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An Organizational Model for the
Centre de Recherches Interdisciplinaires
pour le Développement de l'Education

William M. Rideout, Jr. Ph.D.
Center for Educational Technology
Florida State University
Tallahassee, Florida

Centre de Recherches Interdisciplinaires
pour le Développement de l'Éducation

The Center for Interdisciplinary Research for Educational Development (CRIDE), was founded in March, 1972, as an integral part of the Faculty of Education at the Kisangani Campus of the National University of Zaire (UNAZA). CRIDE was created to fill the critical need for research and development in education for the entire country. This function is uniquely fulfilled by CRIDE since, with the reorganization of the post-secondary system in 1970, the Faculty of Education at the Kisangani Campus became the only university faculty of education in Zaire.

The activities and projects of CRIDE include:

Introductory seminars in research;

Personal research by professors of the faculty;

Preparation of projects defined by the scientific council and awarded to working groups in which professors, researchers, assistants, and students may participate;

Research requested and financed by outside institutions (ministries, private or public organizations) and executed by the Center which could, in this way, engage full-time researchers;

Implementation of projects initiated by outside institutions (including foreign institutions which furnish their own researchers and their own research support, but require in their work the association of teachers and students of the Faculty and researchers of the Center);

Conduct of work which deals with interdisciplinary syntheses and confrontations in the format of meetings, colloquia, and conferences.

Through the activities described above and its role as essentially the research arm of the Faculty of Education, CRIDE serves as the research base for international educational projects, as well as for national, faculty and student research in Zaire. Further, CRIDE becomes increasingly important in the preparation and training of students as they become more and more research oriented in their academic programs at the second cycle (last two years of the Licence) and third cycle (doctoral candidate level). CRIDE's scope of research activity has been determined by the areas of academic activity and responsibility encompassed by the Faculty of Education. It is, therefore, necessary to consider briefly the major academic programs within the Faculty:

1. Department of Psychology: Four Year Licence Program

(a) The first two years are the same for those majoring in Psychology as for those majoring in General Pedagogy.

(b) The third year is common to all majoring in Psychology.

(c) The fourth year Psychology majors have the following options:

(1) School Psychology

(2) Social Psychology

(3) Clinical Psychology

(4) Industrial Psychology

2. Department of Pedagogy: Four or Five Year Licence Program

(a) Program in General Pedagogy: Four Year Licence Program

(1) The first two years are the same as those for

majors in Psychology (see 1. (a)).

(2) The third year program is common to all majoring in General Pedagogy.

(3) The fourth year program has three options:

(3.1) School Pedagogy (the ordinary program)

(3.2) School Administration (new)

(3.3) Remedial Education (new)

(b) New programs in Specialized Education (Pédagogie Appliqué): Five Year Program for the Licence.

Specializations: (Major listed first, minor second)

(1) Math/Physics:	Class	Practical
First Year		
Math	240 hours	150
Physics	105 hours	45
Pedagogy	150 hours	---
Total	495 hours	195

Second Year		
Math	180 hours	105
Physics	180 hours	120
Pedagogy	105 hours	120
Total	465 hours	345

Third Year

Depending upon need, either		
Math or Physics	60 hours	--
History of Science	30 hours	--
School Legislation	30 hours	--
Seminar on the Training Program	-- hours	30
Total	120 hours	30

Four Month Practical Training Program

Monograph on a problem of the secondary education program.

Note: At this point students who are not felt to be qualified to continue the last two years of the Licence will be certified to teach at the lower secondary level and will terminate their program. At this point they will be fully qualified to each grades 7 and 8.

	Class	Practical
Fourth Year (Approx.)		
Math	390 hours	180
Physics	60 hours	30
Pedagogy	90 hours	60
Total	<u>540</u> hours	<u>270</u>
Fifth Year (Approx.)		
Math	210 hours	180
Pedagogy	60 hours	--
Memoire	-- hours	150
Total	<u>270</u> hours	<u>330</u>
(2) English/African Culture:	Class	Practical
First Year		
English	180 hours	165
Afr. Cult.	120 hours	--
Pedagogy	150 hours	--
Total	<u>450</u> hours	<u>165</u>
Second Year		
English	150 hours	165
Afr. Cult.	180 hours	--
Pedagogy	105 hours	--
Total	<u>435</u> hours	<u>165</u>
Third Year		
Depending upon need, either English or Afr. Cult.	60 hours	--
History of the English Language	45 hours	15
Seminar on the Training Program	-- hours	30
Total	<u>105</u> hours	<u>45</u>

Four Month Practical Training Program

Monograph on a problem of the secondary education program

Note: Determination is made by Faculty members of

those who will be certified and terminated
and those who will continue through the
Licence. (See Note on p. 4)

	Class	Practical
Fourth Year (Approx.)		
English	270 hours	240
Afr. Cult.	90 hours	30
Pedagogy	90 hours	60
Total	<u>450</u> hours	<u>330</u>
Fifth Year (Approx.)		
English	180 hours	240
Pedagogy	60 hours	--
Memoire	-- hours	150
Total	<u>240</u> hours	<u>390</u>

Note: The above mentioned programs are illustrative of how the specialized education options are structured. The options which follow will be listed without a content breakdown.

- (3) French/Modern Languages
- (4) Biology/Chemistry (not yet started)
- (5) History/Social Science (not yet started)
- (6) Geography/History (not yet started)
- (7) Physical Education/Natural Sciences (not yet started)

Note: Those options not yet started will be implemented as soon as qualified teaching personnel are available.

- 3. Department of Personnel Management (presently the Institut de Gestion du Personnel) Four year Licence program. A common program is followed by all students.

The present faculty of the Faculty of Education includes:

	Full Prof.	Assoc. Prof.	Asst. Prof.	Teaching Asst.	Grad. Asst.	Total
Zairois	5	2	1	14	22	
Foreigners	<u>2</u>	<u>3</u>	<u>3</u>	<u>--</u>	<u>8</u>	
Total	7	5	4	14	30	

In addition to these 30, who are engaged full time, there is one part-time teaching assistant. It should also be pointed out that this faculty has the highest proportion of Zairois at the University level within the UNAZA system.

The enrollment figures within the College of Education during 1971/72 were as follows:

<u>Year of Studies</u>	<u>Number of Students</u>		
	<u>Women</u>	<u>Men</u>	<u>Total</u>
1st Year (1st Graduat)	42	330	372
2nd Year (2nd Graduat)	18	192	210
3rd Year (1st Licence) in Psychology	8	52	60
3rd Year (1st Licence) in Pedagogy	3	32	35
4th Year (2nd Licence) in Psychology	4	43	47
4th Year (2nd Licence) in Pedagogy	4	47	51
General Total	<u>79</u>	<u>696</u>	<u>775</u>

Post-graduates appointed as Assistants and working on their doctoral degrees, including the graduate assistants who serve on the teaching faculty, numbered 30 in 1972/73. On the average, a faculty member will serve as a major doctoral advisor for two assistants (including

Teaching Assistants or Chef de Travaux).

Considering the Faculty of Education's undergraduate programs, research interests expressed by Faculty members, and areas in which research (especially applied research), is needed, CRIDE can be considered as having three major clusters of activities:

(1) Education's Role in National Development; (2) Educational Technology, Curriculum and Materials Development and Adaptation, and Evaluation; and (3) Educational Psychology. However, the bulk of CRIDE's research projects and activities will, in all probability, cut across these clusters to draw upon whatever expertise is needed for a given research activity. The kinds of expertise required within each of these clusters have been identified below, and where Zairois and foreign experts are presently serving on the Faculty and wish to have more time and additional support to participate more fully in CRIDE's research projects, they have been identified by name.

EDUCATION'S ROLE IN NATIONAL DEVELOPMENT
(Cluster 1)

<u>Discipline</u> <u>Specializations:</u> <u>Education and</u>	Expertise in Terms of Personnel	
	<u>Zairois</u>	<u>Foreign</u>
1. Sociology	Chuzungu*	Richard Sack**
2. Anthropology (Cultural)		
3. Economics (Manpower)		
4. Political Science		B. Verhaegen
5. Linguistics		
6. Demography		
7. History		
8. Statistics		

* Mr. Chuzungu has an excellent chance of beginning his doctoral training in the U.S. in 1974 under a Rockefeller grant.

**Dr. Sack, University of Wisconsin, is tentatively scheduled to work with CRIDE during 1974 under Rockefeller auspices.

EDUCATIONAL TECHNOLOGY, CURRICULUM AND
MATERIALS DEVELOPMENT AND
ADAPTATION, AND EVALUATION
(Cluster 2)

<u>Specializations</u> <u>Required:</u>	<u>Zairois</u>	<u>Foreign</u>
1. Evaluation	Luhahi	
2. System Analysis		
3. Curriculum Development and Adaptation		
4. Materials Development and Adaptation		
5. Media Expert		
6. Specialists in Teaching Methods in Each of the Options of <u>Pédagogie Appliqué</u>		
7. Administration - Inspection		
8. Management and Planning		

EDUCATIONAL PSYCHOLOGY
(Cluster 3)

<u>Areas of Specialization:</u>	<u>Zairois</u>	<u>Foreign</u>
1. Social Psychology	Nkanga (1 more needed)	
2. Ethnopsychology Family Structure in Urban Milieu Modern-Traditional Confrontations		Corin
3. Group Dynamics/Peer Group Relations		
4. Psychopathology		
5. Child Development	Mbuyi	
a. Cognitive Domain	Nkanga	
b. Perception	(Bukasa)*	
c. Language Development	Muluyumba	
d. Reading	Bamwisho	
e. Personality Development		
6. Testing		
7. Counselling/Psychotherapy		Schmitt
8. Industrial Psychology		

* Bukasa is listed only as a potential candidate for this position. He is scheduled to finish his Ph.D. in Psychology in Belgium by January, 1974. His dissertation concerns the perception of Zairois children in numeracy.

The specializations listed for the cluster component "Education's Role in National Development" are identified by disciplines within which extensive research and analysis has been carried out on education's role in development. Professors who would be considered for these positions would either have to have a strong doctoral minor, if not a major, in the discipline, plus a basic career commitment to education. The justification for having such expertise represented in the Faculty of Education would be not only to provide these disciplinary methodologies and approaches to interdisciplinary educational research, but also to provide specialized education (Pédagogie Appliqué) programs with qualified professors and researchers who could devote a portion of their time to student teaching and advisement. At the first cycle level (i.e., the graduat years which last for three years in the specialized education program, but for two years in the other Faculty of Education programs) the only teaching function for those occupying these positions in CRIDE would be one or two courses concentrating uniquely on the applications of their respective disciplinary methodologies to education. At the second cycle level (the next two years which terminate with the Licence Degree) the major activity of these disciplinary specialists would be to provide the methodological advice required by students who are preparing their memoires (a substantial research paper required for graduation). At the third cycle level, the students appointed as assistants (assisting with graduate level classes and with research while working on their own doctoral programs) would be more involved with CRIDE

for research support and guidance than with the regular teaching component of the Faculty. The doctoral dissertations might also serve as components of research projects conducted by CRIDE.

The second cluster listed on page 8 (Educational Technology, Curriculum and Materials Development and Adaptation, and Evaluation hereafter identified as Cluster Two) is presently the weakest in terms of existing research and teaching personnel. However, this cluster is considered a critical one which would serve not only to apply the research recommendations identified by Clusters 1 and 3 to other national educational systems, but would also undertake to evaluate and modify, as may be required, classroom applications of research findings and recommendations. In other words, this component is responsible for the "feedback loop" in terms of teaching, methods of delivery, and evaluation of results.

Also functioning in this cluster would be specialists in the teaching of those subject areas of Applied Pedagogy for which the Faculty of Education is responsible. The research task of these persons, in conjunction with discipline area experts (from Cluster 1) and psychologists (from Cluster 3), would be to attempt to determine problem areas broadly experienced by Zairois students in subject area specializations (e.g. math, English, etc.). Through experimentation and evaluation such specialists would attempt to design new and appropriate teaching methods, content, and media-assisted instruction to overcome these problems. Once perfected, these innovations would be introduced into the national education system through the Faculty's teacher training programs, through UNAZA

publications, and through the Ministry of Education.

The Educational Administration/Inspection and Planning specialists would work closely with colleagues in this cluster to determine through systems analysis approaches how to improve and evaluate teachers and administrators within the educational structure. They would also participate directly in the Faculty of Education by giving advice and guidance in the preparation of the memoires to students selecting the Educational Administration option of the General Pedagogy Department. One of the main objectives of the planning expert would be to ascertain that planning becomes an integral part of the activities not only of educational administrators and inspectors, but also of those attempting to initiate curriculum and materials reform, adaptation and evaluation. The planner would also be a partner in much of the research accomplished by Cluster 1, especially where application of those research findings is concerned.

The third cluster, Educational Psychology, is at present the most "Zairized," because it is tied to an existing and long-functioning department. However, its major thrust, accomplished through the selection of those specializations listed for this cluster, aims toward maintaining the interdisciplinary nature of the psychologically based research (as in Clusters 1 and 2), as well as directing its application to research areas of recognized need. Naturally, in terms of materials and curriculum development, adaptation, and media presentation, the research accomplished in Cluster 3 would be invaluable to the work undertaken in Cluster 2..

The linkages between Clusters 3 and 1 would be especially close in those areas dealing with the methods and optimal timing for promoting manpower development, potential socialization and population education, in addition to assisting with the development and validation of research instruments.

The stress on research methodology throughout these clusters is related especially to the need for researchers to be able to generate reliable data from field work. This is because so much applied research is needed in Zaire, and because the existing library facilities do not permit extensive archival research.

It is recommended that after due consideration by the faculty, either this staffing and organizational plan, or some kind of modification thereof, be used as a guide for the recruitment and/or training of CRIDE personnel. The steps which might be taken include:

1. A search of the other UNAZA campuses, institutes, etc. for qualified personnel already trained and ready to devote themselves to the CRIDE program.
2. A search among Zairois students preparing their doctorates abroad in order to try to identify those demonstrating, in terms of academic performance, research activities and general promise, the kind of excellence CRIDE is seeking. They must be firmly committed to a career in educationally oriented research and teaching.
3. A search among Zairois students preparing their doctorates in Zaire who would meet the same criteria listed in #2 above.

4. Where the skilled personnel identified in each cluster do not exist or are not in the advanced formation process, then students in appropriate subject areas (again with the qualifications suggested in 2 and 3 above) might be identified who are finishing their Licences. These students might then be funded through the doctorate in the area specialization or discipline required with the explicit commitment that upon successfully completing their doctorates they return to serve in CRIDE.

From statistics on university students at home and abroad, it appears that in the first cluster it might well be possible to find Zairois prepared, or nearly so, in Cultural Anthropology, Economics oriented toward manpower planning, political science and history. It may be necessary to provide scholarships in Sociology, Linguistics, and Demography, and it will almost certainly be necessary to recruit personnel, perhaps a Licencié in math, to be trained as a research statistician.

Under Cluster 2, it is felt that a training program of up to nine months could be arranged for Ph.D.'s in Pedagogical Sciences to become specialists in the skills areas indicated. Exceptions to this generalization are the areas of Administration and Educational Planning, which might take longer.

In Cluster 3 there is a very good possibility that well qualified persons are in the doctoral pipeline for most existing

vacancies. Training may, however, be required in Group Dynamics/Peer Group Relations, and Psychopathology, while longer term scholarships will be needed to prepare qualified personnel in Testing and in Counselling/Psychotherapy.

It is recommended that as soon as final agreement is reached on this or another staff development plan, a responsible and well-qualified faculty member be given the responsibility to begin identifying potential candidates for consideration of appointment to the vacant positions. In cases where it will be necessary to find scholarships for promising candidates selected to complete Ph.D.'s, campus faculty members and administrators should give the maximum support possible. Where foreign expertise is required to fill positions pending the availability of Zairois, appropriate donors, such as ATF, ATB, ATG, etc. should be notified of specific needs and asked to assist. Within 4-5 years well-qualified Zairois should be functioning in almost all positions.

It is further suggested that a firm UNAZA/Kisangani research budget be established. Thereafter it might be possible to solicit funds from donor sources on some kind of fund-matching formula. Research funds should be specifically reserved for Zairois and foreign faculty members, and projects should be required to have an immediate application orientation.

Finally, CRIDE should attempt to prepare a list of priority research support needs, from vehicles to typewriters and media equipment. These supporting facilities should be restricted to CRIDE's use and coordinated by the Director. A list of required items might well be made available to potential or interested donors.