short course. Another suggested Staff Development workshops facilitated by qualified people. One teacher, indicating that interest even among teachers is wavering, suggested the use of "Lab Schools" where teachers will learn about global social, economic, and political issues related to development. Once a teacher has undertaken such a course, s/he should be responsible for teaching colleagues at their home institutions. A more specific suggestion was the use of a "Travel-Log Approach" in which a workshop takes teachers around the world through pictures or some other media. Other teachers were concerned with the administrations' attitudes and suggested the involvement of administrators and parents in local workshops, with concomitant re-examination of the school curriculum to incorporate a more global perspective.

Teachers felt a group-focused critical thinking approach should be utilized in courses/workshops offered during school holidays. Packets of materials that can be used as-is or adapted for class curriculum should be provided. As one teacher suggested:

Workshops should not ask us to do research; we do not have the time for that. We need strategies that we can readily use, like the Trade Game, Mutindi Maitha, and the like.

In order to meet the needs of sustainability, therefore, additional teacher training, re-examination of the curricula, and administrative support are all required. Additionally, resources must also be available and accessible.

Changes in the Curriculum

Nearly 50% of the leaders/teachers have been involved in activities related to developing countries since workshops were implemented earlier in the year. One teacher has been involved in writing a grant to integrate global environmental issues into her curriculum. Several other teachers, wanting to know more about the Third World, participated in another workshop offered by the Project. Two others are on a Fullbright Scholarship to visit China to learn more about that country's history, culture, politics, and economic activities. One teacher has become a member of the Washington National Geographic Alliance and attended their month-long training session in July. An Extension faculty member went to Mexico for two weeks to attend an intensive Spanish course and to learn more about Mexican culture. Another Extension agent attended the "Bring the World Home" workshop that examined how Extension faculty can incorporate global issues into their programming. He later wrote a grant and hired a Spanish bilingual intern to help with training Hispanics in irrigation works in Yakima.

Several spin-off programs resulting from an initial development education activity have already been implemented. The Cultural Fair organized at Roslyn/Cle Elum High School is the direct result of the Project team establishing relationships with a lead history/social studies teacher through bringing Africa to his classroom. With the impetus provided by the team, he informed his colleagues of our desire to help them in other projects. The Culture Fair added to the Model UN, and involved over 10 faculty. Cooperative Extension in Franklin County has developed a strategy for reaching out to the Hispanic community (largely migrant workers from Mexico). One teacher is involved with the coaching of an academic team on "Future Problem Solving" Third World issues are the focus of discussion.

A significant behavioral change among leaders/teachers is their more critical approach to analyzing media information and statistics on developing countries. They seek to "understand the deeper, behind-the-scenes issues about the Third World" as one put it. Another change already in evidence is leader/teacher willingness to access other community resources to build upon what they already know about developing countries. For instance, one respondent indicated that her school district had contacted a Nigerian visiting scholar to provide an educational program about his country Nigeria. Another had a student who visited India to present several lessons on the country based upon her readings and what she had learned experientially. One Hispanic leader, who attended the Extension Workshop, has organized 24 students to train other Hispanics in a number of educational areas.

To sum up, leaders/teachers are interested and involved in various activities to enhance their personal knowledge about developing countries and to reach out to others. This is more apparent among teachers in educational institutions than among organizations. Development education programs infused positive attitudes among concerned leaders/teachers and learner participants about the ability to refocus their efforts to incorporate a more global perspective and to consider how the lives of inhabitants of developing countries are intertwined with those of Americans.

Resources for Development Education

When asked what resources were available for curricula focusing on developing countries, commonly identified were books in the school and university libraries, magazines, and television, particularly the Discovery Channel. Most community library information, according to many respondents, is either out of date or inadequate. One teacher indicated that there was a time when the school district

had information collected on the Third World but that that activity has been cut out due to financial constraints.

The type of resources leaders/teachers want to have are:

- current films, videos, slides, and other visual aids;
- more library materials on the Third World;
- current world maps;
- people (foreigners, university personnel, and other human resources) with experience in developing countries; and
- computer programs with regularly updated information.

Sustaining project activities in schools, in particular, does not depend on enhancing enthusiasm and interest (as would be needed with the general public), but on providing appropriate resources. Whereas the project built a substantial resource base at WSU - now housed in the College of Education and International Program - it was not able to provide major resource packets to each institution. More than 20 catalogs where materials on developing countries could be purchased were distributed to leaders/teachers, but the constraint in accessing these materials is financial. For teachers to retrieve such information or get into contact with organizations that provide such information requires administrative support and financial resources. To build up film, video, slide, or computer libraries requires a greater financial outlay than rural school districts have. A similar comment can be made about rural libraries.

5. CONCLUSION

Some leaders/teachers were disappointed that the Project was phasing out after working with them for only a year. This time period was too short; it was only adequate for making people aware of what the Project could do. A second implementation year was needed to provide greater depth of understanding. One respondent captured the dilemma the project is leaving behind:

I had difficulties in understanding specifically what the Project was trying to achieve. The many discussions we had with the Project team did not clarify the situation to me. It was after the training program that I understood what the project is all about and what it can do.

Overall Achievements

Despite the constraints faced in extending the Project, its achievements were noteworthy:

- 956 individuals participated in development education programs
- 174 hours of programs were delivered by the Project team
- those who requested programs found the techniques and processes very useful; many intend to use these activities and processes in their work.
- the enthusiasm and interest in development education has been enhanced
- the transferability of the processes and content on developing countries is very high
- the Project accumulated substantial resources at WSU that can be accessed by current and future leaders/teachers

- students and teachers in educational institutions were more ardent in their enthusiasm for development education than rural farmers.

The learning needs of each constituent group for whom educational programs were individually tailored were met. The overwhelming desire for the Project to continue is an indicator of the general need the Project fulfilled.

Appendix A: County-Level Training Programs.

1. COURSES

<u>Date</u>	<u>Institution</u>	<u>County</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Hrs.</u>
1992					
May 18-22	Pullman H.S.	Whitman	64	9	14
Oct 26-30	Pullman H.S.	Whitman	56	9	9
Nov 20-Dec 4	Lincoln M.S.	Whitman	29	7	7
1993					
Jan 4-8	Kittitas M.S.	Kittitas	44	6	4
Jan 4-8	Kittitas H.S.	Kittitas	23	10	4
Jan 4-8	Cle Elum H.S.	Kittitas	43	10	8
Jan 25-29	Lincoln M.S.	Whitman	68	8	15
April 5-9	WSU	Whitman	85	undrgrd & fac.	15
April 23-24	Central WA U.	Kittitas	9	undrgrd & grad.	10

2. FAIRS

<u>Date</u>	<u>Location</u>	<u>County</u>	<u>Participants</u>	<u>Type of Participants</u>	<u># of Hrs</u>
Mar 6	Ellensburg	Kittitas	120	4-H Youth & Leaders	4
May 1	Cle Elum H.S.	Kittitas	250	Students & Staff	8
July 19-23	C.C. Ctr.	Whitman	60	Students & Staff	15

3. WORKSHOPS

<u>Date</u>	<u>Location</u>	<u>County</u>	<u>Participants</u>	<u>Type of Participants</u>	<u># of Hrs.</u>
April 9, 1992	Garfield	Whitman	14	AAUW Members	1
Sep 21, 1992	Tri-Cities	Franklin	15	Ext. Staff & Hisp Ldrs	3
Nov 10, 1992	Colfax	Whitman	14	Farm Group	3
Nov 19, 1992	Moscow	Latah	9	Teachers	3
Feb 6, 1993	Pullman (WSU)	Whitman	16	Student Teachers	6
April 2, 1993	Kittitas	Kittitas	4	Teachers	4
April 12-16	Pullman (WSU)	Whitman	25	Extension Faculty	40
April 23, 1993	Ellensburg	Kittitas	9	League of Women Voters	3

Appendix B: List of Training Topics and Sub-Topics

1. COURSES

<u>Dates</u>	<u>Location</u>	<u>Topic and Sub-topic</u>
May 18-22	Pullman High School	AFRICA: - Images of Africa. - Geographical features and size of Africa. - Educational systems in Africa. - Food production and consumption. - Factors affecting human settlement. - Development: What it means for Africa.
Oct 26-30	Pullman High School	AFRICA AND HUNGER: - Images of Africa. - Geographical setting and features. - Human Settlement. - Nature of problems in Africa. - Food production and consumption systems. - Economics and Trade. - Development: What direction should Africa take?
Nov 30-Dec 4	Lincoln Middle School	AFRICA: - Images of Africa. - Geographical position and features. - Environmental and cultural adaptation. - Historical dimensions. - Parameters of poverty. - Food production and consumption. - Economics and trade. - Development: Where should Africa go?
Jan 4-8	Kittitas Middle School	AFRICAN DIVERSITY: - Images of Africa. - Geographical setting and features. - People and culture. - Ecology, animals, and agriculture.
Jan 4-8	Kittitas High School	LINKING POPULATION TO HUNGER: - Global environment. - Fragile ecologies. - Agriculture. - Population growth and food production. - Community and food policies.
Jan 4-8	Cle Elum High School	AFRICA: THE CONTEXT OF CHANGE: - Images of Africa. - Geographical position and features. - Impact of Colonialism. - Education systems. - Agriculture and hunger. - Global patterns of change.
Jan 25-29	Lincoln Middle School	COMPARATIVE GOVERNMENT: - Fundamentals of government systems. - Brazil, Cuba, Malawi, Nigeria, Iran, and Jordan government systems.
April 5-9	WSU	IMAGES OF AFRICA: - Pre-history and African Kingdoms - The Slave Trade - Arts - Music - Environment - Hunger and Food Production - The Family - Health - Literature - Women and the Law
April 23-24	Central WA Univ.	RESOURCE UTILIZATION & SUSTAINABLE DEVT.: - Paradigms and theories of development. - Humans as resources and users of resources. - Physical and natural resources. - Technological resources. - Sustainable development.

2. FAIRS

<u>Date</u>	<u>Location</u>	<u>Activity</u>
Mar 6, 1993	Ellensburg	SUPER SATURDAY: 4-H kids and their instructors learned about languages, food and its cooking, stories, music, games and sports, and tie and dye from Brazil, Colombia, Japan, Nigeria, Malawi, and Indonesia.
May 1, 1993	Cle Elum High School	CULTURAL FAIR: ENTERING NEW WORLDS TODAY: Students and staff were exposed to different cultures from selected countries in the world.
July 19-23, 1993	Pullman	CULTURE FAIR: Child care center students, parents and staff; daily activities on Latin America, Asia and Africa.

3. WORKSHOPS

<u>Date</u>	<u>Location</u>	<u>Topics Covered</u>
April 9, 1992	Garfield	ROLE OF WOMEN IN DEVT. IN THE THIRD WORLD: Targeted to American Association of University Women; focus on activities of women in Colombia and Malawi comparing them to women in the United States.
Sep 21, 1992	Tri-Cities	REACHING OUT TO HISPANICS: Attended by extension staff and Hispanic leaders from Benton/Franklin county, the workshop analyzed the culture of the Hispanics and initiated dialogue between extension and the Hispanic leaders for effective outreach to the Hispanic farm workers and small farmers.
Nov 10, 1992	Colfax	TECHNOLOGY IN FOOD PRODUCTION: Organized for the Besse Mechlyng group, the workshop discussed the role of technology in food production in the Third World focussing on how this affects women.
Nov 19, 1992	Moscow	INTERNATIONALIZING THE SCHOOL CURRICULUM: Planned for a committee set up by the Moscow School District in Idaho, the workshop examined why it is necessary to internationalize a school curriculum and how this could be done.
Feb 6, 1993	Pullman (WSU)	GLOBAL EDUCATION: Designed for student teachers, the workshop used various exercises to show the importance of global education and how it can be undertaken.
April 2, 1993	Kittitas	GLOBALIZING K-12 CURRICULUM: Directed at teachers, the workshop provided ways of how the teachers can undertake global development education for the K-12 classes.
April 12-16, 1993	Pullman (WSU)	BRINGING THE WORLD HOME: Directed at Cooperative Extension, to provide a basic understanding of developing countries and how Extension agents can incorporate a more global view in their programming.
April 23, 1993	Ellensburg	GLOBAL INTERDEPENDENCE: This workshop for the Ellensburg League of Women Voters showed how the Third World countries influence and are influenced by developed nations. Also discussed women as resources and users of resources.

APPENDIX G

Development Education Project

Curriculum of Program

"Bringing the World Home"

BRINGING THE WORLD HOME

Introductions

CUB B11-13

Agenda, Monday, April 12, 1993

- 12:00 Welcoming Luncheon - Cascade Room, CUB
Larry James, Interim Director, Cooperative Extension
Importance of Globalizing Perspectives and Programs in Extension
Jan Noel, International Programs
Globalizing the University in the Washington Community
- 1:30 "So what if my shoes come from Brazil?" - Recognizing Global Connections
Nancy Horn, Jane Barga and Mike Mtika, Development Education Project, WSU
- 2:15 Orientation to Part I of Course - **Lorna Butler**

Reading Assignments - **Lorna Butler and Louise Parker**

Personal/Global Insights and Interests re Bringing the World Home - **Lorna Butler, Nancy Horn, Janet Kiser, Myrna Miller, Dora Rumsey, and Louise Parker**
- 3:15 Break
- 3:30 Bringing the World Home: Implications and Applications
What Does All This Mean for Me and My Clientele? - **Mary Andrews**, Michigan State University
- 5:00 Recap of the Day - **Lorna Butler**
- 5:15 Adjourn
- 5:30 Reception - Great Hall Alumni Center

BRINGING THE WORLD HOME
Economic Self-Sufficiency
CUB B11-13
Agenda, Tuesday, April 13, 1993

- 7:30 Continental Breakfast, CUB B25
- 8:00 Introduction to International Resources - **Rita Fisher, Holland Library**
- 9:00 Goals and Objectives of the Day - **Nancy Horn**
Discussion of Reading Assignment
- 9:15 World Economic Overview - Macroperspectives, **John Donnelly, Economics, WSU**
- 10:00 Break
- 10:15 Work, Entrepreneurship and the Informal Economy - **Nancy Horn, Jane Barge and Mike Mtika, WSU Development Education Project, WSU**
- 11:15 Response Panel and Discussion re How Can What We Have Learned this Morning be Applied to Our Work - **Janet Kiser, Lorna Butler, and Pat BoyEs**
- 11:45 Lunch
- 12:30 "Growing Pains - Transitions from an Informal Enterprise to Professionally Managed Business, El Salvador" - Case Study - **Nancy Horn, Jane Barga and Mike Mtika - Development Education Project, WSU**
- 2:30 Break
- 2:45 Women and Minority Entrepreneurs in Washington - **Kathy Norwood, Washington Department of Trade**
- 3:45 "Going Global - Racing Strollers in Yakima" - **Lorna Butler**
- 4:45 Economic Interdependence: An Individual's Perspective - **Mary Andrews, MSU**
- 5:15 Adjourn

BRINGING THE WORLD HOME
Physical Self-Sufficiency
CUB B11-13
Agenda, Wednesday, April 14, 1993

- 7:30 Continental Breakfast, CUB B25
- 8:00 Goals and Objectives of the Day - **Janet Kiser**
Discussion of Reading Assignment
- 8:30 Refugees in Our Midst - **Dr. Marjorie Muecke, UW School of Nursing**
- 9:30 Break
- 9:45 Real Life Stories of Migration - Roundtable Discussions
Ms. Tina Garza, Mexico; Mr. Hiram Perez, Cuba; Ms. Toi Mulligan, Vietnam and China; Sister Theresa Avila Nanjobe, Uganda; Mr. Evans Mbajah, Kenya; Mr. Tesfai Getahun, Ethiopia/Eritrea; Dr. Yuri Stetsenko, Ukraine; Mr. Sergei V. Cemenenkoff, Russia; Ms. Olga Camp, Russia.
- 11:00 Response Panel and Discussion re How Does What We Have Learned This Morning Relate to Our Work? - **Myrna Miller, Gregg Van Doren, and Carol Bezold**
- 11:45 Lunch and Time in Resource Room (Video - "Peace Has Not Been Made")
- 1:30 The Costs and Contributions of Moving: Quality of Life - **Dr. Marjorie Muecke, UW.**
- 2:00 Discussion - **Janet Kiser**
- 2:30 The Washington Apparel Industry: Off Shore Linkages and Impacts - **Dr. Charles Cox, WSU; Introduction - Myrna Miller**
- 3:15 Break
- 3:30 A Case Study of a Washington Clothing Manufacturing Firm
- 4:30 Local Perspectives on How We Can Bring the World Home - **Dr. Mary Andrews, MSU**
- 6:00 Group No-Host Dinner at Indian restaurant

BRINGING THE WORLD HOME
Social Self-Sufficiency
Alumni Center - Regents Room
Thursday, April 15, 1993

- 7:30 Continental Breakfast, Alumni Center
- 8:00 Goals and Objectives of the Day - **Louise Parker**
Review of Reading Assignment
- 8:30 Family and Gender in the Law: US and International Perspectives - **Karen Sayre, Attorney, Spokane; Amowi Philipps, Attorney, Ghana**
- 9:30 Break
- 9:45 Case Studies on Families, Gender and the Law - **Karen Sayre, Attorney, Spokane**
- 10:45 Case Debriefing/Response Panel re How Can What We Have Learned Be Applied to Our Work? - **Louise Parker, Margaret Viebrock, and Val Hillers**
- 12:00 Lunch
- 1:00 Leadership, Collective Action and Empowerment - Individuals Taking Action - Community and State/National Policy - Women in state/national politics - **Libby Walker**
- 2:15 Break
- 2:30 Resources for Women's and Families' Support
1. Personal Resources (extended family, women helping women, etc.). Identify individuals on WSU campus Pullman - **Jane Barga and Manuel Acevedo, Development Education Project and Chicano/Latino Student Counselor, WSU; Roshan and Said Abdallah, Tanzania**
- 3:30 2. Institutional Resources - what resources can women and families access? - International NGOs; U.S. - Community Action Centers- **Claudia Allen, CAC, Pullman; Michael Mtika - World Vision Malawi; Carol Brown - Center for Sharing, Walla Walla.**
- 4:30 Thinking Backward - Moving Forward - **Ms. Emilia Gonzalez Clements, University of Kentucky**
- 5:15 Adjourn

BRINGING THE WORLD HOME
Research Projects and Closing
CUB B11-13
Friday, April 16, 1993

- 7:30 Continental Breakfast, Cub B25
- 8:00 Goals and Objectives of the Day - **Lorna Butler**
- 8:15 "Becoming a Learner in Your Own Global Community - From Role of 'Expert' to Role of Learner" - **Emilia Gonzalez Clements, University of Kentucky**
- 10:15 Break
- 10:30 Recap/review of what we have learned this week; implications of individual learning for work - **Lorna Butler and Louise Parker**
- 10:45 Developing a Plan of Action
- Plans for Research Activity, Part II
- The Resource Guide
- 11:30 Feedback/Reporting of Ideas Generated
Larry James - Response to Project Ideas
Discussion of Part III Format
- 12:15 Course Evaluation
- 12:30 Adjourn

APPENDIX H

Development Education Project

An Evaluation of

Images of Africa Shortcourse

**AN EVALUATION OF
IMAGES OF AFRICA SHORTCOURSE
WASHINGTON STATE UNIVERSITY, PULLMAN, WA
APRIL 5-9, 1993**

**Jim Long
Adult & Youth Education
Washington State University
May 1993**

PROLOGUE*

In her Rift the soil is rich as the diamond mines
of Zaire, which she wears upon her
fingers in mineral delight.

On her top she is heavy with Sahara
growing and changing much like her children.
She pushes and pulls about her the rich gold
blanket of Ghana.

All her actions hold the assurance of time
because she has been and seen all, from
the beginning.

It was in her cradle of humankind
that civilization was born.

Upon her rolling hillside her children
hunted and gathered her fruits.

They learned to harvest their labors
upon her breast.

They joined up in masses and cultivated
her bearings.

Always and always her children took
and kept time for her.

She gave them life and they gave her
their time and their tribute.

Mother.

Bethany Meyers

* A student's image of Africa following the lecture on the Prehistory and Kingdoms of Africa, April 5, 1993, Images of Africa shortcourse, WSU

CONTENTS

Abstract	ii
Introduction	1
Evaluation of Images of Africa	2
Students' Written Comments	5
Other Indicators of Participant Interest	9
Guest Lecturers' Observations	10
Coordinators' Observations	11
Appendixes	12
A. African Interest Group	12
B. Introduction to Images of Africa	16
C. Course Outline	17
D. Guest Lecturers' Readings and Outlines	19
E. Pre- and Post-Assessment	30
F. Assignments	35
G. Academic Units Represented Among Registrants	36
H. Participants' Written Questions	37
I. High Interest Topics for Future Study	39
J. Participants' Comments on Post-Assessment	40

Abstract

During International week, April 5-9, 1993, the Washington State University African Interest Group offered "Images of Africa," a one-credit, upper division, pass/fail shortcourse. Guest lecturers represented nine academic units at WSU and included two Fulbright Scholars From Africa. Numbers registered include 55 students; also in attendance were approximately 30 staff, faculty and other residents of Pullman.

Indeed, participants refined their mental images of Africa, as evidenced from:

- a. Pre- and post-assessments,
- b. Learning logs, and,
- c. A final, integrative essay.

Participants' registration, attendance, questions and aspirations indicated a high level and an enduring interest in Africa as an area of study. And, in addition to the eleven topics introduced in this inaugural course on Africa, participants identified a number of other high interest topics for future courses at WSU.

Introduction

Since Spring Semester 1992, the African Interest Group (AIG), (see Appendix A), has been meeting regularly on the WSU Pullman campus. Its initiator, Dr. Nancy Horn, Anthropology and the International Programs Development Office, was joined by Dr. Francis Jones Sneed of Comparative American Cultures and History. As AIG Coordinators, these two scholars have helped faculty and students pursue several interests:

- To meet others who also share professional interests in Africa;
- To identify resources for research and development in Africa;
- To discover conceptual linkages between (a) current curricula (e.g. the undergraduate World Civilizations course and selected graduate programs) and (b) other teaching faculty and resources on campus; and
- To explore the development of an undergraduate emphasis on African Studies at WSU Pullman.

To further pursue the fourth interest above, the AIG faculty and graduate students volunteered to teach a shortcourse Spring Semester 1993. The course was identified as "Images of Africa," and cross listed in Anthropology (302), Comparative American Cultures (302), History (302), and Environmental Science and Regional Planning (302). It served as an upper division introductory survey to selected disciplines that contribute to our understanding of the rich diversity in the continent of Africa. (See Appendix B.) From nominations too numerous to include in one offering, nine topics and guest lecturers with WSU (See Appendix C) were selected for the inaugural presentation of Images of Africa during International Week, April 5-9, 1993. (Citations and outlines that lecturers provided the shortcourse planners and participants are included in Appendix D.) In addition, presentations by two Fulbright Scholars from Africa were included in the Images shortcourse. (See Appendix D.)

Registration for Images of Africa represented wide and intense interest within the WSU and Pullman communities. Fifty-five registered for P/F credit; fifty-five completed the course received a "pass." Fifty-eight registrants/attendants who provided demographic information indicate the following percent distribution by year in school:

	<u>%</u>
Freshmen	21
Sophomore	12
Junior	27
Senior	37
Graduate	2

About 62% were women; 64% were between 18 and 22 years of age. Some indicated their race/ethnic group: 11 African American, 34 Caucasian, 4 Southeast Asian, 3 Latino; 1 Egyptian. Nineteen academic units were represented among the students--from anthropology and business to theatre and veterinary medicine. (See Appendix E.) About 74% had not previously taken another university course with an emphasis on Africa; 86% had not traveled in Africa.

In addition, from four to 31 non-registrants--WSU students, staff and faculty, and other Pullman residents--participated in one session or more, such as the open lectures offered by the two Fulbright Scholars from Africa.

Evaluation of Images of Africa

This evaluation estimates the extent to which Images of Africa contributed to refining the participants' images of Africa. Two techniques were used: (1) examining the differences in the participants' images of Africa immediately before and after the shortcourse and (2) an analysis of the participants' Learning Logs, and final, Integrative Essays.

For the pre/post-assessment, each WSU guest lecturer submitted one multiple-choice question that reflected a core concept in the lecture series and indicated his/her preferred alternative. Participants responded to the set of nine questions April 5 and again to the same questions April 9. (See Appendix E.)

For the change scores that follow, we used the responses of only the 42 individuals (identified by student ID number) for whom we received both a pre- and a post-assessment.

Responses to the pre- and post-assessments indicated that on eight of the nine multiple choice questions from 13% to 56% of the participants gained in their selection of the preferred alternative; on one question, a somewhat smaller percentage of participants selected the preferred alternative during the post-assessment. (See Table 1.)

Table 1. Change in Percent of Respondents who Selected the Preferred Choice, Pre- and Post-Assessment, Images of Africa

<u>Question</u>	<u>% Correct</u>		<u>Change in Percentage Points</u>
	<u>Pre</u>	<u>Post</u>	
1	22	40	+ 18
2	71	95	+ 24
3	17	73	+ 56
4	60	87	+ 27
5	32	81	+ 49
6	33	69	+ 36
7	50	42	-8
8	15	70	+ 55
9	85	98	+ 13

Over 90% of the participants for whom we received both pre- and post-assessments gained in their selection of the preferred alternatives. Across the nine questions, gains ranged from 1 to 8. (See Table 2.)

Table 2. Percent of Participants Whose Selection of Preferred Alternatives on Nine Multiple Choice Questions Changed from Pre- to Post-Assessment, Images of Africa.

<u>Change</u>	<u>Participants</u>	
	<u>No.</u>	<u>%</u>
-2	1	2
-1	1	2
0	2	5
+1	7	16
+2	9	21
+3	5	12
+4	9	21
+5	5	12
+6	2	5
+7	0	0
+8	1	2
+9	0	0
	42	98

From the pre- and post-assessment scores, then, it can be concluded that Images of Africa (a) enabled the class to refine its images of Africa on at least eight substantive subtopics, and (b) enabled over 90% of the participants to improve the focus of their perceptions of Africa.

A second indicator was an analysis of the students' Learning Logs and final Integrative Essays. (See Appendix F.)

Students' Written Comments

Students' written comments were clustered into five themes:

1. Academic environment at WSU;
2. The course itself;
3. Its meanings to them as students;
4. Applications of these meanings; and
5. Possible implications for WSU as the sponsoring institution.

Following are illustrations:

1. Academic environment at WSU

- I learned a little about slaves in high school, but never learned anything else about Africa.
- Being here at a predominantly white university, it is so hard to find any courses that have to do with Africa or black history.
- Most of the classes are just on the "classic western" ideas.
- I think it is good that the school was able to offer this "Images of Africa" course.

2. Images of Africa Course

- All the readings and class presentations presented a different aspect of Africa's richness and all that it has to offer anyone who wishes to learn more about it.
- Taking this course on Africa helped me to better understand other people . . . I felt that this course has been very informative.
- This was a fabulous course! I learned so much, and yet there is so much more to find out.

3. Its personal meanings

A. America-Africa Linkages

- This lecture opened my eyes and caused me to seek a better understanding of my original homeland, and it also showed me how influential the Western culture has been on the children of Africa (diaspora).

3. A. (continued)

- Taking this course was like taking a vitamin; it made me stronger in my understanding of Africa and to be a better "African" American man.

B. Other Knowledge Gains

- Many of us do not know it but we are embarrassingly ignorant about Africa. I was a victim of the "Eurocentric" negative images of Africa. I was greatly influenced by the artists' endeavors to change those images. I feel enlightened, to a certain extent. It will take more than a one week minicourse to make me fully aware of all of Africa's glories, but at least now I am more aware of the positive images.
- Before this class, I felt a real gap in my knowledge of the world. I now feel I have a better grasp of general characteristics of Africa.
- I had no idea about Africa; now I appreciate Africa more because I am more knowledgeable, and a little more educated about Africa.
- Taking this course and learning about Africa has taught me that I really do not know anything about Africa.
- I had a very opposite view of Africa . . . I was under the impression that Africa was nothing but desolate, ugly, dry land. Boy, was I wrong . . . It was fascinating to me that so many rumors can actually be turned into "facts." It was interesting to learn about the myths . . . The class shattered a lot of my false views of Africa.
- It has shown me how to question the "Anglo-Saxon" white view of things, which is important when working in a society.
- Throughout the week I have become more interested in Africa, its people, and their traditions and cultures.
- To discuss Africa is to discuss where humans first walked, where societies first formed, where many people are struggling in a changing world. This is the diverse Africa that I now know.
- I took the class as an elective and I was pleased to learn about a broad variety of subjects concerning the African continent.
- I believe that this course will contribute a positive image of Africa.

3. B. (continued)

- This class really helped to open my eyes to Africa.
- When we go by stereotypes and do not proceed to dig deeper to find out about a culture, we do not expand our horizons and may often offend someone.

4. Applications

- I am hoping to be able to learn more in the future.
- This class motivates me to know more about Africa.
- Learning about my history and my people will help me take a different path in life--to seek and find the truth behind white America, because the truth is being withheld.
- This course has made me a more curious individual about these cultures and the continent, and inspires a desire within me to visit Africa. I obtained a contact for a possible visit or studies at the University of Zimbabwe veterinary program. The course has also inspired an interest which will probably end up in some type of work or study within Africa.
- I have to go back to Japan after this semester. I will bring back a wonderful culture of Africa which I learned through this course. I would like to focus on more depth of educational systems in Africa if I have a chance to study next time.
- Since I came from Korea, my specific interest is cross-cultural studies. . . I want to travel in many countries, especially Africa, because Africa has been underestimated by many people.
- The history and art of Africa are very important to me because of my desire to learn about the world. I would like to one day be a curator in a museum or be a professor on the topic of art history. The destruction of traditions is something that every artist and every economist must look at.
- In order to provide the proper information to future generations so that they may learn. It is this desire to teach and inform others that makes Africa so important to me.
- I would be honored to go to Africa to study geology if I had a chance. I am also thinking about working for the Peace Corps and if I did I would try to go to Africa to help out.

4. (continued)

- It is important for me to learn as much as I can about different cultures because I plan to be a high school counselor and dealing with so many people from such different backgrounds, I need to know how to help them further their education.
- I know I will use the things I learned in this class. If I continue with my goal of teaching Women Studies, I can use this course to aid me in teaching diversity. This course will also help me hold a more global frame of reference when teaching or answering questions of the students.
- I am majoring in bilingual bicultural education and I think learning about Africa is broadening my cultural background. Knowing about family values will help me understand the culture much better.
- This learning experience added to my desire to learn more about new areas and cultures, especially those different from my own. My love of travel and my desire to do more in the future is fueled by classes such as this one and all the information that they have to offer about a land such as Africa. Perhaps, someday, I will be fortunate enough to have the opportunity to visit this land and learn even more by experiencing it myself.
- On a more personal level, my interest in Africa stems from the fact that my parents have just adopted two African-American children. Being from a small community, I am embarrassed to admit it, but I don't think I ever saw an African-American until I came to WSU. It is very important for me to understand African culture and history so that I will be a resource for them to understand their heritage.
- I feel that I now have the tools with which I can investigate further areas of interest to myself, and to my future students.
- In my quest to make a united world, I am trying to learn more about different cultures so my fear does not turn into prejudice.
- This class has helped me to see that there needs to be a human focus to development.

5. Implications for WSU

- I think this was a good idea to have this type of class.
- It would be beneficial if this class were repeated, but on a larger scale.

5. (continued)

- Everybody should take this course.
- I hope that WSU does include a class on the study of Africa in its schedule of classes. I think there is a lot more to learn about Africa. We simply brushed on a large number of studies about Africa.
- I hope for future students, a semester course that deals with this topic will be offered.
- I would strongly suggest more of these classes be required for graduation. We as a society must be aware that there is so much more in this world than what we are learning. The importance of cultural education cannot be stressed enough if we are to see a united but separated Earth.
- I feel now that the information we learned in this course should somehow, somewhere be required of our education.
- If more people can take part in learning about Africa, its rich heritage and tremendous diversity, perhaps more can understand and pass along the importance of keeping that heritage and diversity alive, not only for descendants of fairly recent African origin, but for all people.
- I find it important to take any such class or special lecture in college because once I leave college, I will not have the time or opportunity to do so.

From an analysis of students' written remarks in their learning Logs and Integrative Essays, it can be concluded that participants were eager for a supplemental course, enjoyed Images of Africa, acknowledged their own learnings, anticipated applying their learnings in personal and professional endeavors, and identified clear implications for curricular offerings at WSU.

The quantitative and qualitative evaluation evidences suggest, then, that, indeed, students refined their images of Africa, regarded their learnings highly, and concluded the week more prepared to apply their new knowledge and appreciations to their vocations.

Other Indicators of Participant Interest

The registration for Images of Africa indicates a widespread interest among students across academic units and years in school. (See Appendix G.) In addition, other Pullman residents--for instance, public school teachers, church laypersons--also participated.

Another indicator of student interest in Africa at WSU is the range of questions students initiated. They were invited during the pre-assessment, after they completed the nine

multiple choice questions, to write their own, 10th question. These questions ranged from concerns about apartheid and art to women's roles and governments' actions to protect wildlife. (See Appendix H.)

As an observer, I noticed that students actively pursued their interests with questions addressed to each guest lecturer. Also, questions occasionally came from other faculty sitting in on the course.

Ten WSU faculty and graduate students voluntarily lectured; other faculty indicated their interest in providing other lectures in subsequent courses on Africa. Two Fulbright Scholars from Africa contributed to Images of Africa.

Finally, during the post-assessment, fifty participants indicated their "high interest" topics for future study. They ranged from architecture to wildlife and are ranked in Appendix I.

Also, during the post-assessment, several participants wrote comments about the course. (See Appendix J.)

Guest Lecturers' Observations

In May, four of the 10 guest instructors were interviewed briefly to identify their "Commendations" about Images of Africa '93 and "Recommendations" for future offerings. Among the commendations were the following observations:

- I was pleased to see the number of African Americans who enrolled and to see their interest in Africa.
- The course was well organized; it blended a number of disciplinary perspectives.
- I felt comfortable making last minutes changes in my teaching plan to make my lesson more active, more participatory.
- The course certainly met a student demand.

Among the faculty's "Recommendations" were these suggestions:

- Distribute the task of organizing this special course across more faculty.
- Provide time for all guest instructors as a group to plan a greater degree of continuity from one presentation to the next.

- Stretch the course over a full semester.
- Build more structure into the assessment of student learning.

In short, the guest instructors were pleased to have been invited to serve as presenters; they believed the course was worthwhile to themselves and to participants; they urged its continuance and offered suggestions to make future offerings even more effective.

Coordinators' Observations

Finally, the two coordinators--Nancy Horn and Frances Jones Sneed--were interviewed to identify their perceptions of the course and their roles. Following are some of their viewpoints:

- Organizing the shortcourse was an "awful lot of work." It was exhausting. "Early on, I wondered whether it was worth it."
- But reading the students' Learning Logs and integrative, final essays and seeing what students learned and seeing them apply it to important issues "gave me a personal lift." "I was convinced: Yes! It was worth it."
- Participants expressed "tremendous enthusiasm" and a "clear commitment to submit quality work".
- Clearly, Images of Africa helps WSU fulfill its "internationalization" goals.

Coordinators also discovered ways to strengthen such a course that, with additional resources, they would implement next time:

- During an early orientation and occasionally throughout the course, briefly illustrate how a participant majoring in one discipline can build a disciplinary-based theme through the series of lectures representative of several disciplines.
- Start earlier in managing the mechanics of developing and placing sets of references.
- Arrange for instructors to read and evaluate selected Learning Logs and essays.

APPENDIX A

Members of Washington State University's African Interest Group 1992-93

Osita Afoaku
Comparative American Cultures
4010

Oyibo Afoaku
Heritage House
3310

Jill E. Armstrong
Food Science & Human Nutrition
6376

Mutassim Abdelrahman
Animal Science
6320

Issa Baradji
Vet Mic & Path
7040

Paul Brians
English
5020

Sally Burkhart
International Programs
1034

Robert Butler
Cooperative Extension
WSU Puyallup
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Nancy Casey
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2122

Linda Chaplin
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2114

Joseph G. Cvancara
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John Donnelly
Economics
4860

Susan K. Duncan
Area Extension Agent
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Judy Edmister
Field Director
Post Harvest Institute for Perishables
College of Agriculture
129 West Third Street
Moscow, ID 83843

James F. Evermann
Veterinary Clinical Med & Surg
6610

Mohamed Ihab Fetouh
Pharmacy
6510

Rita Fisher
Owen Library
3200

Shelli Fowler
Comparative American Cultures
4010

Irene Fracz
International Programs
5110

Eldon Franz
Environmental Science &
Regional Planning
4430

Kristi Rennebohm Franz
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Geoff Gamble
Vice Provost for Academic Affairs
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Michael Goe
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Elwood Hartman
Foreign Language & Literature
2610

Fekri A. Hassan
Anthropology
4910

Jim Henson
International Programs
1034

Barry Hewlett
Anthropology
4910

David Holland
Agricultural Economics
6210

Nancy E. Horn
International Programs
6226

Carol Ivory
Fine Arts
7450

Ron Jimmerson
Adult & Youth Ed
6236

Frances Jones-Sneed
Comparative American Cultures
& History
4010

Raymond Jussaume
Rural Sociology
4006

Jim Long
Adult & Youth Education
6236

Ibrahim Boube Magagi
Animal Sciences
6320

Otwin Marenin
Political Science
4880

Coleen McCracken
Agricultural Economics
6210

Annie Mtika
Food Science & Human Nutrition
6376

Michael Mtika
Sociology
4020

McKinley Nance
Facilities Planning
3016

Jan Noel
IDCO
6226

Asopuru Okemgbo
Chemistry
4630

Bernard Oliver
Dean, College of Education
2114

Eileen Oliver
English
5020

Adama Ouattara
Crop & Soils
6420

John Pierce
Dean, Sciences & Arts
2630

Harry Phillips
English
5020

Margaret P. Ray
Child, Consumer & Family Studies
2010

Jerry Reeves
Animal Sciences
6332

Sherril Richarz
Child, Consumer & Family Studies
2010

Carol B. Riesenberg
Small Business Development Center
4740

Sander Ristow
Animal Science/Physiology
6332

Evelyn Rodewald
International Programs
1034

Joseph M. Ross
Foreign Languages & Literatures
2610

Camille Roman
English
5020

Abdoulaye Saine
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Anthony Tobias
VCAPP
6520

Marina Tolmacheva
History
4030

Tom Trail
Agricultural Training Project/AYE
6236

Barbara Von Beust
Veterinary Micro Path.
7040

Mary Watrous
History
4030

Tony Wright
College of Ag & Home Ec
6230

David Youmans
Cooperative Extension/IMPACT
6236

Fatuma Yusuf
Agricultural Economics
6210

APPENDIX B

Introduction to Images of Africa

International Week, April 5-9, 1993
Todd 144, 276 and CUB - Small Ballroom

Course Coordinators:

Dr. Nancy Horn, Anthropology and International Programs, 141 Todd, 5-6896
Dr. Frances Jones-Sneed, CAC and History, 120 Wilson, 5-4560

Goal: This course is designed to provide students an initial insight into Africa and to promote interest in taking other courses on Africa in subsequent semesters.

Course Content: Materials and analytical points covered in this course are not meant to represent a comprehensive "image" of Africa. Rather, it has been designed to present essential information on a limited number of topics in order that students might become more interested in Africa and its peoples, and interested in taking more discipline-based courses on Africa.

Organization of Course: This course meets for 9 sessions (Monday through Thursday, 4:00 - 5:30 and 7:00 - 9:00; and Friday 4:00 - 5:30). The initial session will provide an overview and introduction to the course. Succeeding sessions will be taught by faculty from a number of departments.

Credit: The course is offered on a pass/fail basis for one credit; registration to commence March 22 and to be completed by April 5.

Evaluation: Each student will maintain a "Learning Log" detailing each of the presentations made and summarizing assigned readings. A take-home essay exam will be required, and must be handed in on Monday, April 19, along with the Learning Logs. All materials will be returned to students by Monday, April 26.

Readings and Assignments: Each presenter has outlined a number of readings to be undertaken prior to class presentations. Readings will be on reserve in Holland Library and some will be handed out in class.

Absences: Since this course is offered for only one week, it is expected that students will be present for all sessions. If emergencies arise, the student must call either of the course coordinators and indicate the reason for the lapse in attendance. Failure to attend may result in failure of the course.

1

APPENDIX C

Course Outline

Monday, 4/5 - TODD 144

4:00 - 5:30 Overview of Course; Expectations; Assignment; Pre-course Assessment; Drs. Nancy Horn, Anthropology, Frances Jones-Sneed, CAC and History, and James Long, AYE

Library Handouts/Information - Ms. Alice Spitzer, WSU Libraries

Geographic Orientation, Earliest Times in Africa, and African Kingdoms - Dr. Nancy Horn, Anthropology

7:00 - 9:00 European Encroachment, Internal and Atlantic Slave Trade, and Colonialism - Dr. Frances Jones-Sneed, CAC and History

Tuesday, 4/6 -TODD 276

4:00 - 5:30 The Poetry of Negritude - Dr. Paul Brians, English

7:00 - 9:00 African Arts - Dr. Carol Ivory, Fine Arts

African Music - Dr. Paul Smith, Music

Wednesday, 4/7 - TODD 276

4:00 - 5:30 Food Security in Africa - Dr. David Holland, Agricultural Economics

7:00 - 9:00 The Diversity of Environments - Dr. Eldon Franz and Mr. Omarou Badini, Environmental Science and Regional Planning

Demography and Health - Dr. Barry Hewlett, Anthropology

Thursday, 4/8 - TODD 276

- 4:00 - 5:30 The Family in Africa - Dr. Sherrill Richarz, CCFS
- 5:30 - 7:30 Reception and Dinner - Multicultural Center
- 7:30 - 9:00 Contrasting Images of Africa - Guest Lecturer, Fulbright sponsored African Scholar, Dr. Mbongeni Malaba, University of Zimbabwe

Friday, 4/9 - CUB, SMALL BALLROOM

- 4:00 - 5:30 Women, Human Rights and Development - Guest Lecturer, Fulbright sponsored African Scholar, Isabella Okagbue, Attorney, Nigeria.
Course Wrap-Up - Dr. Nancy Horn, Anthropology; Evaluation, Dr. James Long, AYE

APPENDIX D

Guest Lecturer's Readings and Outlines

THE PREHISTORY AND KINGDOMS OF AFRICA

Monday, April 5

Dr. Nancy Horn, Anthropology

Readings

Davidson, Basil. 1970. the Lost Cities of Africa. Boston: Little, Brown & Co. Part Three, "Kingdoms of the Old Sudan," pp. 51-124.

Hall, Martin. 1987. The Changing Past: Farmers, Kings and Traders in Southern Africa, 200 - 1860. Cape Town, South Africa: David Philip. Chapter 6, "The Nature of Society," pp. 61-73.

Presentation Outline

1. Introduction to Africa through Maps
2. Africa: Cradle of Humankind
3. Environmental Adaptations
 - Hunters and Gatherers
 - Pastoralists
 - Horticulturalists
 - Agriculturalists
4. Technological Growth and Changing Social Structure
5. The Origin and Development of Kingdoms
 - Egypt
 - Meroe
 - West Africa
 - Southern Africa
6. European Incursions

AFRICAN HISTORY
Monday, April 5
Dr. Frances Jones-Sneed, CAC and History

Readings

Jordan, Winthrop D. 1975. "Initial English Confrontations with Africans," in Scheiner, Seth M. and Tilden, G. Edelstein (eds.). The Black Americans: Interpretive Readings. Huntington, NY: Robert E. Krieger Pub. Co., pp. 19-37.

Rodney, Walter. 1975. "African Slavery in the Context of the Atlantic Slave Trade," in Scheiner, Seth M. and Tilden G. Edelstein (eds.). The Black Americans: Interpretive Readings. Huntington, NY: Robert E. Krieger Pub. Co., pp. 38-52.

Presentation Outline

1. African History: Some Myths and Legends:
 - the "dark" continent
 - from popular culture - the Tarzan myth

2. Overview of African history - by period: the need for reinterpretation of the facts
 - Pre-colonial
 - European Encroachment
 - Slave Trade
 - Colonial Period
 - Independent Nations

3. Summary: Some Problems in Contemporary African History

**BLACK ORPHEUS VS. OGUN: THE AFRICAN DEBATE
OVER NEGRITUDE IN POETRY**

Tuesday, April 6
Dr. Paul Brians, English

Readings

A selection of poetry (7 pp.)

Presentation

We will explore the history of the concept of negritude as it developed in the African diaspora and as it was reimported to Africa, as well as the response of noted Anglophone writers such as Wole Soyinka, who famously stated: "The tiger does not need to proclaim his tigritude." We will spend most of the session discussing individual poems by Aime Cesaire, Leopold Sedar Senghor, Wole Soyinka, Gabriel Okara, and Christopher Okigbo.

The roots of this debate illustrate well many of the problems which African writers still face in trying to define themselves, and we will try to explore as many angles on the topic as possible in the allotted time.

AFRICAN ARTS
Tuesday, April 6
Dr. Carol Ivory, Fine Arts

Readings

Cole, Herbert. 1989. "Useful Images, The Life of Art in Africa," in Icons: Ideals and Power in the Art of Africa. Washington, D.C. and London: Published for the National Museum of African Art by the Smithsonian Institution Press, pp. 24-37.

Silverman, Raymond A. "Expressions of Africa," in Expressions of Africa. East Lansing, MI: Michigan State University, pp. 3-12 and illustrations.

Presentation Outline

1. Introduction to historical depth of African art:
 - rock art from Tassili, Drakensburg Mountains
 - kingdoms of Benin, Zimbabwe, Meroe

2. Overview of African art - by medium: the need to re-examine "art" in African Context
 - textiles
 - body decoration
 - gourds
 - architecture
 - masquerades
 - sculpture

3. Overview of African art - by function
 - leadership/power
 - status
 - religion
 - funerary

4. Contemporary Africa
 - traditional arts in transition
 - western style arts

MUSIC OF AFRICA

Tuesday, April 6

Dr. Paul Smith, School of Music and Theatre Arts

Rather than trying to survey the overwhelming variety of musical traditions in Africa, this presentation will focus on an individual performer from Mali, Ali Farka Toure, and a group from Zimbabwe, the Bhundu Boys. These performers both have firm roots in the vibrant musical traditions of their regions while adopting new musical technology and ideas from American music (much of which is in fact originally influenced by African traditions). The traditional musical cultures which form the foundations for these contemporary African artists will be explored, as well as the compatibility of the technology and musical ideas they have integrated with these traditions.

General Overview

- Uses of Music

- Some general features of Sub-Saharan music

 - "Patterns" - polyrhythm and polyphony

 - Contrast with North African music

Ali Farka Toure (Mali, West Africa)

- The Griot

- West African influence on the blues

- Blues influence on Toure's music

The Bhundu Boys (Zimbabwe, Southern Africa)

- Community music-making in Zimbabwe

- From mbira to marimba to electric guitar

African music in the era of the worldwide music industry

THE PROBLEM OF HUNGER IN AFRICA
Wednesday, April 7
Dr. David Holland, Agricultural Economics

Readings

Lappe, Frances Moore and Joseph Collins. World Hunger Twelve Myths. New York: Grove Press, pp. 1-22, 47-66, 138-149.

Presentation Outline

Review the basic causes of hunger in Africa, pointing out that what often appears to be the problem isn't really the problem it seems to be. Review some suggested solutions to the hunger problem such as control of population growth, the green revolution, and increased commercialism and trade. Explain why these strategies won't solve the problem of hunger. Suggest more fundamental solutions to the problem - democratic reform, food first, sustainable agriculture. Conclude with the promise and problem of sustainable agriculture.

Aspects of the problem:

- food supply
- populations growth
- environmental destruction
- green revolution
- trade
- aid
- tribalism
- control of the state
- control of resources

Elements of a solution:

- food first w/ED
- democratic reform
- sustainable agriculture
- the role of aid

ECOLOGY: THE DIVERSITY OF ENVIRONMENTS AND LIFE

Wednesday, April 7

Dr. Eldon Franz, Environmental Science & Regional Planning
Mr. Omarou Badini, Environmental Science & Regional Planning

Readings

Glantz, M.H. 1987. "Drought in Africa." Scientific American. Vol. 256, No. 6, pp. 34-30.

Ellis, J.E. and D.M. Swift. 1988. "Stability of African Pastoral Ecosystems: Alternate Paradigms and Implications for Development." Journal of Range Management. Vol. 41, No. 6, pp. 450-459.

Presentation Outline

1. The Environmental Context
 - Geology
 - Climate
 - Hydrology
 - Soils

2. The Land Use Mosaic
 - Biotic Systems
 - Management

3. Objectives for Adapting to Change
 - Ecological Stability
 - Management Resilience
 - Production Sustainability
 - Economic Reliability

HEALTH AND DEMOGRAPHY IN AFRICA

Wednesday, April 7

Dr. Barry Hewlett, Anthropology

Readings

Gordon, April A. 1992. "Population Growth and Urbanization," in Gordon, A.A. and D.L. Gordon (eds). Understanding Contemporary Africa. Boulder, CO: Lynne Rienner.

Janzen, John M. 1978. "The Human Setting of Healing in Lower Zaire," in Quest for Therapy: Medical Pluralism in Lower Zaire. Berkeley: University of California Press (Chapter 1).

Presentation Outline

Culture and Perceptions of Health and Illness

AIDS in Africa

Basic Demographic Features of Africa

- Mortality
- Fertility
- Migration
- Demographic Changes in the Last 100 Years

Health

- Distribution and Prevalence of Tropical Diseases in Africa
- Diseases Associated with International Development
- Primary Health Care Systems in Africa

FAMILIES IN AFRICA
Thursday, April 8
Dr. Sherrill Richarz, CCFS

Readings

Amin, M. and Eames, J. (eds.). 1985. The Ancestral People, Kenya. London: APA Productions, Ltd., pp. 81-86.

Grant, James T. 1993. The State of the World's Children 1993. United Nations Children's Fund Report. New York: Oxford University Press.

Presentation Outline

This part of the course will examine the diversity of families and family life throughout the African continent. We will explore the evolution of family life from pre-colonial times to the present by describing areas such as:

- changing family roles
- internal and external support
- the rural-urban population shift
- the current economic base for the family

Class discussion will then focus on the needs and concerns of the many types of families in Africa today and on ideas for how to meet these needs.

CONTRASTING IMAGES OF AFRICA IN LITERATURE

Thursday, April 8

Dr. Mbongeni Malaba, Fulbright African Senior Research Fellow (Zimbabwe)

Readings

Achebe, Chinua. 1958. Things Fall Apart. London: Heinemann. Chapter 25.

Conrad, Joseph. 1899. Heart of Darkness. Full text included in Murfin, Ross C. (ed.). 1989. Joseph Conrad. Heart of Darkness. A Case Study of Contemporary Criticism. New York: St. Martin's Press.

Lesing, Doris. Going Home. Chapter 7 - "The Ten Shillings".

Mungoshi, Charles. Coming of the Dry Season. Chapter 6 - "The Lift."

WOMEN'S RIGHTS: A THIRD WORLD PERSPECTIVE

Friday, April 9

Ms. Isabella Elizabeth Okagbue

Visiting Fulbright Scholar, Harvard Law School

No outline is available for this presentation since it was a public lecture sponsored by the Departments of Political Science and Sociology, and by the Visting Women Scholars Program and General Education Office.

APPENDIX E

Pre- and Post-Assessment Images of Africa Washington State University April, 1993

- Today's date: _____
- Participant's identification number: _____

Part A

1. (The Origins of African Cultural Diversity: Patterns of Development, Nancy Horn)

In discussing the origins of cultural diversity and adaptation in Africa south of the Sahara, which pattern of development best approximates the rise of African states and kingdoms in the last two millennia?

- A. pastoral economic adaptation - rise of acephalous political societies - transhumence in seasonal rounds
 - B. agriculturalist economic adaptation - rise of political hierarchies - surplus-producing agricultural practices
 - C. hunting-gathering economic adaptation - equity-based social organization - exploitation of the environment for survival
 - D. horticultural based agricultural nomadism - acephalous political societies - clearing of forests for cultivation with subsequent movement with decline in yields
2. (European Encroachment, Internal and Atlantic Slave Trade and Colonialism, Francis Jones Sneed)

Prior to the late 1950s, the most widely presented image of Africa in the mass media and in textbooks was:

- A. The cradle of civilization where human beings first evolved.
- B. The second largest continent.
- C. A relatively sparsely populated continent.
- D. A land of "primitive" and "savage" people who ate missionaries.
- E. A continent of great cultural diversity.

3. (Poetry of Negritude, Paul Briens)

In which of the following places was the first, African poetry promoting the theme of negritude first written:

- A. Capetown
- B. Dakar
- C. Paris
- D. New Orleans

4. (African Arts, Carol Ivory)

With regard to the human form, traditional African artists:

- A. distorted the human figure because they weren't able to carve it correctly.
- B. rarely depicted it for fear such a figure would be too powerful and would bring harm.
- C. were unconcerned with aspects of quality or beauty, since no one knew who carved it.
- D. often combined it with other materials to increase its power.

5. (African Music, Paul Smith)

Which of the following statements best describes the use of electric guitar in contemporary African music?

- A. The introduction of electric guitar has fundamentally changed African music; the intricate polyphonic and polyrhythmic patterns of traditional Sub-Saharan music have been abandoned in favor of the heavy "power chord" style borrowed from American rock-and-roll.
- B. Because the electric guitar is seen as a symbol of European and American Expansionism and influence, African musicians almost never make use of it, instead preferring traditional African instruments, such as the mbira and kora.
- C. Contemporary African artists have adapted the techniques and textures of their traditional music to the electric guitar, creating styles of music that are not only popular in African, but also are being successfully exported to America and Europe.
- D. While drums and wind instruments are popular throughout African, string instruments, such as the guitar, are almost never used in African music, because of their universal association with evil spirits. Instead, the synthesizer has become the dominant instrument in African popular music.

- E. When radio was first introduced in West Africa, the fascination with the new electronic sound led to the invention, in 1934, of the first electrically-amplified guitar, generally credited to Bojulo Mbana of Nigeria.

6. (Food Security in Africa, David Holland)

The main reason for hunger in Africa is the lack of:

- A. democracy in economic decision making
- B. adequate food supplies
- C. adequate markets and commercialization of agriculture
- D. modern agricultural production techniques

7. (Diversity of Environments, Eldon Franz and Omarou Badini)

How do the climates of Africa compare to the climates of any other continent?
On the African continent:

- A. Temperate climate regions are less extensive and arid climate regions are more extensive.
- B. Temperate climate regions are more extensive and arid climate regions are less extensive.
- C. Both temperate climate regions and arid climate regions are less extensive.
- D. Both temperate climate regions and arid climate regions are more extensive.

8. (Demography and Health, Barry Hewlett)

In many African countries which factor is frequently linked to lowered fertility and lowered child mortality:

- A. father's income
- B. mother's education
- C. distance to a hospital or physician
- D. frequency of famine

9. (The Family in Africa, Sherrill Richarz)

The strength of African families can best be described through a belief in one of the following:

- A. Today's families in African society value and strive for upward mobility.
- B. Education is emphasized and is available to all economic levels of families.
- C. The family, clan, and tribe are more important than self interests.
- D. Urbanization has increased the closeness of family members who move to the city.

10. Here's your opportunity to write your own question that you'd like to consider with instructors and other participants. Please feel free to write a question important to you: _____

Part B.

To help us gauge interest at WSU in African Studies, would you also complete the questions in this section? Please circle appropriate numbers or write in answers:

1. Your class in school:

- 1. Freshman
- 2. Sophomore
- 3. Junior
- 4. Senior
- 5. In masters program
- 6. In doctoral program
- 7. Other: _____

2. Name of department/college offering your degree:

3. Have you taken other university level courses with an emphasis in "Africa"?

- 1. No
- 2. Yes

4. Have you traveled in Africa?
1. No
2. Yes

If yes, for what purpose(s)? _____

5. Your Gender:
1. Female
2. Male

6. Your age group:
1. 18-22
2. 23+

7. Of what race do you consider yourself? (optional) _____

8. Your religious preference? (optional) _____

APPENDIX F

IMAGES OF AFRICA SHORT COURSE **Assignments for the Week - April 5 - 9, 1993**

During the course of this week, you will be learning many things about Africa. In order for us to understand what you have learned and for us to assign a pass/fail grade, your assignments are as follows:

Learning Log

For every session, present your ideas and understanding of Africa either in written - no more than one page per session - or other form (see below) answering the following questions:

1. What is the most interesting thing I learned about Africa in each session?
2. What elements/issues do I now appreciate and understand about Africa?
3. How are the readings and classroom presentations integrated, i.e., what lessons have I learned on this subject from both sources?
4. How does this information relate to me, i.e., my major, my desires to understand more about Africa, my future career goals?

Your ideas and understandings may be expressed in terms of essays, in poetry you develop, in a drawing, in a range of quotes you discuss that are particularly meaningful to you, or any other medium you wish (discuss this with the Coordinators). If you find a particular topics very meaningful to you and wish to use more than one page to express that meaning, you may do so.

Final Essay

Choose three theses or "images" that were particularly meaningful to you this week and compare/contrast them in a three-page essay. On a final page, discuss how these themes relate to your major or specific area of interest.

All learning logs and final essays must be turned in to Dr. Frances Jones-Sneed, Comparative American Cultures, Wilson 111, no later than Monday, April 19, by 4:30 p.m.

APPENDIX G

Academic Units Represented Among Images of Africa Registrants

Anthropology
Apparel, Merchandising, and Textiles
Business
Civil Engineering
Communications
Construction Management
Economics
Education
Electrical Engineering
Environmental Science
Fine Arts
Geology
General Studies
Landscape Architecture/Horticulture
Political Science
Sociology
Social Studies, History, Humanities
Theatre
Veterinary Medicine

APPENDIX H

Participants' Written Questions - April 5, 1993 WSU Images of Africa

What pieces of literature written by native Africans are appropriate for multi-cultural studies at the public secondary school level? Also, films produced/directed/starring African nationals?

What economic and/or political strategies would most likely alleviate the famine problems?

How can we integrate this information in school programs/public instruction?

Interested in development of stone age to middle ages in Africa.

What are governments in Africa doing to protect endangered wildlife?

Who were the Africans who were considered militant leaders? Who stood up against colonialism?

History of South Africa?

To an African, is outside interest such as ours important to them? Do they feel isolated? Inferior? Because other continents get more attention?

What is the most important step to begin the end of apartheid?

What immediate cultural differences would I be aware of when I got off a plane in an African city? How would I be treated? Would I be noticed? Stand out?

How are women treated by the men? Are women subservient?

What is the future of U.S.-Africa relationships?

What are Americans' perceptions of Africa? Africans?

How can Africa hope to feed its people with near exponential growth rates?

Since Egypt is in Africa, why don't we consider them as African?

How do some people justify through the Bible that Africans are a lesser human beings than Caucasians?

I want to receive facts on African life styles versus common beliefs.

What is the best source of information at WSU for persons interested in pursuing a career in Africa?

Tell us about how it was when you lived in Africa.

What is the basic philosophy of African thought?

With modern technology, why can't we do something to help the starving people in Africa?

African art and effects of white supremacy?

Why did Africa develop differently than Europe and Asia?

APPENDIX I

Rank Order of High Interest Topics for Future Study Following Images of Africa, Based on Multiple Responses from 50 Participants

<u>Topic</u>	<u>% for Whom Topic is of High Interest</u>
Race/ethnic relationships	58
Community life	50
Human rights	44
Dance	44
Wildlife	44
Religions	36
Human medicine	34
Architecture	32
Government	32
International trade	28
Geology	28
Colonization	24
Sports	24
Drama, theatre	22
Biodiversity	20
Democratization	18
Business	18
Veterinary Medicine	16
Transportation	14
Demographics	14
Currencies	10
Military	10

Other topics mentioned once:

Childrens' lives
Art
Arts & culture intervention
Archeology
City life
North Africa
Tribal life
Literature (novels, short stories, poetry)
Anthropology (cultural, biological)
Mythology (story telling)

APPENDIX J

Participants' Comments on Post-Assessment IMAGES OF AFRICA

- Suggestions for future: Do evaluations at beginning of last session, too many people leave. Have all reading materials ready several weeks before class begins to allow for more learning to take place. Do not pass out handouts during a lecture or when first evaluation is being done - very disruptive.
- This has been an excellent course and is much appreciated.
- I learned an amazing amount about Africa for the length of the course. I especially enjoyed Dr. Holland's presentation - he is an excellent lecturer!
- I learned a lot in this class. I like the topics which were presented by different professors and guest speakers. I also enjoyed sharing questions with each other.
- The course was very informative and helpful. I am excited about the prospect of taking a similar full length course. I loved it!
- I was very happy with the class format and felt interest in the learners and teachers was quite keen. It would be helpful if a class could be taught for a semester but with the different disciplines explored in perhaps 2 or 3 week sections with quizzes to be taken for each emphasis. Also, that materials would be provided so people could explore ways to give aid to groups or orphanages or to have organizations to contact like UNICEF or WHO or environmental agencies, etc.

APPENDIX I

Budget Pipeline Analysis

FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted AGENCY FOR INTERNATIONAL DEVELOPMENT	2. Federal Grant or Other Identifying Number Assigned By Federal Agency PDC-0230-G-00-1059	OMB Approval No. 0348-0039	Page 1	of 1	pages
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3. Recipient Organization (Name and complete address, including ZIP code)
Washington State University
240 French Administration Building #177460
Pullman WA 99164-1025 ATTN: Joan Root

4. Employer Identification Number 91-6001108	5. Recipient Account Number or Identifying Number 12R-2971-0009 & 12R-2949-0038	6. Final Report <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	7. Basis <input checked="" type="checkbox"/> Cash <input type="checkbox"/> Accrual
--	---	--	---

8. Funding/Grant Period (See Instructions) From: (Month, Day, Year) AUGUST 16, 1991	To: (Month, Day, Year) AUGUST 15, 1993	9. Period Covered by this Report From: (Month, Day, Year) AUGUST 1, 1993	To: (Month, Day, Year) AUGUST 15, 1993
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10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays	254,108.46	28,831.34	282,939.80
b. Recipient share of outlays	130,044.23	28,672.20	158,716.43
c. Federal share of outlays	124,064.23	159.14	124,223.37
d. Total unliquidated obligations			-0-
e. Recipient share of unliquidated obligations			-0-
f. Federal share of unliquidated obligations			-0-
g. Total Federal share (Sum of lines c and f)			124,223.37
h. Total Federal funds authorized for this funding period			159,036.00
i. Unobligated balance of Federal funds (Line h minus line g)			34,812.63

11. Indirect Expense	a. Type of Rate (Place "X" in appropriate box) <input type="checkbox"/> Provisional <input checked="" type="checkbox"/> Predetermined <input type="checkbox"/> Final <input type="checkbox"/> Fixed			
	b. Rate SEE ATTACHED	c. Base	d. Total Amount	e. Federal Share

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.

13. Certification: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

Typed or Printed Name and Title JEANNE MOSER, ACCOUNTING SUPERVISOR II	Telephone (Area code, number and extension) (509) 335-2058
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Signature of Authorized Certifying Official 	Date Report Submitted 12/10/93
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INDIRECT EXPENSE

<u>RATE</u>	<u>BASE</u>	<u>FEDERAL</u>	<u>NON FEDERAL</u>	<u>TOTAL</u>
-0-	2,434.10	-0-	-0-	-0-
26%	-0-	-0-	-0-	-0-
45%	<u>18,204.99</u>	<u>49.39</u>	<u>8,142.86</u>	<u>8,192.25</u>
TOTAL	<u><u>20,639.09</u></u>	<u><u>49.39</u></u>	<u><u>8,142.86</u></u>	<u><u>8,192.25</u></u>