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ABSTRACT
        Fifty abstracts provide information and a variety of
perspectives on education and development th  ughout the world. A
description of the Association for the Adva.,cement of Policy,
Research, and Development in the Third World and a list of committee
and advisory members precedes the abstracts. The abstracts include:
(1) "Aging and Health in Developing Nations: What the Industrialized
Countries Can Learn" (Douglas McConatha); (2) "A Transcultural
Framework for Teaching, Reading, Learning, and Thinking in the Arab
World" (Judith M. Findlay; Joseph T. Kovack); (3) "Cultural
Adaptation: Developing a Model for Living in a Global Community"
(Martha T. John); (4) "Education for Women in Development" (Judith M.
Scanlan); (5) "Educational Policy and the Third World: Recognizing
the Rights of the Child" (Jonathan L. Black-Branch); (6) "Impact of
School Construction and Technical Assistance on the Effectiveness of
the Learning Experiences" (Moshira Abdel-Razek El-Rafey); (7) "Public
Relations & International Affairs; Effects, Ethics, & Responsibility"
(James E. Grunig); (8) "The Promotion of Science and Technology for
Development" (John Lit); (9) "Third World Countries and the Use of
International Public Relations: Articulating Effective Channels of
Access" (Timothy Coombs); and (10) "Voices for African Education in
Ghana Between the Wars: Ideas, Policies and Implementation" (Raymond
E. Dumett). (CK)

INTERNATIONAL CONFERENCE ON
"THE STATE OF 'EDUCATION AND DEVELOPMENT':
NEW DIRECTIONS"


BOOK OF ABSTRACTS


November 22 - 25, 1993


Cairo

EGYPT

INTERNATIONAL CONFERENCE ON
"THE STATE OF 'EDUCATION AND DEVELOPMENT':
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## PHILOSOPHY

The Association for the Advancement of Policy, Research and Development in the Third World is a definitive interdisciplinary professional and scholarly, private non-profit, international non-governmental membership organization, founded in April 1981. The Association's membership spans the academic, governmental, industrial, international and community worlds here and overseas. The Association has a unique mission to perform: it has been the leading forum through which Third World professionals and other leaders have shaped international development issues and policies through an abiding dedication to enlightening scholarship and it ascribes to, interalia, the

. encouragement of interdisciplinary research in Third World development

. facilitation of scientific and technological communication among Third World professionals

. advocacy of professional and academic freedom and the rights of Third World professionals

. service of its members and interested individuals as an informational and funding clearinghouse

. representation of its members at governmental and international levels through continued research and analysis,

. continued demonstration about the importance of science and technology to development

## GOVERNANCE

The Association is governed by an Executive Council comprised of interdisciplinary educators and professionals who are also active coordinators of the Roundtables. The Board of Consultants includes leaders in education, science, technology, industry, government and the community who help define the Association's policies and programs. The Working Groups are responsible for designing the Association's programs. The Executive Director directs and executes the Association's policies and programs as these are defined by the responsible bodies, the Board, Committee chairs and the Executive Management Committee.

## PROGRAM

The Association's tangible contribution to the input and solution of development problems is through the leadership and work of its Research Roundtables, Working Groups and Affiliates. The objectivity of these groups through conferences play a crucial role in stemming public skepticism about the value of academic research and analysis to society - and to the developing countries in particular - and in providing a constructive foundation for building a working partnership between members of the Association, leaders in industry, government, international organizations, other Associational groups, community individuals, and organizations

Roundtables provide unique opportunities to analyze current policies as well as problems, assess the adequacy or inadequacy of solutions and, through debate, influence outcomes of major political issues. Roundtables are organized regionally as follows:

- North America (including Canada)
- Africa
- Asia (Southeast and South Asia)
- Caribbean and Latin America
- Europe
- Middle East and the Gulf
- South Pacific,

Research and Working Groups embody professional as well as intellectual objectives to inform the Association about the state of the art(s), through programs of analysis and research as follows:

- Aerospace Technology and Development
- Agriculture and Development
- Appropriate Technology and Technology Transfer
- Business Ethics and Corporate Responsibility
- Children in Development
- Comparative Public Policy
- Communication and Development
- Computers and Society
- Culture and Human Values
- Development Administration and Management
- Development Diplomacy
- Development Economics
- Development Education
- Economic Development
- Environment and Energy
- Health and Medicine
- Human Rights and Justice
- Banking and Finance
- Space and Communication Technology
- International Politics and Foreign Policy
- Regional Cooperation and Integration
- Technical Assistance and International Management
- Training and Manpower Development
- Political Development
- Social Welfare and Development
- Evaluation and Planning
- Industry and Development
- Research and Development
- Scholarly Freedom and Responsibility
- Science, Technology and Development
- Housing and Urban Development
- Development and Resource Management
- Women in Development
- Multinationals and Trade
- International Law and Organizations
- Development and Environment
- Military and Strategic Development
- Political Leadership and Development
- Professionals in Development
- Population and Migration
- Rural Development and Land Management
- Social Welfare and Development
- Tourism and Development
- Trade and Development

Affiliates. A system of affiliation of organizations has been encouraged as a means of furthering our declared common purposes. Criteria for such affiliation including the final judgment as to whether or not an organization sufficiently satisfies these criteria shall rest with the Executive Council by reference to it by the Board. Criteria specify that

- organizational aims should be clearly directed toward, or consistent with, the objectives of this Association as evidenced by documentation.

- programs and records of activities should demonstrate interest in, or substantial support of, interdisciplinary research in the advancement of development policy, science and technology

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# ABSTRACT

| Author(s) | |
|---|---|
| 1: | June A. Wagner |
| 2: | Hikmat A. Judeh and Rima Azzam |
| Address: | The George Washington University |
| Topic: | A Description of an Educational Program to Develop Assessment Materials and a Cohort Team of Assessor-Teachers who will implement a Diagnostic Reading Learning Center in Saudi Arabia |

In 1989 the Reading Center Staff and faculty of an American mid-atlantic region university was asked to design and implement a unique Masters Level program of studies for three cohort groups of graduate students from Saudi Arabia. The expressed purpose of this program is to develop a staff of teacher-assessors who will design and implement an educational diagnostic Reading-Learning Center in Saudi Arabia. This presentation describes the teaching methods, clinician training activities, and development of materials for the assessment sector of this program. The relevance of the Center's interactive assessment philosophy to educational needs in Saudi Arabia, the adaptation of existing assessment tools, and the development of new tools specific to the Arab and Saudi Culture are also discussed.

## BACKGROUND

The first cohort group of eighteen students began this fifty four hour masters program, Reading Management: Clinic and Classroom, the Spring semester of 1991.

The concept of individual teacher assessment was emphasized in early Islamic education. Individualization was a major feature of the Islamic educational systems from the seventh to the eleventh centuries and teachers then, such as Al Saffa, Al Ghazzaly, Al Toussi and Al Zmougis, wrote about and based their teaching approaches on their observations of the learner's behavior, attitude and capability. "They (the teachers) tried to understand the nature of the learners, their capabilities and their developmental stages, as well as what takes place during the learning process. "They asserted that successful learning depended on the readiness of learners, their interests and their motivation, and they stressed the responsibility of the teacher in making learning happen and the belief that 'learning is a life long process'(Massalias and Jarrar 83).

This historic Arab approach to diagnostic education is concurrent with the concept of holistic teaching which is considered widely as "the cutting edge" of contemporary western educational practice. Observation of the learner, teacher interviews, and curriculum-based assessment practices, all descriptive of teaching methods of the diagnostic teacher (Ysseldyke, Salvia 91, Walker 92), also describe the "responsibility of the teacher in making learning happen" in the in Arab education of the seventh through the eleventh centuries (Massalias and Jarrar 83). Their emphasis on the teacher's responsibility for the learning environment and knowledge of his student and the learner's developmental cognitive level, should make the adaptation of the interactive assessment model logical and relevant for Arab and Saudi educational needs.

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A review of the literature and the available cognitive and educational assessment tools reveals a significant need for the development of such tools. The development of appropriate assessment materials, which is based on needs expressed by historic Islamic educators and the needs of today's Arab society, draws from the western world's years of educational assessment experience and the extensive assessment material resources, to create educational assessment materials which will enhance the widely respected historic Arab educational philosophy.

This interactive, experiential (hands-on), and reflective philosophy of teaching-learning mandates which the students learn as they work in the three interdependent service strands of the Center: individual assessment; individual academic therapy; and the classroom teaching programs. This presentation will describe the assessment training experience and test materials development sectors of the program, and explore the ways in which this interactive approach to individual assessment might support and expand the historic Arab conception of individualized education to meet the educational needs of students in mid-eastern countries.

First, goal directed video presentations and anecdotal material will be used to demonstrate the teaching and mentoring activities of the case study approach, and illustrate the development of the positive "Mutual Exploration" assessment experience of the Saudi Graduate student clinicians and their clinic clients.

The overall educational plan for the development of expert assessment clinician-teachers will be illustrated at specific stages by video presentations. The initial graduate student experience is as the client or "test taker" in individual assessment sessions conducted by the members of the professional staff of The Reading Center and followed by an interpretive individual conference. Succeeding stages of (1) individual interactive observations; (2) the academic courses which present the assessment instruments; (3) the use of such instruments in observed assessment sessions with clinic students; (4) the interpretation and synthesis of the clinic student's previous history and test results presented verbally and in written reports to parents in mentored conference sessions; (5) mentored assessment sessions with professional staff, and finally; (6) independent responsibility for assessment sessions conducted in Arabic, using their developed assessment tools with Arabic clinic students.

Second, our experiences with the test materials development arm of the program will also be shared. These will include descriptions of translations and adaptations of relevant existing assessment instruments from the west and the mid-east, and also the development of new "continuous assessment" activities, based on the educational and cultural needs of the Arab and Saudi peoples. Newly developed reading and vocabulary comprehension measures will be discussed and the pre-pilot activities which will be used to plan standardization procedures for these instruments in The Kingdom of Saudi Arabia.

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# ABSTRACT

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| Topic: | "A DOUBLE-LOOP LEARNING:  COMPARATIVE MANAGEMENT AND MANAGEMENT EDUCATION MODEL" |

## A DOUBLE-LOOP LEARNING
## COMPARATIVE MANAGEMENT AND MANAGEMENT EDUCATION MODEL

Learning has been defined as the detection and correction of error (Argyris, 1980, p. 291.) Learning that results in the detection and correction of error without a change in the underlying assumptions, values, attitudes, or givens can be defined as single-loop learning, with the common house thermostat as an example. The thermostat detects whether actual performance (the actual temperature of a room) is comparable to the planned performance (the temperature setting.) If a gap exists between the two, the error is detected and corrected with the thermostat shutting the furnace or turning it on.

Double-loop learning occurs when the detection and correction of error requires changes in the underlying assumptions, values, attitudes, or givens of the system. Using the same example, the thermostat should question and make the necessary adjustments and changes to the following questions: why is the room temperature set at 70 degrees? why does it measure the temperature? why have the thermostat all together? (ibid.)

Another related theory is Argyris and Schon's (1978) distinction between espoused theories and theories-in-use. Espoused theories are the underlying assumptions, values, attitudes, and philosophy that people hold in their heads mainly as a result of culture. On the other hand, theories-in-use are the theories that people actually use to produce their actual observable behavior, consciously or subconsciously.

The discussion above leads us to the conclusion that culture as an independent variable in a comparable management model, constitutes an espoused theory and a single-loop learning. Less Developed countries in dire need of economic development must use a comparative management model that generates a double-loop learning to break the cultural grip on management practices on theories-in-use. In order to accomplish this, a feedback mechanism needs to be incorporated in the model as the ultimate characteristic of double-loop learning that will initiate changes, unfreeze assumptions, values, and philosophies, and refreeze new ones. These changes can only be brought about through management education, which in essence is a feedback mechanism between the consequences of the theories-in-use to the environment, and the prevailing espoused theories of a national system.

The shortcomings of the classic comparative management models such as the Farmer-Richman model (Exhibit 1) or the Negandhi-Prasad model (Exhibit 2) can be summarized as follows:

1. They did not place appropriate emphasis to management education as a change-initiating variable.

2. Management education is not an independent variable, but is a result of the consequences of the theories-in-use, i.e. management practices.

3. There was almost a complete lack of the concept of feedback as a mechanism that completes double-loop learning, especially true for countries that are anxious to bring economic development and progress rapidly, as in the case of the People's Republic of China.

4. Management education has to be recognized as the sine qua non condition, and needs to be integrated as such, in any comparative management model that seeks the "unfreezing" of well entrenched philosophies and values, as in the case of PRC in regards to isolationism and the effects of Cultural Revolution. And finally,

5. All elements of any comparative management model should be considered both independent and dependent variables including culture which has been the ultimate given!

A comprehensive comparative management education model is proposed in Exhibit 3. This model attempts to end the debate as to whether management philosophy is a dependent or independent variable, the "apple of contention" between the Farmer-Richman and the Negandhi-Prasad models.

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Exhibit 1

**Farmer-Richman Model**
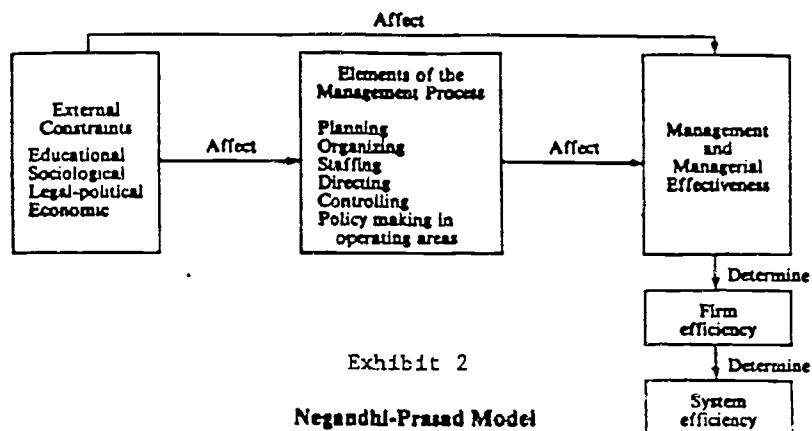
Exhibit 2

**Negandhi-Prasad Model**
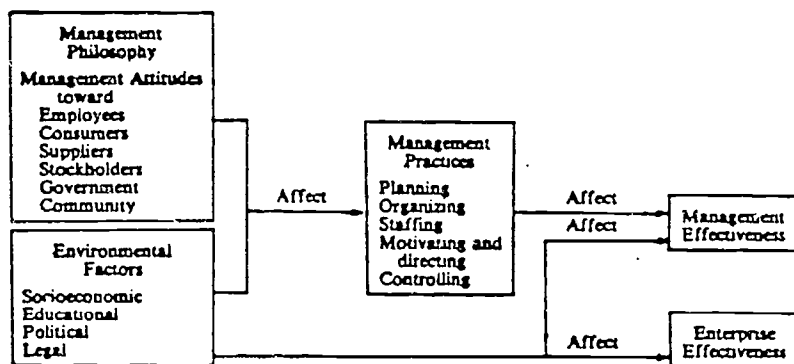
Exhibit 3
A Double-Loop Comparative Management Model

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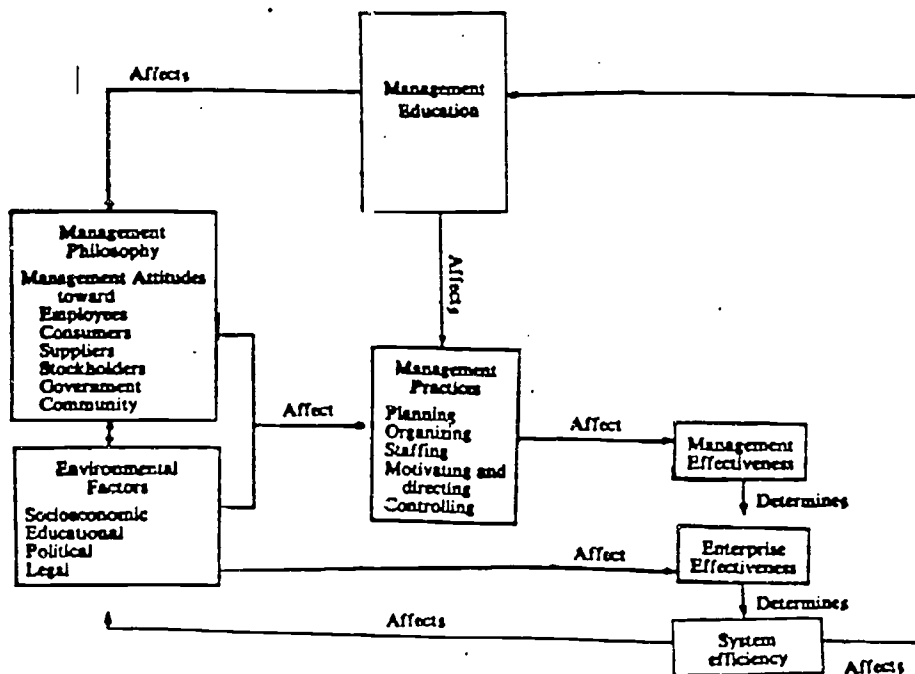
# ABSTRACT

| Author(s) 1: | Douglas McConatha |
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| Topic: | Aging and Health in Developing Nations: |
| | What the Industrialized Countries Can Learn |

All cultures have developed ways and means to cope with the universal phenomenon of aging. The diversity of solutions that have been brought to bear on the problems and priorities of the elderly throughout the world offer a wealth of knowledge upon which Gerontologists can draw. Unfortunately, most of the proposed answers to these various concerns have been rooted in the knowledge base of western industrialized societies. The current gerontological literature is replete with technological and "modern" methods for dealing with the ever-expanding population of mature adults. This discussion proposes, however, that many of the traditional customs and practices of developing countries can or could be beneficial in improving the quality of life for older adults around the world.

This premise is based on the work of noted educator Howard McClusky, who has formulated what he calls a Margin Theory of Need. This approach argues that in order for any older person to enjoy a quality of life that enhances their overall health and well-being they must first be assured that they can maintain a margin of resources over and above the demands placed on them by their environment. This approach closely approximates Lawton's environmental press model which discusses consequences of imbalance but offers little in the way of solutions. McClusky proposes a five element paradigm that can be used to construct an improved milieu for the elderly. They include the need for 1) contribution; 2) influence; 3) expression; 4) coping; and 5) transcendence.

In many non-western "developing" (and those often considered primitive) societies these five elements are an integral part of the daily lives of older persons. As has been well documented by numerous American Gerontologists however, there is a clear-cut lack of these components in the more westernized "advanced" societies. This presentation describes the Margin Theory of Need and provides illustrative examples of how the elements of the model are often integral parts of traditional and indigenous cultures.

Of particular importance are the ways in which industrialized countries can learn from the approaches and methods of the developing world. This is not to imply that any one society or culture has definitive answers to the problems that face the growing population of elderly throughout the world. Nevertheless it is important to recognize that there is a great deal to be learned from developing countries in this arena.

ERIC

# ABSTRACT

| Author(s) | |
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| 2: | Albert J. Porter |
| Address: | Dept. of Speech Communication, Univ. of Arkansas at LR, Little Rock, AR 72204 USA |
| Topic: | A New Direction In Education: The Development of a General Systems Model for Communicating Information Across Disciplines and Cultures |

In his study, *Human Universals*, D. Brown begins, "what we know about universals suggests the need to revise a conception of human nature." Similarly, from fields of study across the curriculum come insights concerning common human ways of knowing that suggest the need to revise the conception of education. This paper focuses on the process by which units of information are organized and conveyed.

While the differences appear great between methods of education in different cultures and between different disciplines, it is possible to discern patterns of a universal nature which underlie them all. These patterns can be identified by using the concepts of General Systems study. Von Bertalanffy wrote of the need for "organizing relationships" in a wide variety of fields: "These parallel developments in the various fields are even more dramatic if we consider the fact that they are mutually independent and largely unaware of each other. It seems legitimate to ask for a theory, not of systems of a more or less special kind, but of universal principles applying to systems in general."

This paper proposes a basic educational unit of the *Systems Narrative*, and proceeds to describe its elements; to identify in general systems terms its subsystems and the suprasystem of which it is a part; to relate it to personality categories that cut across cultural boundaries; to show its application across disciplines; to indicate how it can serve as an international format which can facilitate the movement of both teachers and students among intercultural settings, including Third World contexts.

The Systems Narrative includes three levels. The basic system includes components that form a pattern applicable to all disciplines; the subsystems are identified using the abstraction constructs and systems levels comparisons; the suprasystem is

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identified with the cultural complex explored in transformational myth.

The narrative, as a basic tribal model of information transference, is increasingly being recognized in varied fields of study as an emerging tool. The personal narrative being developed in psychology, the metaphor complex being used in communication study, the "business cultures" being examined in organizational study, among others, have elements that can be extrapolated into a general system applicable across the curriculum. Since the narrative form of communication is prevalent in the developing world and is emerging in disciplines in developed areas, the use of the Systems Narrative described in this paper can bridge both disciplines and cultures.

To prepare and present a unit of information using the Systems Narrative, the following aspects are considered: the naming of the unit of information; the key vocabulary words involved; structuring the unit of information as a system, with all of the parts identified and named; the nature of the interrelation of the parts of this system; the nature of the relationship of the system with its environment; using the concept of abstraction levels of Korzybski, relating the abstract concepts to behavioral applications; using Miller's Living Systems levels, relating the information to the levels of the cell, organ, organism, group, organization, society, and supranational system; the projection of alternate furtures when this information is applied; involving both Jung's and Campbell's discussions of myth, the relating of the information to field-specific myths and to culture-specific myths, both where the information originated and where it is being studied; the translation of the information into various languages, including that of the profession, of the non-professional population, of mathematical constructs, of metaphor, and of myth; the translation of the information into forms related to the learning preferences of personality aspects as discussed by Jung, including introversion, extraversion, intuition, sensing, feeling, thinking, judging, and perceiving; the answering of the question- preferences of learners for each of the categories *who, what, when, why, where, and how;* the presentation of the information adapted to preferences of those identified as visual, auditory, tactile, or kinesthetic learners; providing the information in dual modes for both individual study and for cooperative learning, including the opportunity, once the information is received, of instructing others using narration about the system.

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# ABSTRACT

| | |
|---|---|
| Author(s) 1: | Lynn Godkin |
| 2: | |
| Address: | Lamar University |
| Topic: | A Review of US-Based Management Research and Comment on Economic Development |

Organizations are adversely affected when cultural diversity is not considered (Adler, 1986; Tung, 1979). Unfortunately, from a review of 11,219 articles in top management journals, Adler (1983) found only 4.2 percent considered cross-cultural management issues. The ratio did not greatly improve between 1971 and 1980 (Adler, 1983, p.228). Godkin, Claunch, and Braye (1989) analyzed U.S.-based journals listed by Adler (1983). They found 3.5 percent of 4,340 articles published between 1981 and 1985 to be cross-cultural. The trio concluded that cross-cultural management publication did not increase during the period 1981-1985.

## PURPOSE OF THE STUDY

This study tracked U.S.-based cross-cultural management research appearing between 1986 and 1990. A monitoring of such research is important because:

(1) "After more than three decades, cross-cultural research is still in its infancy" (Dossett, 1988, p.96). "Today...(even though) the amount of cross-cultural contact has increased dramatically...our knowledge in this area is still limited...." (Hannigan, 1990, p.89).

(2) The AACSB reports that most university faculty are not trained in the international aspects of their fields (Nehrt, 1987, p.89).

(3) About 75% of advanced degree business school graduates have never had a course dealing with the international or cross-cultural dimensions of their own fields. They are not even familiar with those dimensions (Nehrt, 1987, p.88).

RESULTS

This investigation included 4599 articles in 18 journals (Table 1). Fortunately, the period saw only minor changes in publication.[3] From a high of 1002 in 1986 to a low of 841 in 1990, there was a 4.2% annual decline in the number of articles published (Table 2).[4]

Of the 4599 articles surveyed, 1076 (23.40%) had an international focus, while 3523 (76.60%) represented a domestic (ie. U.S.) perspective (Table 3). Most, 3032 (65.93%), were of general interest while 782 (17.00%) considered general management issues. Virtually the same number of articles, 785 (17.07%), concentrated on organizational behavior. A total of 577 (12.55%) articles centered on cultural factors. Only 126 (2.74%) articles were cross-cultural.

Of the 782 general management articles identified, 121 (15.5%) were international and 661 (84.5%) were domestically oriented (Table 4). Of those international in scope, 90 (11.5%) did not consider culture while 31 (4.0%) did. Among the domestically centered, 638 (81.6%) did not consider culture while 23 (2.9%) did.

Of the 785 organizational behavior articles recognized, 167 (21.3%) were international and 618 (78.7%) were domestic in intent. Of the international in purpose, 41 (5.2%) did not consider culture while 126 (16.1%) did. Among the domestic, 568 (72.4%) did not consider culture while 50 (6.4%) did.

# ABSTRACT

| Author(s) | |
|---|---|
| 1: | Martin C. Oosthuizen |
| 2: | |
| Address: | Vista University, South Africa |
| Topic: | A Strategic Development Framework — Platform for Community Orientated Education in Third World Countries |

*"We must plan for the future, because people who stay in the present will remain in the past".*

Abraham Lincoln

The potential role of education in the upliftment and sustainment of societies is a known fact throughout the world. The ways and means to ensure the optimisation of the potential of education is however often a controversial topic. Part of the controversy can be ascribed to the fact that educational development initiatives often originates from formalised institutions and government agencies who try to motivate and stimulate communities towards involvement in the education environment. These efforts are usually confronted with apathy, lack of understanding and initiative amongst the community, as well as unsympathetic local government institutions. In short the necessary community platform does not exist to complement effective and relevant education initiatives. This problem is very evident within the general Third World context.

A workable solution to the problem was developed during development studies on education in the Eastern Cape region of South Africa as well as the Orange Free State. This development projects not only focussed on education as such but also addressed the socio-economic problems in the specific regions in order to create a suitable climate as well as socio-economic environment for education initiatives to succeed. The studies formed the basis for a new education framework that should be implemented after majority government has been installed in South Africa.

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## Abstract Continuation

Due to the urgency for a workable solution at the time, various approaches were tried. The communities involved were characteristic of many Third World parts in that it lacked infrastructure, workable land, minerals and good rainfall. In short the necessary infrastructure to support any education initiatives did not exist or existed only in part. The region was further plagued by illiteracy and the usual socio-political problems which has become so typical of Southern Africa during the eighties. Various government, semi-government and private institutions were also operating in a conflicting or duplicating manner. The basic platform for community and regional development was absent and very ill defined.

The solution to the problems of the region centred at the end of the day around the absence of a clear vision for the region and participation by all the key role players in the formulation of a workable strategy towards appropriate and sustainable education.

As a result of the project, a framework for the development of a platform on which community based education development could take place, was developed. The flexibility of this framework enabled the teams to successfully implement it in various other regions. The framework made it possible to bring all the role players including the individual members of communities, interest groups and official bodies together in one planned strategy for education. This ensured that the various stakeholders could all play a meaningful role within the parameters of a strategic development framework. Through the implementation of the framework, it was found to create the ideal climate to further education on all levels by breaking down the usual barriers hindering this process. What makes this framework ideal within the Third World context is the fact that it addresses issues directly as well as indirectly related to education, short and long term planning and cultural differences. It is not hampered by the level of literacy or prevailing socio-economic conditions. The framework is further characterised by a build-in control system as well as a strategic planning component which facilitates environmental, political and infrastructural changes on an ingoing bases. The composition of the framework enables the initiating body to combine the most up to date management and research approaches within the most underdeveloped society and environment. As a framework it can be applied on a limited scale in a small community as well as on a regional scale expanding across borders.

Due to the nature of the framework it is believed that this approach is very relevant to the process of education development and that it has the potential to serve as a meaningful contributor to the enhancement of life within any Third World context.

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# ABSTRACT

| Author(s) 1: | Florence Hesser | 3: Joseph Kovack |
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Address: The Foundation for Global Bridges: 1604 New Hampshire Ave N.W. Washington, D.C. 20009

Topic: A TRANSCULTURAL FRAMEWORK FOR TEACHING, READING, LEARNING, AND THINKING IN THE ARAB WORLD

**THEORETICAL FRAMEWORK:** Arab educators in collaboration with American colleagues have explored ways and means of accelerating academic potential and achievement of students in reading, learning, and thinking, and developing student capacity to be in control of the learning process. The goal of this exploration was to prepare Arab students to become literacy practitioners in roles as reading teachers, tutors, clinical diagnosticians and educational specialists in their own country. Teachers' beliefs about teaching are strongly influenced by their own educational experiences. (Herrmann & Duffy, 1989; Measor, 1986) Initially, the Arab students viewed teachers as strict disciplinarians with absolute authority; they tended to use traditional lecture style and required rote memorization from their students and depended on curriculum which was fact oriented and limited to information required for exams. The students' class experience consisted of oral drills with no discussion.(Massialas & Jarrar, 1983) They reflected the notion that for many, education is a passive act, they are subject to but not involved in the process. In order to prepare them for new roles they had to "become active learners, involved in and committed to tasks they understood, take an ever increasing responsibility for their own learning" (Abbot, 1992) and internalize a process of change that would enable them to make the transition from theory to actual practice as teachers. In order to become "agents of change" in their own countries, the Arab scholars had to explore, develop, possess, and practice a comprehensive philosophy of education which would enable them to conceptualize new definitions of teaching and learning, redefine the roles of teachers and students, expand their framework for this interaction, and develop behaviors of learning in their students that would assist those students in participating fully in the global community of the 21st century.

**RESEARCH QUESTIONS:**

**1.** How could Arab students preparing for roles as agents of change in their respective countries experience, internalize and be able to practice a comprehensive philosophy of education reflecting current research in cognitive psychology, reading theory, and pedagogical science in order to be able to contribute to the restructuring and redefinition of education in the Arab world. **2.** What should this comprehensive philosophy of education reflect? **3.** What process of change would accompany this development? **ASSUMPTION:** Arab educators through a program combining theory with actual practice could

## Abstract Continuation

experience, develop, internalize, and practice a philosophy of education which addresses: **1. The Why – A holistic philosophy** which synthesizes teaching, learning, thinking, and reading assisting students to become reflective, responsive, self-directed, critical thinkers and learners. **2. The What – A conceptual framework** for the teaching and learning which is multi-dimensional and addresses the personal, social, and academic development of the learner; multi-disciplinary and crosses the artificial separations of classrooms and subject area studies. (Bruner, 1990) **3. The How – An interactive learning environment** which: provides a restructured definition of teaching and learning in which students and teachers are partners in learning and reflective dialogue, joint owners of learning, and creators of meaning on multiple levels (Bruner, 1990); develops a view of the student as a whole person, (Weiten, 1986), an independent learner (Bruner, 1962) within a human centered classroom (Dewey, 1938); fosters teachers who guide students as they practice new behaviors and transfer knowledge, skills, and dispositions to the future. (Beyer, 1987) **4. The Who – Student-centered education** which develops behaviors of learning reflective of an independent thinker. **Methodology:** Students participated in a two year program of academic courses, supplemental courses in professional development and practicum experiences, and extensive support counseling services. Qualitative data on the process of change was collected through autobiographies, questionaires, and reflective papers (Myette & Roberts-Burke, 1992) and classroom observations, field labs and conferences. (Hesser, Findlay & Kovack, 1993) Analysis of data was modelled after the procedure described by Herrmann and Sarracino (1991). **Results:** Participants reflected a substantive and significant expansion of their theoretical framework, internalized a comprehensive philosophy of education, and exhibited new behaviors in both their own learning and teaching practices. Twenty-five percent of the participants were unable to complete the program due to the trauma of the personal, social and professional process of change which they underwent. Seventy-five percent of the participants successfully made the transition to a comprehensive philosophy of education which they adapted to the historical and cultural mores of Arab culture. **Implications:** The program in trans-cultural education described in this study indicates the complexity and difficulty faced by Arab and Western colleagues as they conceptualize, deliver, and evaluate programs of this nature. It clearly indicates that the educational philosophy and technology on non-Third World Countries cannot be imposed on The Third World. It offers suggestions as how Third World countries benefit by having their educators experience, reflect upon, internalize and adapt contemporary research and practice to the specific needs of their country and culture. The successes and failures of this program can serve as a guide to the Arab world as it explores ways of restructuring, and revitalizing the educational systems they require for full participation in the global community of the 21st Century.

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# ABSTRACT

| Author(s) | |
|---|---|
| 1: | Quansheng Zhao |
| 2: | |
| Address: | Old Dominion University |
| Topic: | Chinese Foreign Policy: Behavior Patterns and Policy Choices |

A country's behavior patterns in the international community consist of a set of norms, processes, and values through which the country deals with domestic and international issues. In many cases, behavior patterns may affect a country's policy choices, therefore, they have become an important research subject for scholars in international relations and comparative politics. This paper will analyze the foreign policy of the People's Republic of China (PRC) since its establishment in 1949, with special emphasis on its foreign policy behavior patterns.

The history of Beijing's external activities reveals that China has, on most occasions, been willing to resolve external conflict through peaceful means. At the same time, however, China has not hesitated to use military force to resolve external conflicts, when the Beijing leadership deemed that there was no other alternative.

This paper is not intended to provide a detailed analysis of these military actions. Its purpose is rather to study the behavior patterns and policy choices which surrounded these conflicts in order to achieve a better understanding of why the Chinese resort to military measures on some occasions, while on other occasions they are able to resolve conflicts peacefully. It is hoped that an improved understanding of how Chinese foreign policy is formed and operates will allow other countries to deal with Beijing more effectively, thereby avoiding military actions and ultimately contributing to world peace.

The foreign policy process is composed of three discrete elements; the formation of foreign policy, the policy itself, and the implementation of that policy -- a nation's actual behavior in the international community. Although these elements are normally integrated, they are not necessarily the same. The formation of foreign policy has much to do with the country's domestic politics, its political institutions and their decision making powers, historical legacies, political-cultural elements, and general political and economic conditions.

Political leaders approach the foreign policy process with a set of principles that are based on perceptions of the international order and their notion of their nation's proper role in the international community. Thus, foreign policy is made is based on both domestic considerations and international perceptions. Therefore, in order to study a nation's foreign policy behavior it is necessary to consider both domestic factors and international perceptions.

Increasingly, scholars are realizing that a single approach will not help us to understand the situation. A growing number of scholars have come to argue the need for integrating the domestic and international levels of analysis to explain topics as diverse as behavior patterns, the policy making process, and policy choices. There is a need to link domestic and international levels of analysis in order to understand more fully changes in Chinese foreign policy behavior patterns and policy choices.

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# ABSTRACT

| Author(s) | |
|---|---|
| 1: | Reda J. Penning |
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| Address: | Department of Didactics, University of South Africa |
| Topic: | Competency-based Training: An Approach for the Training of Technical Trainers in South Africa as a Developing Country |

Competency based training has it origin in America due to questions concerning the accountability of the results of education. This scenario can be transferred to the South-Africa of the nineties. Education and training is being questioned and new approaches are being researched.

In South-Africa problems such as a serious shortage of trainers, as well the lack of properly structured training programmes (HSRC/NTB 1989: 102 - 103) necessitate indepth research. A possible solution for the problems is a competency based approach.

Competency based training is a possible model for the training of people in the shortest possible time. This is a very important prerequisite for training in a developing country with an urgent need for trained trainers.

Competency based training embodies characteristics that lead to a training approach that is both theoretically structured and practically feasible. In order to be able to compile a competency based training programme for technical trainers, answers to key problems must be found. Problem areas are;

1) The identification of the main functions and competencies of a technical trainer
   (This problem is being researched by means of the identification of functions and competencies through questionnaires completed by 150 technical instructors in the Building Industry in South-Africa. Solutions to determine the competency levels of non-exact content is also addressed)

2) The discrepancy between the nature of technical training and the training content;
   (This problem is inbedded in the methodology of the teaching of human sciences to technical, practical persons)

3) The nature and expectations of the apprentices and the role of the trainer in their training process
   (The role of the trainer should not only be that of "teacher" but change to "facilitator" according to the needs and expectations of the apprentices)

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# ABSTRACT

| Author(s) 1: | Raisa Simola, University of Joensuu |
|---|---|
| 2: | Damian U. Opata, University of Nigeria |
| Address: | |
| Topic: | Culture, Culture Criticism, Human Values and Notions of Authentic Development: Lessons from Chinua Achebe and Ngugi Wa Thiong'O |

The last two decades or so have witnessed an increasing rethinking of the development concept with a view to focalizing both the cultural embeddedness and self-serving interest ideologies of dominant western-derived development paradigms which have been foisted onto the Third World. Drawing inspiration from various intellectual movements such as the Frankfurt school of critical theory as well as from French deconstructionism, but no less from McLuhan's medium equals message theory, a new school of Third World development thinkers have emerged. Despite noticeable differences in their approaches, there is a consensus among them that the adoption of western development models in the Third World has led to impoverishment and underdevelopment rather than progress as was initially envisioned. Part of the reason for the failure of these development models is that they have failed to take into account the cultural peculiarities and differing human values of the Third World countries. Instead of recognizing these as an integral essence of development, the western development paradigms have rather aimed at the totalization, hegemonization, and incorporation of Third World human and cultural values into a decadent capitalist industrial culture masquerading as the common universal culture of a global village

Literature, unlike the descriptive sciences, is not interested in the abstract, in the general, or in the universal. Instead, it is interested in the concrete, individual, and particular nuances of specific human lives,

societies, and human consciousness. In the African continent, literature has risen to the challenges of the development process by getting involved in a creative and critical inquisition of euro - cultural tenets and principles and their superimposition on the continent. Chinua Achebe and Ngugi Wa Thiong 'O are among the African literary writers who have used the medium of art to espouse development options arising from both an indigenous cultural regeneration and selective adaptation and modification of alien cultural epistemology to suit the African continent. The task which this paper pursues is to explore how Chinua Achebe and and Ngugi Wa Thiong 'O have used their art to contribute to a new found awareness of an on-going rejection of western models of development in the African continent in particular and the third world in general.

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# ABSTRACT

| Author(s) 1: | Martha Tyler John |
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| Topic: | Cultural Adaptation: Developing a Model for Living in a Global Community |

The world is changing rapidly. Transportation and communication have brought about an increased interaction between people of many ethnic groups and nations. This can have beneficial effects as people exchange information and ideas. It can also create hostility as individuals who are very different try to work together. A true global community, where people work together effectively, is still a dream denied for many individuals. People from different tribal or ethnic groups are suffering; ethnic cleansing often takes place, and hunger and disease still haunt a number of regions of the world. In short, new modes of transportation bring people together from differing cultural backgrounds and the encounter may be positive or negative depending on a number of factors that affect the interaction.

When people have different behavioral patterns from others in the society, or when there are different beliefs held by groups of people, there is a need for a reconciliation of these differences. Education and a systematic effort to minimize differences and maximize the common goals of the group can alleviate the potential problems. For foreigners or children born into the society, the enculturating process that is currently in place is effective most of the time.

Systems for guaranteeing order in societies such as laws, folkways and mores help to stabilize the behavior of the individual and help the person "fit in" with the majority. Sometimes, there are people who are new to the society and they do not understand the more subtle rules of the group. When serious feelings of alienation are present, culture shock takes place. Culture shock includes a longing to go home, a fear of physical contact with servants or attendants, fits of anger over delays, and so forth. Recognizing the nuances that partially define a cultural group is not a simple task. For one culture the emphasis may be on handshakes, for another, the gifts brought to dinner.

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If the familiar and the comfortable are no longer present, the individual may resort to a variety of strategies to regain the feeling of belonging. Gradually and by noticeable stages, the person adapts to another culture. A strategy for experiencing another culture through using a role playing vignette is provided in this paper.

The resources and commitment that are needed to accept and even allow immigrants/refugees to become part of the larger group or to advance within the society are considerable. For example, the human resources, legal forces and material resources of large numbers of people will be needed if a country or an institution is to meet the objective of working as a global community, where all people are developed and employed at their fullest potential.

The adaptation process has ramifications for the marketplace, and for education, and is shown in chart form as a model for adaptation. The model considers the person, focusing on the skills needed in specific jobs or educational settings, and is, perhaps, the best way for a country or an institution to accommodate immigrants. In this model the corresponding result in employee/student response to the company/institutional behavior is spelled out. For example, if the company or institution has an objective: Build self-esteem through help in practical ways; then, the accompanying employee/student would respond in the following manner: Becomes a confident worker. These types of interaction are important in maintaining good relationships in the multi-cultural world where we learn and work.

An accompanying model showing the responsibilities of the larger unit (government at the level of the country) and the needs that would probably be met by the group or government more directly associated with the individual will also be designated in the model.

There are also policy implications for any country or cultural group that accepts refugees or immigrants. Responsibilities for assisting the person in the new circumstance should be taken seriously by the host country/institution or industry. Adapting to a new culture is a learned skill and can be done most effectively when both the foreign born person or refugee and the host organization make an effort to adjust.

The global community exists in a technological state. The issue that must be resolved is helping human beings to reconcile differences so that the global community functions effectively for people around the world.

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# ABSTRACT

| Author(s) 1: | Jasmin Tahmaseb McConatha |
| --- | --- |
| 2: | Karin A.E. Volkwein |
| Address: | West Chester University |
| Topic: | Cultural Factors affecting Women's Self-Image |

The purpose of this study is to expand the knowledge base regarding the determinants of midlife women's sense of self-image and to identify contributions to positive and negative aspects of this view of self. Factors such as culture, gender, age and socioeconomic status have significant impact on an individual's sense of self. Cultures will determine the successes, rewards, anxieties, and concerns of individuals (Thomas & Chambers, 1989). Self-image is a multifaceted entity including factors such as self-esteem, body image, physical well-being, professional identity, and social cultural factors such as roles, expectations of others, significant relationships, etc. Self-image is a framework which renders experiences meaningful (Reker & Wong, 1988). Expectations and experiences within cultures across the life-span construct and modify self-image. Self-image in non-western cultures has often been described as being focused on situation bound behavior and social roles rather than on abstract personality traits or dispositions. With an increase in modernization there can be expected to be associated changes in the self-image and in the structure of relations of both men and women.

As changes occur within a given culture (i.e. westernization) there is generally an increase in the number of roles which women may be expected to take on. Recent evidence suggests that for women as well as men, involvement in a variety of roles may have positive effects on physical and psychological well-being and consequently self-image (Thoits, 1983). Marks (1977) emphasized the benefits of multiple role involvement, i.e. status, privileges, and increased self-esteem. Women's views of themselves will consequently change to incorporate new roles. This presentation will focus on factors which make up a women's sense of self within a cultural framework, with particular emphasis on the mid-life period, and how the process of "modernization" may be expected to change this view. Discussion will focus on positive changes as well as potentially negative ones.

This presentation will focus on the components of women's self-image and how this is influenced by cultural factors. In particular, the relationship between psychological factors such as self-concept, self-esteem, locus of control, and emotional expression will be discussed. The self-image of women as it seems to be challenged by the engagement in physical activities will also be addressed. Studies have shown that physical activity can lead to higher self-esteem, greater bodily awareness, and a

positive influence on the self-perceived "worth" of a person (Park, 1984). These variables are determined by the expectations and values of a given culture. The concept of the female body-image will vary from culture to culture and is directly tied to the traditional role expectations of women in society.

In western civilization, the body is often regarded as a double entity: the "cultural" and the natural body". The so-called "natural" or biological female body functions are generally used for the social and cultural construction of femininity (Turner, 1984). Consequently the image of the female body may become labeled as restrained, passive, and weak, as opposed to passionate, active, and powerful. The latter tend to be representations of culturally prescribed masculine attributes. Information will be presented on how cultural traditions merge and impact on how women perceive themselves.

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# ABSTRACT

| Author(s) 1: | Camel Borg, Jennifer Camilleri, Peter Mayo and Toni Xerri |
|---|---|
| 2: | |
| Address: | The Ontario Institute for Studies in Education, Toronto |
| Topic: | De/Reconstructing Educational Agendas in a small nation state: A Critical Analysis of the National Minimum Curriculum for Malta |

A National Minimum Curriculum for primary, secondary and post-secondary levels, has recently been introduced in Malta. The paper examines it critically, taking into account the following issues:

(a) The implicit and explicit ideology behind the curriculum.

(b) The rationale for the introduction of this curriculum.

(c) The decision making process involved.

(d) the underlying values of the different parts.

(e) The language in which the Curriculum is couched and its pedagogical ramifications.

(f) The politics of absence re class, gender, aduklt learners, race/ethnicity, sexual orientation, religious denomination, physical and mental ability, and Gozitans.

(g) Reinforcement of stereotypes.

(h) Cultural relevance.

(i) The structural organisation of knowledge and its pedagogical implications.

(j) The level of continuity and coherence between the various parts.


The foregoing points will lead to a consideration of the following central questions in this paper: Considering that the curriculum is a selection from culture, in whose interest has this selection been made? Is this curriculum geared towards the creation of radical democracy? Is this a curriculum for

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[1] Malta is the largest of a group of islands in the centre of the Mediterranean. The whole archipelago is officially referred to as The Republic of Malta. Gozo is the second largest island in the archipelago.

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qualitative change in the Maltese educational system? Our thesis is that a centralised curriculum can never be a catalyst for change in the context of Maltese society. It reinforces the hegemony of dominant groups, consolidating sets of social relations which are not markedly different from those that prevailed during the islands' colonial times.

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# ABSTRACT

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|---|---|
| Author(s) 1: | Omer Faruk Genckaya, Bilkent University |
| 2: | |
| Address: | |
| Topic: | Democracy and the Education of Political Leaders |

In theory and in law, politics is open to all in a democracy. In practice, some participate much more than others. Because the better-educated and better-off people (more education usually leads to more income) participate in politics to a greater degree. Better educated people know how to participate in political activity (political competence). Also they feel that what they do can have at least some small result politically (efficacy). On the other hand, the role played by political leaders in the competition and consolidation of democracy is obvious. The contribution of political leaders to the process of breakdown of democratic societies and of democratic re-equilibration have been particularly important. In developing context, establishment of democracy/democratization still depends mainly not only to institutional practices, capabilities and performances but also on the political leadership, individual and personal capabilities. In this regard, quality of political elites' education and socio-economic background or political elites may become crucial.

In this paper, I will use a classical hypothesis saying that "formal education—i.e. higher education— has a greater influence on political socialization" by keeping other factors constant. The focus of the analysis will be the "political leaders" who played the role in conflicts or breakdown and re-equilibration of democracy in 1960s, 1970s, and 1980s in Turkey ....

# ABSTRACT

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|---|---|
| Author(s) 1: | Bob Carrell, The University of Oklahoma<br>Dean Kruckeberg, The University of Iowa |
| 2: | Doug Newsom, Texas Christian University |
| Address: | |
| Topic: | Development Communication, A Public Relations Campaign |

Development communication is an expression that came into being after the explorations of the role of communications in development were made in the 1960s. Communication was discussed mostly in terms of available mass media and the ability of the populations to use information from the mass media which a  thus

The  sociological, anthropological and psychological as well as economic

Campaigns political

As public relations

Development communication is defined as "the application of communication with the goal of furthering socio-economic development." The proliferation of what is called public communication campaigns (public meaning originating with a government or governmental body) are development communication when they are directed toward social and economic change for the betterment of the subjects of that government.

The communication in these campaigns, such as those for publicizing concerns, still tends to be top-down from government to the people and involve mostly mass media, although some governments have found it more effective to involve and keep a ear to the various mass of media, including interpersonal communication. In doing so, development communication is moving toward the higher level public relations model in to a two-way communication and interaction with various publics. Viewing development communication as a public relations campaign might offer a useful way to examine the ever present role of government

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# ABSTRACT

| Author(s) 1: | Lucien A. Buck |
| --- | --- |
| 2: | |
| Address: | Department of Sociology, Dowling College |
| Topic: | Education for Democracy |

Thomas Jefferson considered education so essential to the future of democratic society that he wished to have his epitaph reflect his efforts to establish the University of Virginia -- thereby equating education with the fundamental rights expressed in the Declaration of Independence. The centrality of education for democracy, however, rests upon the particular definitions utilized. If democracy is defined as a form of government that derives its legitimacy from the people, it is evident that the people -- all members of society -- must be educated. Higher education in the United States has undergone periods of extensive curriculum re-evaluation during the 1960's and the 1980's. Each of these reform movements have been instituted in the name of improving the quality of education. However, the curriculum changes of the 1980's represent, primarily, a return to the pre-1960 focus upon authoritarian education -- decisions made by faculty-administration committees that arrange lock-step indoctrination within a common core of acceptable ideas. The thrust of the 1960's was an attempt to share curriculum planning with students in order to promote participatory democracy and to optimize choice in order to provide the diversity of thought necessary for Jeffersonian Democracy. Diversity implies -- requires -- an openness to and experience with the widest range

of ideas within a context that permits and encourages critical analysis. Every form of government and every cultural heritage must be examined in terms of its deficiencies as well as its strengths. This paper explores the necessity of education that optimizes freedom-of-choice and direct participation by students in the development and revision of the curriculum. Diversity provides the foundation for educating people to live within a multicultural world. Freedom-of-choice is derived from the freedom-of-thought which grows out of a questioning stance.

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# ABSTRACT

| Author(s) | |
|---|---|
| 1: | Judith M. Scanlan |
| 2: | |
| Address: | Faculty of Nursing, University of Manitoba, Winnipeg, Canada |
| Topic: | Education for Women in Development |

The purpose of this presentation is to discuss the issues of women and education in the development of a baccalaureate program in nursing in the People's Republic of China. Now in the fourth year, this project is funded by the Canadian International Development Agency (CIDA) under the Canada China University Linkage Program. The Faculty of Nursing at the University of Manitoba, Winnipeg, Manitoba, Canada and the School of Nursing, West China University of Medical Sciences (WCUMS), Chengdu, Sichuan are cooperating in a five year project to strengthen V.CUMS's capacity in curriculum development, teaching methodology, and program management. An underlying tenet of the project is long term sustainability once Canadian funding ceases.

During the last 30 years, the nursing profession in China has suffered a serious decline, a situation from which it is only now beginning to emerge. In 1952, the requirements for entrance into schools of nursing were reduced to middle school graduation, the equivalent of junior high school in North America. During the Cultural Revolution, schools of nursing were closed and no nurses were educated for five years. Consequently, there is an acute shortage of nurses with sufficient education to provide basic nursing care and a complete absence of nurses with advanced education to develop and implement modern nursing programs.

As nursing is a female dominated profession, many of the issues that have arisen are related to the concerns and special needs of women in developing countries. The status of nursing is closely tied to the lower status of women in China. Moreover, the lack of educational preparation magnifies the status difficulties of nursing. When nursing is considered in relation to other health professions, such as medicine, problems of sexual equality and education are highlighted. Practioners of medicine are not only better educated, they are also the primary source of teachers in schools of nursing, a situation that exacerbates the subservience and dependence of nursing on medicine. There is a reluctance on the part of physicians to relinquish their control of nursing and support the education of nurses. Consequently, the nurses who strive to improve the educational programs and standards of the discipline are often confronted with obstacles which interfere with their overall development. Moreover, special issues such as the traditional role of women in the Chinese society must be considered. For example, the lack of opportunities to study English extends the length of time required for the nurses to prepare for study in Canada. Role disruption, as the result of separation from families, makes adjustment to the educational setting and living in a foreign country difficult.

Within this context, the traditional patterns of interrelationships and roles, curriculum planning and development must be addressed in order to break out of previous practices that are rooted in a profession that is 40 years behind developments in the West. Strategies must be identified to increase the involvement of nurses in their own development and to assist them to transform their traditional roles in a way that will enable them to advance the profession of nursing to meet the educational needs of their students and the health care needs of the people. Nurses must be prepared to participate in decision making at all levels of the system. This presentation will describe how faculty at the University of Manitoba have worked with the nurses at WCUMS in a collaborative manner to reach the project goals within the context of the issues described above.

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# ABSTRACT

| Author(s) | |
|---|---|
| 1: | Timothy Ruddy |
| 2: | |
| Address: | Department of Political Science, Illinois State University |
| Topic: | Educational Imperatives for Women and Development Planning in the Third World |

It is very clear that both the quality and direction of women's education in the developing countries has experienced significant change during the last twenty-five years. While there has been, to varying degrees, a narrowing of the disparity between the sexes in terms of illiteracy and levels of education, the state of education for the overwhelming majority of women in developing countries leaves a great deal to be desired. The lack of appropriate and relevant education for women in the Third World is an extremely important factor that continues to contribute not only to national underdevelopment but more specifically to the subordination of women within these societies.

A recent study by UNESCO points out that the majority of today's illiterates are women. Education in developing countries is traditionally distributed in a pyramidal shape, with the bottom portion of the pyramid consisting of a large of mass of illiterates, most of who are women. The gender gaps in education are apparent in all levels. The largest, and in most circumstances, the most important, inequality in education is at the university level. This is the level that, to a very great extent, determines the ability of women in developing countries to access those careers, professions, and positions which traditionally offers the opportunity for responsibility and prestige. Furthermore, in many developing countries, the majority of 'educated women' are clustered around a few occupations.

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**Abstract Continuation**

It is also clear that educational policies and plans are likely to be divorced from the larger and more integrated issues related to the role and status of women. Many governments in Third World countries simply do not consider the problems of women to be high on the list of developmental priorities. Insofar as this is true the analysis of the role of international development agencies in the improvement of women's education is crucial. Many of these efforts however, fail to address the structural conditions and problems that underlie the situation of women in developing countries. The purpose of this paper is three-fold. 1) an analysis in general terms as to the quality and direction of education for women in developing countries; 2) the presentation of three case studies, one each from Asia, Latin America, and Africa to more specifically detailed with regard to the stuctural and region-specific problems faced by women in the field of education; 3) an analysis of the role of select international governmental and non-governmental agencies with regard to gender bias in education in the third world.

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| Author(s) 1: | Jonathan L. Black-Branch |
|---|---|
| 2: | |
| Address: | The Ontario Institute for Studies in Education |
| Topic: | Educational Policy and the Third World: Recognizing the Rights of the Child |

On November 20, 1989, the General Assembly of the United Nations adopted the Convention on the Rights of the Child which all countries were invited to sign. This multi-dimension charter delineates principles of rights and freedoms for "every human being under the age of eighteen".

Articles 27 and 28 of the Convention, in particular, recognise the right of the child to education, on the basis of equal opportunity. Article 28 calls for: compulsory primary education (free of charge); development of secondary educational opportunities; accessibility of higher education; educational and vocational guidance; the institution of measures to encourage attendance while reducing drop-out rates; and, recognition of the child's dignity in school discipline. In addition, participating nations shall promote and encourage international cooperation.

Article 29, focuses on "the preparation of the child for responsible life in a free society". This article specifies that children should be afforded the opportunity to develop to their fullest potential, regardless of their personal background. What is more, the Convention mandates respect for principles of human rights and fundamental freedoms enshrined in the Charter of the United Nations.

### Statement of the Problem

What policy initiatives can contracting nations institute to uphold the spirit of Articles 28 and 29 under the United Nations Convention on the Rights of the Child?

### The Purpose of the Study

The purpose of this paper is to present a policy model aimed at recognising Articles 28 and 29 under the Convention on the Rights of the Child.

Specifically, this model was developed out of a policy research study that explored policy initiatives put forth by contracting nations, regarding the recognition of the Convention. Emphasis was placed on comparing and contrasting policy statements of these nations, while building an understanding of recognition of the Rights of the Child under the United Nations mandate.

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### Research Methodology

The following three stage design was employed to complete the study.

<u>Stage One:  Identification of Countries</u>

Firstly, the researcher identified and contacted a sample of countries that have signed the *Convention on the Right of the Child.*

<u>Stage Two:  Policy Statement Analysis</u>

During this stage the sample of countries short-listed in stage one were surveyed regarding their educational policies to uphold the rights listed under Articles 28 and 29 of the United Nations *Convention.*

<u>Stage Three:  Building an Understanding</u>

Interviews were conducted to gain further information regarding the policies instituted in the participating nations recognising the Right of the Child.  Subsequently, the survey, policy, and interview data were analysed.

<u>Designing the Policy Model</u>

All three strands of data were juxtaposed to offer an understanding of educational policies regarding the recognition of the Right of the Child in the sample nations.  This information was used to design a policy model for recognising education as a right in accordance with the United Nations *Convention of the Right of the Child.*

### Significance of the Research

At least three indicators support the educational and research value of this study.  Firstly, the study investigates the recognition of human rights in a sample of nations.  Monitoring human rights is essential to policy development in the area.  Secondly, this study addresses the perceived interests of academics, legal practitioners, educational administrators, politicians, and education interest and human rights groups.  These groups require extensive information regarding both the recognition of the rights of the child and educational policy initiatives that are currently instituted to uphold such rights.  Thirdly, this research presents a model for instituting the spirit of Articles 28 and 29 of the *Convention* as as educational policy.

### Discussion

This study provides a synopsis of the state of education and human rights development.  The findings offer a number of policy and restructuring implications for many countries that currently uphold such rights, and those seeking to make policy changes.  This information endeavours to offer direction and strategies for systems seeking new directions.

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# ABSTRACT

| | |
|---|---|
| Author(s) 1: | V.K. Kumar, West Chester University |
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| Address: | |
| Topic: | Fostering Change Orientation in Children: Some Psychological Strategies |

Despite disagreements about the extent of childhood influences on later development, psychologists do agree that what happens during childhood may have lasting influences on the individual. Consequently, educators and parents alike are concerned about how to raise children so that they become fitting and creative members of the society. This paper reviews a few strategies from psychological literature which may be useful in educating and raising children with a view towards fostering a healthy orientation to change for personal and societal advancement.

1. Fostering Achievement Motivation: Many years ago, David McClelland noted that achievement motivation levels in children's stories predicted economic development of various countries in subsequent years. McClelland defines need for achievement (nAch) as thinking of doing things better relative to internal or external standards of excellence. Studies by McClelland and his colleagues suggest that nAch training in adults and children lead to useful consequences. Indian businessmen and industrialists who had participated in nAch training programs subsequently engaged in more vigorous entrepreneurial activities. David Kolb showed that children's grades improved as a result of nAch training. Concepts related to nAch can be routinely incorporated in reading materials for all ages. Teachers and parents could be taught to deliberately use nAch concepts in the course of everyday teaching and interacting with children.

2. Training to Set Goals: Early on, children need to be trained to set realistic short-term and long-term goals. Without goals, there can be no sense of accomplishment. When a child sets goals, makes plans to achieve them, makes efforts to achieve them, and, finally achieves them, the child has gone through a valuable experience leading to a sense of accomplishment enhancing his/her self-esteem. Failure to achieve the goals may be equally rewarding provided the child is taught to view failure in terms of a learning experience. Failure may teach the child to set more reasonable goals, try different techniques, learn to seek help and work with others, and perhaps equally important, to learn that failure is a part of success. The important point being made here is that children should be taught concepts related to goal setting, planning, and learning from failure using a variety of receptive and discovery strategies.

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## Abstract Continuation

3. Training to Cope with Stress: Failure to achieve goals is an important cause of stress among children. The work of Martin Seligman suggests that repeated failure on tasks may lead to learned helplessness and subsequently to depression and inaction. However, more importantly, Martin Seligman found that how individuals view their failure is related to whether or not they are likely to develop depression. Those who repeatedly attribute their failure, on a variety of tasks, to their low ability are likely to become depressed. Bernard Weiner noted four possible attributions related to failure (or success): (a) ability, (b) effort/motivation, (c) task difficulty, and (e) luck or chance. Training to reattribute their failures to effort, and simultaneously their successes to ability may prevent children or adults from developing learned helplessness. Carol Dweck had two groups of children solve a range of arithmetic problems. The "success only" group received a token reward after each successful attempt, but their failures were ignored. The "effort attribution" group were told "this means that you should try harder" after every failure. Following this initial set of problems, children from both groups were given difficult tasks to solve. Dweck observed performance deficits in the "success only" group, but not in the "effort attribution" group.

Peers, parents, teachers, schoolwork, handicaps, illnesses are other factors that cause stress. Lessons from clinical psychology tell us that children can be taught preventive and remedial coping strategies, such as various relaxation strategies (e.g., diaphragmatic breathing, progressive relaxation, meditation, yoga) and cognitive strategies (e.g., attribution retraining).

4. Developing Interpersonal Skills: Training in social skills is just as important as training in academic skills. Goldstein, Sprafkin, Greshaw, and Klein have identified a number of such skills, for example, listening, initiating and maintaining a conversation, asking questions, giving compliments, asking permission, being assertive and not aggressive, dealing with embarrassment, etc. A variety of techniques (e.g., role playing, modeling, sociometry, behavior shaping) can be used to teach these skills.

5. Developing Mindfulness: Ellen Langer stresses that traditional education requires learning through repetitive study, accuracy and concentration. Facts are presented in absolute language to be conveyed as true independent of context. Thus, children are taught - the three main reasons for the civil war were .... Mindfulness education, in contrast, involves allowing children to view the same situation from different perspectives. Thus one might say - possible reasons for the civil war were .... Likewise, questions may be viewed from different perspectives before attempting to find answers to them. In fact, any answer might be right or wrong depending upon what perspective is taken. Facts are not presented in absolute language, so that people are not locked into a single interpretation. For example, Langer found fourth graders wrote more creative poems when rhyming was not stressed.

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| Author(s) 1: | Susan K. Sell |
|---|---|
| 2: | |
| Address: | Department of Political Science, George Washington University |
| Topic: | "From the NIEO to the Montreal /Washington, D.C. 20052 Protocol on the Ozone: Opportunities for Developing Countries in the International Transfer of Technology" |

In the analysis of international relations the concept of national interest is controversial. Structural analyses see national interests as a product of a nation's place in the international pecking order. By contrast non-structural analyses (including those which focus on the role of ideas and institutions) see the "national interest" in more fluid terms; in this conception power alone is an insufficient basis from which to derive national interests. The case of developing countries' quest for a New international regime for the transfer of technology sheds light on this controversy.

In this paper I argue that the developing countries' failure to secure a new technology regime under the rubric of the New International Economic Order in the late 1970s and early 1980s is consistent with structural analyses of international relations. Unequal power relations significantly determined the outcome. At that time those representing the technology suppliers sought stable oil prices. Delegates of the industrialized world descended upon Geneva to placate the developing countries, but once oil prices had stabilized industrialized countries were unwilling to grant concessions to developing countries.

However the recent successes of developing countries in obtaining concessionary agreements on technology transfer cannot be explained in such simple structural terms. Industrialized countries have radically redefined their interests in the context of an emerging global commitment to the protection of the environment. This case cannot be adequately explained without incorporating consensual scientific knowledge about the ozone as a central variable. In contrast to the NIEO era, the industrialized countries now see their interests in the developing world to be long term and substantial. Without developing countries' participation in the Montreal Protocol on the Ozone such an agreement would be meaningless. Therefore, in order to bring developing countries under the new ozone "umbrella" industrialized countries have offered developing countries concessions in technology transfer issues. Such opportunities will likely expand in the foreseeable future.

My argument reveals important limits of structural analyses, and the impact of knowledge on outcomes. Furthermore the argument demonstrates how the redefinition of national interests

## Abstract Continuation

can create opportunities for "weak" actors to gain leverage over the "strong".

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# ABSTRACT

| Author(s) 1: | Dejan Vercic<br>James E. Grunig |
|---|---|
| 2: | Larissa A. Grunig |
| Address: | Pristop Group, Ljubljana, Slovenia; College of Journalism, U of Maryland |
| Topic: | Global Principles of Public Relations: Evidence from Slovenia |

This paper reports research addressed to the question of whether public relations can be practiced according to global principles (principles that can be adapted to all cultures) or whether it must be practiced internationally (following different principles in different cultures). We theorized that the characteristics of excellent public relations identified in research sponsored by the IABC Research Foundation of the International Association of Business Communicators are generic, normative principles that, if applied, will make organizations more effective and manage conflict in all cultures. These generic principles are 1) involvement of public relations in strategic management, 2) empowerment of public relations in the dominant coalition and through a direct reporting relationship to senior management, 3) an integrated public relations function, 4) the public relations function is not sublimated to other management functions such as marketing or human resources, 5) the public relations function is headed by a communication manager rather than a communication technician, 6) the organization has a two-way symmetrical world view for public relations, 7) the organization has a symmetrical system of internal communication, 8) the public relations department has knowledge of the managerial role and two-way communication, and 9) the public relations function embodies diversity in all roles.

We use the development of public relations in Slovenia as a case study of the extent to which these generic principles can be applied in countries other than the United States, Canada, and the United Kingdom--the countries researched in the IABC study. Slovenia provides a valuable case study because it is amazingly atypical: Excellent public relations was introduced in what appears to be an inhospitable culture and political system. The relationship among the authors also made the research possible: Vercic is a director of the Pristop group, one of the first public relations firms in Slovenia, J. Grunig and L. Grunig have visited Slovenia twice and worked with Pristop. As a former republic of Yugoslavia, Slovenia had a typical communist propaganda system of communication before liberalization of the political system began in the early 1970s. At that time, high-tech companies began to develop public relations departments. Those departments declined after only a few years, however, when the liberal government and high-tech managers were removed. In the late 1980s, public relations emerged again and became one of the main tools of the political opposition that eventually led to independence in 1991.

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We first addressed the question of whether certain political, economic, and cultural conditions are necessary before the generic principles of public relations can be practiced. We provide evidence that excellent public relations probably cannot be practiced in a centralized, socialist system--either in a society as a whole or in individual organizations. In such systems, high constraints discourage lateral communication among members of publics and between publics and management. Communication in such a system is propaganda--a system of communication designed to make publics aware of the constraints they face and to discourage symmetrical communication. If excellent communication is introduced in a centralized system, public relations managers fall into a "Bermuda triangle" from which they seldom emerge.

Secondly, we addressed the question of whether culture alone or in combination with the structure of society or of organizations discourages the practice of excellent public relations. For this question, we interviewed the three directors of Pristop to determine where Slovenia fit on the dimensions of culture identified by Hofstede (1980) and Tayeb (1988). Sriramesh and White (1992) had predicted that excellent public relations would be most likely in cultures with low power distance, high trust among workers, low individualism/high collectivism, low uncertainty avoidance, and high femininity/low masculinity. The Slovenian case suggests that the culture has changed slowly even though political and economic constraints to excellent public relations have been eliminated. In contrast to structural constraints, however, cultural constraints in Slovenia have made excellent public relations difficult but not impossible. In fact, the Slovenian experience suggests that excellent public relations is especially necessary when political and economic constraints have been removed but culture has changed only slightly. When constraints are removed, public relations becomes especially important as a means of changing culture to fit new structural conditions.

Thirdly, we addressed the question of the extent to which the nine generic principles of excellence could be applied in Slovenia and whether the Slovenian experience might suggest additional principles. Based on interviews with the three directors of Pristop, we provide evidence that the principles have been effective in Slovenia and describe examples of specific strategies used by Pristop to introduce them in Slovenia. In most cases, we concluded, these strategies could be used in other countries as well. We also concluded, however, that ethics/integrity should be added to the generic principles because this principle has been especially important in legitimizing public relations as a management function in Slovenia.

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# ABSTRACT

| Author(s) 1: | Dr. Chris E. Stout |
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| 2: | |
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| Topic: | Government, Business, and Community: Towards an Integration of Politician, Executive, and Citizen |

The focus of this presentation is on the use of psychological principals of motivation; attribution theory; and social, clinical, and industrial/organizational psychologies in an integrative framework of government, business, and community, to address new ways to conceptualize problems and develop creative problem-solving methodologies.

In adopting a 21st century based model, we need to shift our conceptual thinking and paradigms. It is my thesis that focusing on technology, education, and quality outcomes holds much promise for beneficial change to occur. This talk offers an integrative, collaborative, synergistic approach to effecting such positive change in third world countries. My primary goal however, is to stimulate and provoke thought in the audience, to challenge participants into re-examining how they approach issues.

This presentation shall first broadly review available research data to establish a context. Secondly, I will provide an integrated overview of a psychologically integrated model, followed by some specific recommendations that may act as models from which policy makers may vary and adapt. This presentation will move toward a paradigm shift in how we may act to influence positive change.

As with most important situations, compromise will play a great role with any of the proposed issues of change herein. This is not a four-letter-word to view with disdain nor weakness. As Hofmann (1993) states "Compromise is an intrinsic and inevitable part of the political process" (p.25). Governmental involvement may have various intrinsic problems, such as marked bureaucracy, duplication of effort, diffusion of responsibility, poly-form dependency, poor management, and lacking a focus on outcomes. This is where the efficiency of well managed business can play a pivotal role. Governments may mandate without achieving the desired goal of the mandate. Instead, in certain circumstances, governments may instead choose to empower competent businesses to efficiently carry out training, fiscally supported wages and benefits, and concomitant, fair and ethical benefits for the business (e.g., tax breaks, low interest loans, etc.).

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Governments certainly may promote options for businesses, community groups, or citizens to develop their own productive, practical solutions or alternatives, ala Deming's model of empowerment. This also provides the beneficial artifact of countering the common phenomenon of those who are disenfranchised as being politically impotent and who then may turn to more aggressive, less adaptive means of gaining governmental attention, or they simply feel helpless and alienated. No government nor society would opt for either of these options for their peoples.

In terms of paradigm shifts or changes in mind-set, we need to move away from dichotomous perceptions between effective business practices and governmental service delivery. There are no dichotomies between the problems of illiteracy, poor health care, violence/crime, and poverty. They seem quite integrated and synergetic. Thus, why cannot the steps toward their solution too be integrative and synergistic?

Psychology's Role

The formal involvement of psychology in political and global-cultural issues is not unique. There are various international and inter-american societies. The American Psychological Association also has Division 48, Peace Psychology, and their Office of International Affairs. These two organizations offer some of the best research and policy opinion on various topics of global political interest. Foundations provide grants for various internationally collaborative projects. The MacArthur Foundation, for example, is funding a project examining environmental degradation effects resulting from behavioral factors.

More specifically, Sloan (1992) sees that "...psychologists will participate in networks of interdisciplinary, international teams of researchers, activists, policy makers, and citizens focusing on particular regional problems. Within these teams and networks, the skills of psychologists are needed at various stages - in gathering information for advocacy purposes in grant writing, in bringing a mental health perspective to bear on policy information, in designing media campaigns, in training service delivery teams, and in analyzing group resistance to change" (p.7).

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# ABSTRACT

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| Topic: | Hands Across The Border |

"Hands Across The Border" has been an on going project since January of 1990. The territories encompassed in this project are Las Palomas School District, and surrounding school districts in the northern part of the state of Chihuahua, and the school districts in the southern part of the state of New Mexico, Deming Public Schools, Cobre School District, Western New Mexico University and now, a new and wonderful addition, The University of Texas at El Paso.

There are many objectives for this project and its expansion, however, the following are the most important ones. They are as follows:

- To learn English As A Second Language and Spanish As A Second Language in educational, professional, and social settings. Specifically in the four components encompassed in the Project.

- To improve the cultural, linguistic, and educational knowledge on both sides of the border.

- To maintain an exchange system, already in place, with University officials, school district administrators, teachers, staff, students (K-University Level,) community members, local, state, and government officials on both sides of the border (U.S. and Mexico)

- To maintain an educational program to prepare teachers to work more effectively with their student populations. (U.S. and Mexican sides)

- To bring classes needed by teachers and others to Las Palomas to include workshops in Education, Mental Health Education, Social Problems, U.S. and Mexican political awareness, and others as needed and requested.

- To bring modern technology, to better facilitate an informative and learning environment. (Computers, language laboratory, and counseling center.)

- Most if not all presentations will be presented in English and Spanish.

- The four programs in place, and sanctioned by the New Mexico State Department of Education are:

  - Bilingual Education and English as a Second Language. (ESL)

  - Clinical Counseling Program.

  - Special Education Program.

  - Early Childhood Education Program.

At the present time both the Mexican side and the U.S. side are collaborately working to build three rooms, one to be used as a Language Laboratory, one for counseling and/or student assessment, and the third one will be used as a preschool classroom. The request for the three rooms was made to both the Mexican and United States sides because this project, now in place, has expanded greatly and as a result the needs and participation of the people have increased.

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# ABSTRACT

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| Topic: | Historic Site Preservation and Third World Development |

This study explores the relationship between historic site preservation and development in the Third World. Toward that end, the study examines the following issues: (1) the reasons why the physical heritage of earlier societies is worth preserving by the peoples of contemporary societies, i.e. the relationship between the heritage of a particular place and the contemporary/future societies which reside in that location; (2) the factors associated with the preservation and development of historic sites, including, (a) spatial, (b) financial, (c) technical, and (d) administrative considerations; and (3) examples of successful and unsuccessful preservation of historic sites. The study concludes by suggesting a series of recommendations concerning the incorporation of historic site preservation into plans for the economic and cultural development of Third World countries as they approach the twenty-first century.

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# ABSTRACT

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Topic:  "Homelessness and State Housing Policy in Newly Democratic
Chile: New Government, New Solutions?"

        The purpose of this paper is to analyze the difficulties
that the new democratic government in Chile faces in balancing
the dual tasks of consolidating democracy and dealing with the
social and economic legacies of the military dictatorship, one
of which is massive homelessness.
        On December 14, 1989, Chilean voters elected Patricio
Aylwin, a Christian Democrat, President of the Republic,
marking the end of a 16 year-old dictatorship and the begin-
ning of a new era of formal democracy.  The restoration of
democracy produced a great deal of optimism and hope, as many
believed that the new democratic government would provide
solutions to the urgent social and economic needs of the poor.
This optimism lasted only a short time, though, giving way to
widespread disillusion and disappointment.  Democracy had been
restored, along with most civil liberties and political rights.
However, Aylwin's economic and social policies were mere con-
tinuations of those implemented by the Pinochet regime in the
1980s, and did not respond to the needs of the poor and home-
less.
        This paper has three components:  First, it shall provide
a review of the problem of homelessness in Chile.  It will
discuss issues such as the size and composition of the home-
less population, and the factors that have contributed to a
marked increase in the homeless population in the last fifteen
years.  Second, it will provide an analysis of the major hous-
ing initiatives of the Pinochet (1973 - 1989) and Aylwin
governments (1990-present).  The most significant observation
to emerge from this analysis is the fundamental continuity in
philosophy and approach by the two regimes in the area of
housing.  Finally, I will lay out what I see to be the possi-
ble future political scenarios, if the Aylwin government con-
tinues to pursue its present economic and political course.
        In this research I shall argue that besides the "success"
of the Pinochet economic program as compared to other Latin
American economic policies, the main reason behind Aylwin's
continuation of the authoritarian government's housing policy
is an overwhelming concern for the consolidation of democracy
and the belief that departure from the neoliberal economics
of Pinochet could threaten such consolidation.  O'Donnell,
Schmitter, et. al., in their four volume book Transitions
From Authoritarian Rule, emphasize the importance of exercis-
ing restraint by democratic elites during democratic transit-
ions and the fragile period in which they are attempting to

consolidate the democratization process. They warn that if
the new governments push too hard or too fast on political and
economic reforms, they risk the reversal of democratization and
perhaps an authoritarian involution.

I shall support this argument with interview data from
Chilean political party officials, members of the Ministry of
Housing and Urban Development, and leaders and activists of t.l.
the Chilean shantytown movement. I shall also use statistical
data from the National Statistics Institute and the Ministry
of Housing in Chile, as well as primary source material from
the Ministry of Housing.

While such a strategy of keeping the urban poor demobil-
ized politically and largely ignoring their economic demands
may benefit the government in the short-term, by keeping the
forces of the Right at bay, in the longer term it has potent-
ially dangerous political and economic consequences. It risks
the creation of either the development of an apathetic elector-
ate, as has happened in Spain, or the development of eventual
mass protest. Given the historic strength of urban social
movements in Chile, I would suppose the latter is more likely
in the long-term.

What are the lessons to be learned? Well, the major
lesson to be learned is that the consolidation of democracy
in Chile and other Latin American countries is being borne
on the backs of those who can least afford it -- the poor.
While democracy has benefitted even the poor, by giving them
back many political rights and freedoms, we should not see it
as a cure-all, especially for deep-rooted economic and social
problems. What's more, as political circumstances change and
the memories of the brutal dictatorship have begun to fade,
the poor will rise up again in protest for their economic and
social rights.

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# ABSTRACT

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| Address: | 73 Lavison Street, Bulckly, Alexandria, Egypt |
| Topic: | Impact of School Construction and Technical Assistance on the Effectiveness of the Learning Expereinces. |

This paper adresses the educational equity and in b,road-base innovative programmes. It involves educators, as well as parents in developing a structural transformation of the values that have created the educational sys tem in Egypt.

Although all the schools in Egypt follow a fairly standardized curriculum, subject matter is taught in widly different settings. Some classes have twenty children who have access to one-on-one instruction and brightly colored supplies while another has a constantly shifting enrollement of thirty to fourty children who use ancient materials in deteriorated classrooms. Leaving school may mean a walk along a delightfully urban street, a dangerous walk through a sea of litering, or a chauffeured ride.

In addition to these physical conditions, there is an array of societal changes-increasing poverty, unemployement, and its associated violence; the replacement of traditional parenting by television, etc., increasing multiculturalism, to name a few which effect the mindset children in any particular classroom. As Urie Bronfenbrenner points out, the whole environment-the classroom and the school, the neighborhood, family life and culture-are part of learning. They are fundamentally connecte.d to what children know about themselves and their place in the world.

Finally, in the most innovative schools, there is a disturbing lack of compassion, empathy, civility, and pervasive sense of powerless. In observing these situations, the question is: Is it possible to bring children, teachers, and parents together around a common agenda, despite vast socio-economic differences? What collaboration between schools, families and community organizations would help to create a safe and fair space for children of all ages and socio-economic background

The Study
The purpose of this study will be to develop a model of schooling that helps both poor and affluent children to understand their common purpose, to integrate leaning experiences at home and schools and to engage participants in bringing about positive change in their environment. To accomplish these goals, two schools will be chosen in the city of Alexandria. A think tanks will be conducted with a broad bases groups

## Abstract Continuation

to discuss children's structured and unstructured learning activit-
ies, assist the group in designing, implementing, and evaluating
a specific intervention.  The two schools will be located in two
different neighborhood, the first will be an affluent area, and
the second will be in a low-income area.  The specific objectives
of this research will be to obtain answers to the following  ques-
tions: 1. To what extent is access (in the sense of proximity to
the school increase the school effectiveness and education? How
does the following conditions relate to the students satisfaction
a) age or state of repair of school building; existance of sanita-
tion facilities; multiple classrooms (e.g., size of school); multi-
ple shifts; classroom density; separate sex or coeducational clas-
srooms or schools; 3) To what extent are the following character-
istics related to the studuents satisfaction: availability of tea-
chers; preparation of teachers;  sex and age of teachers; availabi-
lity of teaching aid materials; availability of nutrition (shool
lunch) for students? 4) What soci-cultural characteristics of the
community (e.g., child-rearing, religious practices, etc,) are
associated in the progress of the leaning experiences; What demo-
graphic characterisitics (e.g., educational attainment of parents,
number of children, etc.) are associated? What socio-economic
characteristics (e.g., income, social class, etc.) are associated?
What social psychological characterisitics (e.g., parents attitu-
des and expectations, participation in educational decision making
are so associated?

Theoretical Framework:  The theoretical framework is predicated
on the assumption that Basic Education, when nurtured by appropr-
iately designed and constructed school-age population and charac-
terized by administratively by such outcomes as efficiency and ef-
fectiveness, will significantly increase the literacy levels of
the population and ultimately add to the quality of life in Egyp-
tian society.
Data Collection:  Base-line data will be collected on the quality
of facilities of both schools,such as efficenciency, effective-
ness, and access.  Measures will be made of key variables such
as the extent to which the design reflect local or regional cul-
ture; the extent of self-help effort and goverment allocations;
the adequacy of space per students; special facilities, sanitary
conditions, availability of teachers and the like. Data will be
collected using interviews with educational staff, parents and
students; observations in the school; and content analysis of
local records.  Essentially, the research will describe the cul-
ture produced by the interaction between the class cultures of
the students and the formal curriculum and social organizations
of the institutions.  Reading, writing and resistance places, an
investigation of the daily lives of students within an analysis
of the connections that exist between these lives and what exists
outside the school in a third world society..
This study will describe the major new interpretation  of what
actually happened of one of Egypt's most influential institutions
At the same time, it is a narrative in which the participants
speak out describing both the achievern.ets and the failure of the
system. Hopefully, this research will serve for other Third World
Countries,interested in  innovative programs for better learning envi

# ABSTRACT

| | |
|---|---|
| Author(s) 1: | Jean Mercer, Ph.D. |
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| Address: | Stockton State College, Pomona, NJ 08240, U.S.A. |
| Topic: | Title: Infant Care Practices as a Foundation for School Success: What the Third World can Teach the First, and Vice-Versa. |

The work of Jean Piaget has given us a clear indication of the importance of early cognitive development for later school performance. More recently, work such as that of Stanley Greenspan has demonstrated the integrity of early emotional and intellectual development and the relevance of the child's early physical and social experience to cognitive ability at school age. Educational approaches such as that of Magda Gerber have noted the opportunities for encouragement of cognitive development that are inherent in infant and toddler care practices.

We need to examine the relationship of traditional Third World infant care practices and of "modern" First World care practices to cognitive development. Encouraging Third World parents to change their practices to those of the First World may in fact interfere with children's development in the context of their particular environment.

Methodological considerations are complex in this kind of work. It is difficult to tease out the role of individual factors when cognitive development is clearly the result of multiple transactional processes. Close observation of early care practices in the home has rarely

been done in any culture, in part because such practices
have been considered an unimportant aspect of the culture
and in part because an observer must be very familiar to
the family or his or her presence will interfere with
normal behavior.  Such close observation is also highly
labor-intensive, and such small samples are likely to be
used that it is difficult to discriminate cultural patterns
from individual differences.

Nevertheless, we have some preliminary findings with
respect to early care issues.  There is a good deal of
information on the importance of breast-feeding and other
feeding decisions, especially in the Third World context.
Traditional practices in this area clearly are supportive
of health, general brain development, and cognitive
functioning.  Encouraging mothers to change to First World
practices removes a number of supports for good
development, unless a complete transition, including access
to preventive health care, is also made.  This is also true
of a variety of care practices other than those related to
feeding.

Policy decisions need to consider that cultures
operate in a holistic fashion.  Altering isolated child
care practices may have a disproportionately negative
effect on child development and thus on the entire
population.  For example, offering school attendance to

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girls who traditionally act as "child nurses" disrupts infant care and the girls' own development unless the hours and circumstances of schooling take the girls' traditional tasks into account.

Decision-makers in Third World settings need to realize that traditional child-care practices are highly relevant to successful school performance, that they have developed in ways that function well within the culture, and that they should not be changed piecemeal. Indeed, the First World has much to learn from traditional practices, whose adoption could be quite valuable to at-risk children in the First World.

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# ABSTRACT

| Author(s) | |
|---|---|
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| Topic: | NEW DIRECTIONS: INNOVATIVE PROGRAMS TO REACH AT RISK STUDENTS |

According to the Phi Delta Kappa Study of Students At Risk, children are at risk if they are likely to fail either in school or in life. Examples of failure may include a grade in school or physical, sexual, or drug abuse in life. "Failure- in school or in life- is evidence that a youngster is at risk" (Frymier and Gainsneder, 1989).

A variety of initiatives that have been successful in addressing the needs of the at risk student will be presented. One of the initiatives that has had an extensive research base is behavioral management. Behavior management systems that penalize children for interaction with adults and children in the classroom may control the class while seriously damaging language development. Positive behavior management systems that encourage "talking the problem through" such as the life-space interview (Wood and Long, 1990) will Le discussed. Another important area that will be explored is that of instruction in academics. Enabling student to transfer learning to the real world through age-related activities and providing tertiary intervention, which involves the full range of school and community resources will be discussed. The five distinct parts of the at risk student's self-concept will be explored. These include: the past self, the present self, the future self, self-esteem and multiple selves. Research related to social competence demonstrates that an individual must be able to decode or interpret a social situation correctly and to identify an appropriate response. Research has demonstrated that social skills training can effectively decrease inappropriate social behavior as well as develop or increase appropriate social behaviors.

Preventative programs designed to teach children to read such as Reading Recovery, developed and researched by Marie Clay (1982, 1985), have proven very successful with at risk students. As a result of the Reading Recovery program at risk students have demonstrated significant long term gains in reading performance. Cooperative learning techniques in the classroom result in increases in self-esteem, social skills, and learning (Johnson & Johnson, 1986). The foster-grandparent program, a federally funded nationwide program, has a positive impact on at risk learners. Whole language supported by research (Goodman, 1986) has demonstrated that reading and writing experiences should be embedded in meaningful situations and use literature that is authentic, not textbooks or instructional activities specifically designed to "teach" literacy to at risk students. Teaching the culturally diversed at risk student through multicultural education enriches the preventative programs by reducing the number of drop-outs.

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**Abstract Continuation**

Finally, Marino, Miller and Monahan (1993) stated that our public
schools have taken on the challenge of the young at risk student as
a first step and need to continue to meet the challenge through a
commitment to the acquisition of knowledge and utilization of effective
innovation programs and strategies.  In view of the national goals set
forth for the year 2000 in the United States, there is a need to affirm
the attitudes concerning the areas of individual differences,
interests and abilities that exist in our at risk students and the
need to accommodate and view at risk students as "capable learners"
in our classrooms.

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# ABSTRACT

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This paper argues that non-formal education is an urgent necessity for the developing nations and that the third-world countries need to re-evaluate the contribution and role of formal education in the process of development. The first part of the paper describes how formal education has added to political instability in many developing and developed nations. The second part of the paper attempts to explain how the inequality in the quality of formal education in the rural and urban areas of the third-world nations widens the gap between the underprivileged and the privileged classes. The third section of the paper recommends that formal education should be de-emphasized in favor of non-formal education and that mass media such as television and radio be used to deliver non-formal educational programs to the adult learners. The final section of the paper recommends the creation of national centers for training the teachers in using mass media in distance education.

# ABSTRACT

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| Author(s) 1: 2: | H.S.Geyer<br>Department of Urban and Regional Planning<br>University of Potchefstroom<br>Potchefstroom, Republic of South Africa. |
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The theory of 'differential urbanization', being applied to a South African example, refers to the tendency among the lower income groups in a country to urbanize, while simultaneously, the higher income groups tend to deconcentrate. These tendencies are often dictated by the concepts of 'productionism' and 'environmentalism'. Productionism refers to the dominating need of the rural poor, world wide, to acquire jobs to improve their lives materially. This need tends to drive them towards cities, especially the larger ones. Environmentalism on the other hand, refers to the dominant need of the higher income groups to improve their living environments, which tends to drive them towards the fringes of larger urban agglomerations or towards smaller towns. The large proportion of rural poor in most less developed countries (LDCs) gives rise to large scale rural-to-urban migration, while a minority of the population tends to deconcentrate. In most developed countries these proportions are inverted.

Drawing from experience gained from the study of large scale urban squatting in major metropolitan areas elsewhere in the Third World, this paper attempts to critically analyze the present South African government's policy towards the location of informal residential settlements in the Witwatersrand metropolitan area from 1990 to 1993. Following on the recent wave of mostly African migrants to the Witwatersrand which was triggered by the unbanning of major political parties and the release of their imprisoned leaders, the state's approach to urban squatting is contrasted against the differential urbanization tendencies in and around the country's largest metropolitan area.

The migration tendencies as well as the involvement of individual population groups within the different urban economic sectors are analyzed to determine the underlying forces shaping the spatial structure of the country's largest metropolitan area. The analysis is done at the national level as well as for the Pretoria-Witwatersrand-Vaal Triangle (PWV) area. Consistent with tendencies elsewhere in LDCs, all indicators point to concentration forces dominating the migration patterns of the urban poor in the PWV, while the

proportions of the higher income groups tend to increase towards the fringes of the megalopolis and in the surrounding intermediate sized city regions.

Focussing on the central area of the PWV, the government's policy towards the establishment of informal settlements in the Witwatersrand area over the past two years is analyzed in terms of a cross sectional demographic-economic analysis. Government policy towards the location of the informal urban sector is found to be lacking in three respects. First, by means of its policy of 'orderly urbanization' the urban poor are forced towards the fringe of the Witwatersrand, causing unnecessary friction between them and the higher income groups which are decentralizing spontaneously. Second, the optimal functional structure of the me..opolis in which the lower income groups are accommodated as close as possible to their areas of employment, while the higher income groups, which can afford to commute, are accommodated at the outskirts of the metropolis, is inverted. Third, the sites identified by the state for informal settlements at the outskirts of the metropolis could eventually lead to their coalescence which would form vast informal city complexes between Pretoria, the Witwatersrand, and the Vereeniging metropolitan areas, similar to the vast informal city complexes in Mexico City which are socially and structurally undesirable.

As an alternative this paper suggests an accommodationist policy of 'urban infusion' to correct the situation in the Witwatersrand. Possible areas of 'infusion' are identified within the metropolis and operational measures are suggested to attain this goal. Suggested areas of urban infusion are based on a variety of locational factors which have largely been overlooked by the state thus far. These include, first, major areas of employment within the metropolitan urban structure, such as large commercial centers and industrial areas, second, the availability of suitable pockets of open land where relatively small and isolated informal settlements could be established within the presently developed urban area, taking into account soil and geological conditions, as well as the present morphological characteristics of the metropolis, and third, the location of lower income residential areas largely inhabited by Whites. In the long run, the latter areas need to be made more accessible to the higher income groups emerging from the informal settlements.

It is suggested that the policy of urban infusion be adopted to prevent the continuing growth of some of the vast 'lost cities' elsewhere in the Third World.

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# ABSTRACT

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On October 20, 1990, during the height of the Persian Gulf crisis, a teary-eyed 15-year-old Kuwaiti girl known only as Nayirah testified to the Congressional Human Rights Caucus that she had seen Iraqi soldiers take babies from hospital incubators in Kuwait and leave them on the floor to die. Months latei an op-ed piece in the *New York Times*, followed by "60 Minutes" and "20-20," rc ,ealed that Nayirah was the daughter of the Kuwaiti ambassador to the United States. The hearing had been arranged by the Hill and Knowlton public relations firm on behalf of an organization called *Citizens for a Free Kuwait*--an organization primarily funded by the exiled government of Kuwait. Fewer than three months later the United States attacked Iraq. By that time, Hill and Knowlton had received $10.7 million from *Citizens for a Free Kuwait*. With the money, Hill and Knowlton--among other things--organized a press conference with a Kuwaiti "freedom fighter," "National Prayer Day" services for Kuwaiti and American servicemen, and "Free Kuwait" rallies at 21 college campuses. It also promoted an Islamic art tour, produced advertisements and video news releases, arranged luncheons with journalists, and spent more than $1 million polling the American people.

Critics have asked if the extensive and expensive activities by an international public relations firm led the United States into war. The answer probably is no. The Hill and Knowlton campaign probably moved decision makers and public opinion in a direction in which they already were moving. Even though the war probably would have occurred without the campaign, we still must ask whether such campaigns are ethical. Trento (1992) expressed the ethical question well: "In the end, the question was not whether H&K effectively altered public opinion, but whether the combined efforts of America's own government, foreign interests, and private PR and lobbying campaigns drowned out decent and rational, unemotional debate."

This paper used the example of Citizens for a Free Kuwait as a springboard for examining the role of public relations firms in international affairs. Today, most governments, political groups, or multinational organizations supplement or replace traditional diplomacy with "public diplomacy." That it, international organizations communicate with and build relationships with publics in other countries that have a stake in their country's welfare. These publics, in turn, communicate with their own governments in the interest of the foreign organization. In short, most organizations now conduct their public relations activities internationally.

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## Abstract Continuation

Critics of public relations believe that the activities of public relations firms are deceptive and manipulative and that they obfuscate international dialogue. In contrast, I maintain that public relations, when it is practiced ethically and responsibly, provides a vital communication function for organizations, nations, and even the world. It can help to develop understanding among social groups that eventually can reduce conflict. When practiced unethically and irresponsibly, however, public relations can manipulate and deceive. More often, though, such public relations merely makes "decent and rational, unemotional debate" difficult.[1]

In this paper, I first describe a theory of public relations, which emphasizes strategic management and two-way symmetrical communication, and the role of public relations in a national and global communication system. The paper then discusses ethical issues related to the use of public relations firms by governments and political factions. I then use this theory to analyze several historical and contemporary cases of international public relations . Finally, I analyze the effects and ethics of these international campaigns and derive recommendations for how international public relations can contribute to global diplomacy without obfuscating or corrupting that process.

I conclude that two symmetrical principles of openness are most crucial. The first is full disclosure of the fact that informational materials such as press or video releases have been produced by a public relations firm or representative for an international organization whose name also is disclosed--both in accompanying material, as required by Foreign Agents Registration Act (FARA), *and in the text* of informational materials. Such disclosure would go beyond current practice of keeping the contributions of public relations practitioners obscure. The second principle is that practitioners discontinue the use of front organizations and openly acknowledge the name of their real client. That principle would conform to the Code of Conduct of the International Public Relations Association, which states in Item C5: "A member shall not create any organisation to serve some announced cause but actually to serve an undisclosed special or private interest of a member or his client or his employer, nor shall he make use of it or any such existing organisation," and with Item 8 of the Public Relations Society of America Code of Professional Standards, which states, "A Member shall not use any individual or organization professing to serve or represent an announced cause or professing to be independent or unbiased, but actually serving another or undisclosed interest."

[1] *Ibid.*

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# ABSTRACT

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| | BARTER AND COMMUNITY DEVELOPMENT |

"Informal" economic activities, existing alongside formal, state-regulated ones, have become a permanent feature of economic life in both industrialized and Third World countries. Activities included in the informal economy are varied and greatly differentiated in terms of their potential contribution to social and economic development.

This paper addresses the developmental potential of such activities in one setting. It describes a project linking a secondary school in Kingston, Jamaica and local community and business organizations in a self-help network. The project is designed to stimulate community economic development by increasing the exchange of goods and services among community organizations, businesses, and local inhabitants. This is accomplished through a barter network operated from the community's vocational secondary school.

Barter is far from a backward practice. For-profit barter transactions account for one-fourth of world trade and include giant corporations like Xerox and General Motors. Community-based and service-oriented barter clubs include sophisticated, computerized, bank-like operations. Through barter, such economic "negatives" as unproductive use of time (as in un- and underemployment), down-time, excess industrial capacity, and excess inventory become tradable commodities.

This project borrows features from community and corporate barter in order to create a service-oriented model. The "neighborhood economy" in many communities features formal and informal barter clubs, through which members exchange all sorts of services. Among its objectives are the creation of viable micro businesses, apprenticeships, and the provision of "references," to be used by non-credentialed barter members in the formal economy. The network is designed to extend the resources available to the school and community in ways that enhance self-help and community leadership and responsibility.

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The project includes a community study to identify and
document the productive capacities of inner-city residents,
the factors that facilitate and hinder the participation of
community members in economic production and exchange, as
well as the mix of goods and services most suitable for
exchange through this model.

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# ABSTRACT

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When Nasser wrote *Egypt's Liberation* in 1955, he laid claim to a natural leadership role in the Arab World. Nasser felt that this role went unclaimed and proceeded to chart a foreign policy course for Egypt in order to fulfil the expectations of this role. He outlined three diameters of influence, the Islamic, the Arab, and the African. By implication, he himself was to assume the reins of this leadership.

Nasser's description of Egypt's three-tiered natural radius of influence turned out to be the outline of his own foreign policy. This policy eventually placed Egypt and much of the Afro-Arab world within the mainstream of the non-aligned movement. At its highest point, Nasser's positive neutrality and pan-Arabism became the unchallenged ideology of much of the Arab World. This occurred following the Suez War, when a Third World leader, namely Nasser, survived the devastating attacks of two Western powers, plus Israel. Yet, Nasser's military defeat at the hands of Israel druing the 1967 Arab-Israeli War destroyed the bases of his support inside and outside of Egypt.

Thus, Egyptian leaders more than anyone else in the Arab World understood the causal relationship between military defeat and the leadership qualifications of Egypt within the Arab World. The 1967 defeat also opened the way for an Egyptian leadership which began to shore its commitments to the Arab World, leading up to the peace with Israel.

Egypt's banishment from the Arab arena following the signing of the Camp David Agreements in 1979, lasted until the restoration of the Arab League headquarters to Cairo in the late 1980's. In the meantime, the Arab World fell under the sway of regional leaders: Syria's Assad expanded over Lebanon and continued to manipulate Jordan, Iraq's Hussein became the defender of the Arab World's gateway to the east, Libya's Gaddhafi became the representative of a pan-Islamic bloc in North Africa. But another regional center of power, this time economic rather than military, led a quiet climb to leadership in the Persian Gulf and the southern Arabian zone. Thus, unlike Nasser's era when ideology buttressed by arms spread Egyptian hegemony wherever possib, now Saudi Arabia, lacking both ideology and arms, cast its long shadow beyond the Gulf and the southern Arabian region. Its

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military hegemony began to be exercised over the Gulf
through the Gulf Cooperation Council.  Saudi Arabia,
furthermore, lacked the charismatic leadership which
historically appealed to Arab masses.  The Gulf War weakened
the Arab defense system and linked the defense of the Gulf
area to forces external to the region.  What are, then, the
implications of the Saudi decade in the Arab region?  What
are, more importantly, the Saudi limitations as this
dynastic country attempts to fulfil this leadership role?

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# ABSTRACT

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Topic: The Globalist School

The Globalist Age follows the Industrial Age. At
this time people are leaving the old and entering the
new and as a result there is considerable confusion.
The Gobalist Age has·compressed time and space through
the spread of technology. This has ushered in the Age
of Information and instant communication to all corners
of the earth. This third wave economy will affect
people all over the world.

The schools are responding to these profound changes
with a search for new models to fit the times. Schools
which are presently being built have invested in the
telecommunications resources. However, this is only
part of the need for change in the Globalist Age.
There are four other areas that are equally important
if the traditional model is to give way to the
information age model

The Globalist school must be programmed so that it is
a helping institution instead of a sorting type which was
a trademark of the Industrial Age School. The new model
will have individualized Educational Plans for all
students. Students learning styles will be part of the
schools programming. In addition, teams will be the
basis for cooperative learning projects.

Teachers will have an opportunity to dissect learning
since students will be grouped for the purpose of working
with peers. Teachers will have more control over learning
activities. Class time will be used for students to test,
reform and remodel information gained outside and inside
the classroom. The new model school must recognize talent.
Students will be given every opportunity to develop talent
through a more flexible curriculum, which doesn't depend
upon one word answer tests. Students will be able to
develop portfolios and products in order to show their
mastery of a subject area. The curriculum content will
shift to the vital needs of the people, principally the
environment. Foreign policy will now have to grapple
with issues stemming from the controversies surrounding
the North-South debate.

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The new model school will have to develop the higher order skills. This is the opposite of the rote learning which characterized the Industrial School. The Globalist Age demands that students develop analysis, synthesis and evaluation in order to be of service in the present and future world of work. The curriculum must emphasize problem solving in all curriculum areas such as the social studies as well as mathematics and science.

The Globalist school will be an example of continuous education. Adults will use the resources for their continued development. This school will be a community institution. All segments of the population must be serviced in the Globalist school.

The new concept in developing teaching techniques for the technological age will emphasize cultural integration as part of a bilingual program. In acquiring English as a second language, students whose primary language is other than English will be taught with a new focus on cultural identification with the students first language.

Literacy programs began as a result of environmental concerns in the Republic of Guinea. This curriculum became a developmental project through collaboration with the villagers who determined what were their needs and priorities. The best thing about the program is the possibility of its replication in other rural areas in Guinea.

A research project is examining how young children respond to written language. The other languages which use other script such as Chinese and Hebrew are included in this research. Braille has been included in Concepts About Print. Concepts About Print has been used in Papua, New Guinea, with non-English speaking children learning English at school. CAP includes a series of tasks, texts, and instructions. This an exciting discovery, but it is still in its formative stage. Programs of this nature are coming into their own in the Age of Information and Educational Techniques.

Since people will have several jobs in their lifetime, they will need training and retraining to reflect the employment needs of the locality and region.

In conclusion, the educational structure will reflect the principal concern of its clients. All ages must be serviced and the curriculum development will be problem centered and dialogic in character since it will mirror the needs of the populous in the 21st century.

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The Impact of Technological Change on Education and Training

## "The Impact of Technological Change on Education and Training"

The technological change sweeping the world today is especially felt in the countries of the Organization of Economic Cooperation and Development (OECD), the newly industrialized countries in South East Asia and Latin America and also most middle and upper middle-income countries. It has an impact on all aspects of a nation's life: political, economic, social and cultural.

This technological change is fuelled by the introduction of knowledge-based, information-driven[1] technological systems and products, which in turn, have had a profound impact on the industrial productive processes in all sectors of the economy. All countries are affected by such developments and the introduction of these new technologies. Unfortunately, this technological revolution may also contribute to the widening of the gap between developed and developing countries, unless the latter develop responsive education and training policies more conducive to rapid technology transfer, adaptation and diffusion.

The speed with which these new technologies are transferred, adapted and diffused depends on, among other things, the education, knowledge, skills, attitudes and values of the labour force, and is relatively independent of ideology and political structures. In many developing countries, such technological change has to take place against a background of increased population growth, higher rates of unemployment and growing pressures for equity in the participation of disadvantaged groups, particularly women, in the labour market.

Since the beginning of the 1980s, many countries have directed their policies of economic restructuring toward two basic goals: (a) the

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[1] L. Acero. *Micro Electronics: The Nature of Work, Skills and Training.* ILO Training Discussion Paper. No.51 (Geneva 1990).

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rationalization and modernization of the economic sectors through improvement of productivity, quality, and competitiveness of products designed for export to globalized markets; and (b) the reduction of state intervention and privatization of productive enterprises. Three phenomena are associated with this type of economic restructuring: First, the micro-electronic and computer-based technologies that dominate modern production systems, such as numerically controlled machines, robotics and automation, favour the creation of medium-sized and small manufacturing and service enterprises as the predominant productive unit in the emerging restructured economies. Second, the rapid pace of technological change, the uncertainty associated with economic restructuring and the volatility of global markets make long-term labour market planning very difficult. Third, technological change has also resulted in the emergence of new technological and managerial occupations requiring new knowledge and technological skills.

The challenge for planners and policy makers today is to develop effective policies, plan efficient responses and implement innovative initiatives to educate and train middle-level technical and managerial personnel. The Technical and Vocational Education and Training System (TVETS) in most developing countries is the sector that provides middle-level personnel for the economy, and as such, is the focus of this study.

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# ABSTRACT

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Two very critical linguistic symbols that give meaning to the idea of "Third Worldism" (defined here as the glorification and celebration of any phenomenon/movement regarding the 'Third World' that appears to challenge the West) are "nation" and "state." The centrality of these concepts in the "Third Worldist" discourse signifies a deliberate attempt to privilege the global locale and external relations of these societies in reference to "other" nations (in this case, the "First World," the "Northern hemisphere" or the "West"). As a result, the internal dynamics and domestic realities of these countries in Africa, Asia, and Latin America that make up this nebulous entity called the "Third World" take a back seat to the international position and politics of these states. More importantly, since "nations" are recognized only as judicial entities that cannot endure by themselves, "states" become the sites in which "Third World" nations can fully achieve their legitimate and institutional recognition.

This paper will attempt to problematize the conventional paradigm of "Third Worldism." We would like to (1) call into question the analytic relevance, normative significance, and political connotations embedded within the discourse of "Third Worldism"; (2) to prove that the privileged position enjoyed by the two concepts of "nation" and "state" have led to the marginalization of more historically pertinent concepts such as ethnicity, class, gender, community, culture, and civil society; and (3) to demonstrate that the prevalence of this discourse in the political lexicon of many Western and non-Western scholars leads to the stereotyping of the cultures and the peoples of non-industrialized societies by entrusting their representation to "their political stateys."  In other words, the discourse of "Third Worldism" which was supposed to articulate a more radical representation of the non-Western, non-industrialized world has instead produced an abstract and bureaucratic representation of these very societies.

Furthermore, we shall maintain that the official state nationalism in the "Third World" is now more than ever an ideology of manipulation, political control and elite domination. More importantly, it will be suggested that as it stands today "Third Worldism" tends to marginalize, misrepresent or even ignore alternative potentials, ideas, and movements for progressive change and democratization.

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The authors conclude that in its capacity as a paradigmatic discourse, "Third Worldism" is theoretically impoverished, politically misleading, and perhaps even historically obsolete. We shall recognize that the bounds of solidarity that emerged among "Third World" states as a result of their shared experience of colonial subjugation, liminality and peripheral existence in world affairs has now been drastically weakened.

As a theoretical piece, this paper will examine such issues as state-formation, nationalism, and sovereignty in the "Third World" by utilizing a variety of contemporary theories from the disciplines of Political Science and Sociology. By demonstrating the perils of "Third Worldist" discourse, we wish to make a plea to our colleagues to re-examine their attachment to this triumphant yet tormented discourse.

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# ABSTRACT

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Developing a country is an extremely complex and enormous task. A task that all nations, whether industrialized or not, are constantly trying to do. Of course, the kinds of development required depend on the situation and the needs of the nation. In the case of a nation that is not rich, this job could be exponentially more difficult.

Financial aid is considered to be the most direct help for a needy country. Yet, such help is usually project-oriented and very often bring about only symptomatic and temporary cures. A more profound and permanent way is to help the country to develop itself, to become self-sufficient and to increase its GNP. Two possible ways are to improve its agriculture and to better develop its natural resources. Another very effective way, and often more direct and fast way is to develop its industries. Of course, having sufficient financial capital is a necessary condition. In order to succeed and to sustain the development, it is extremely important to have people knowledgeable in the industries concerned, as well as an educated work force able to perform the jobs. Thus education is a basic and fundamentally important aspect that must be addressed if a country wishes to put itself on the road to steady and successful development.

Education could be of a general type which brings up the average level of the whole population. On the other hand, more specialized, industry-oriented technical education could

bring about development more directly; it could produce results in terms of wealth and employment much more quickly. This is the goal of this project. To help countries to develop quickly an education system which provides training in science and technology so as to bring about new industries that will increase the wealth and employment of the countries.

Establishing technical education is a long-term and slow process. Generally, it requires the construction of buildings, the development of programs, and the hiring of qualified personnel, especially scientists and engineers. All these require an enormous infusion of money and time. Those people who have been involved in this know very well that the most serious impediment to the development of teaching and training programs successfully and quickly in science and technology is the lack of qualified personnel, especially the teaching faculty. We shall go a long way towards success if we could overcome this limitation.

This project aims at providing technical and scientific education

1)	quickly, practically and immediately,

2)	by making use of the existing institutions,

3)	without hiring a lot more technical faculty

Indeed, we envisage that people in the various participating countries will be taught by the best experts in their fields, experts who are at the forefront of science and technology, who are most suitable for the various fields of technology required to build the different countries. Thus not only is it possible to produce results quickly at minimum expense, but that the level of achievement could be very high; the teaching and training could be given by world-class experts.

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# ABSTRACT

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This paper proposes to examine the role of the United States and the United Nations in the Persian Gulf War and the lessons which this war holds for the Third World. The thesis being asserted here is that while the war was seen as a triumph for international law and collective security, it was, in essence, a continuation of the historic policy of the United States and its allies to contain and control the countries of the Third World. Theoretically, the analysis will be situated within the context of the overall North-South struggles.

While there is no doubt that Iraq violated international law in violating Kuwaiti sovereignty, and while the nature of the Iraqi government and the character of Saddam Hussein are certainly important in any assessment of the causes of this conflict, these factors should not overshadow the fundamental motivations behind the military action against Iraq. The Gulf War had both domestic and international objectives.

Domestically, the war was to help eliminate the so-called Vietnam syndrome and to emphasize to Americans the importance of maintaining a strong military despite the demise of the Soviet Empire.

Internationally, the objectives included: the guaranteeing of Western access to Middle Eastern oil; the protection of U.S. allies including Israel, Saudi Arabia and Kuwait; the safeguarding of U.S. investments in the region; the subjugation of Saddam Hussein, the demonstration of U.S. military superiority to the Europeans and Japanese; and emphasizing for the Third World the determination of the United States to intervene when its interests are threatened. For the purposes of the analysis, the last objective was one of the most important long term goals of the campaign in the Gulf.

To the Third World, the U.S. was declaring that in the wake of the Soviet decline, it was now free to use explicit force to curb challenges to its hegemony. In essence, this will mean that national liberation movements in the states of the periphery can expect to confront direct military threat from the U.S.

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In the past of course the pretense for intervention was the communist threat. With the disintegration of the former Soviet Union, the anti-communist rationalization will no longer hold. Hence, it order to maintain control of the markets and the resources of the Southern states, the U.S., and other leading capitalist powers, will have to find new justifications, such as the fear of state sponsored terrorism, the emergence of new "Hitlers", and drug smuggling for their interventionism.

The Gulf War is an example of the new trend which George Bush labelled the New World Order. Of course, the war did not occur in a vacuum. It was preceded by the invasion of Grenada, the invasion of Panama, and the so-called "low intensity" contra war against the Sandinistas in Nicaragua. Furthermore, these military campaigns have been supported by economic pressures such as sanctions and the conditionalities of the International Monetary Fund. The Gulf War, therefore, was a major crisis in the confrontation continuum between the states of the centre and those in the periphery. The indications are that it signals the possibilities of further confrontations in the future.

Of course, states from the Third World also participated in the Gulf War. However, their participation only strengthens the claim being made here that the U.S. was determined to protect its hegemony at all costs. Those states that were willing to vote for UN Resolution 678 authorizing the military actions in the Gulf were duly rewarded, while those which refused were severely punished.

For example, states such as Colombia, Ethiopia and Zaire received promises of additional foreign economic and military aid; some had their military debts forgiven. Those who refused to play by the U.S.' rules were severely punished. Yemen, for example, which refused to submit to U.S. wishes was promptly cut off from receiving U.S. economic assistance.

In sum, this analysis will examine the Gulf War within the framework of North-South relations. Specifically the claim being made is that the War signalled to the countries of the Third World, that in the wake of the demise of the former Soviet Union, the United States was willing to exercise direct military force to protect its interests, such as its investments, and its access to markets and resources in the peripheral regions.

For scholars and activists in the Third World this event should signal the need for the development of new strategies for pursuing national liberation and for confronting the Northern industrialized states.

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# ABSTRACT

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| Topic: | The Role of Visual Arts in Development and Global Communication. |

The arts are doors that allow us access to a deeper level of development potential, beyond superficiality, to the level of profound change. This is the basic link of meaningful communication between all peoples and can create fertile ground for openness and acceptance among various cultures. Even though we have diverse cultural backgrounds and experiences throughout the world, we share common bonds which are innate, allowing for development and potential. Art is so personal and revealing of one's inner self, it is an excellent tool for important human exchange. In essence, we find that we are not so different from each other.

Visual arts must be exposed in a positive manner through our schools, homes, libraries, museums and the media. Students learn and understand art best by doing it, individually and in groups. "Appreciation of Art" type courses have value, but much greater development and understanding occur when one actually makes art, working with tools, materials, ideas and singular/group interaction leading to problem solving. The act of visual creation involves thinking, exploring, testing, questioning, trying new things, breaking old ways of doing and changing old ways of thought process and, of course, keeping what is good.

Visual marks should be recognized and taught as social influence, because they evoke human response and are a common thread in humanity. This historical thread runs through class, financial and racial barriers and is a key to understanding and unification of peoples throughout the world. "When Baker, in his report on the 'global teen-ager' for the

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magazine Whole Earth Review, asked 169 teenagers in 12 countries on five continents to identify the Coca-Cola logo, only six could not."(Stephens)

I believe that visual symbols are a common meeting ground, just as music is universally understood, so are the visual arts. Just after WW2, Poland was the birthing ground of a poster style that reached international recognition due to its touching, memorable imagery and high level of excellence, in spite of communistic control. It is interesting to note that in the absence of television, the poster became a major form of communication and a source of national pride.

We interpret basic marks in surprisingly similar ways worldwide that go deeper than acculturation. History proves this statement repeatedly. More recently, iconic style trademarks have emerged with the creation and establishment of corporate identity systems, which grew to expand into the international market. AT&T(Bell) became a global communications company through the logo design of Saul Bass. John Massey explored "geometric patterns and volumes as they relate to the order of the universe."(Meggs)

The visual symbol is meaningful from a psychological standpoint, and, not only have visual marks made great impact, but have been the foundation and influence upon organized society as we know it today. The human experience of life binds us together as a people and our historical unity is evident through the study of visual marks.

Mutual recognition comes from the same sources--the heart, the soul, the spirit, the mind. Human development in the arts brings these things into focus and are an integral part of global communication.

# ABSTRACT

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| Topic: | THE SQUATTER ISSUE IN SOUTH AFRICA AND POSSIBLE SOLUTIONS TO THE PROBLEM |

Urbanisation, and specifically squatting, is rapidly becoming South Africa's most serious social problem. Squatting can be defined as the uncontrolled erection of dwellings which occurs without the consent or management of local authorities and where there are inadequate physical structures, health regulations and municipal services.

The immediate reasons for squatting are apparently a need for adequate, formal housing and, indeed, housing which falls within the financial means of certain categories of people. Some of the most important causes of squatting in South Africa are population growth, increased urbanisation, poverty, unemployment, housing needs and political decisionmaking processes.

Particular aspects with regard to the needs, fears and expectations of squatters are, anxiety concerning accommodation rights, the fear of the unknown, the inability to adapt and financial anxiety.

In South Africa, several measures have already been taken at national level to address certain problems with regard to squatting. These include the National Population Development Programme, the Economic Development Programme, the National Regional Development Strategy and the founding of a Development Bank for South Africa.

There are short-term and long-term aspects of policy-making:

In the long term:

* Squatting should not be perceived and addressed in isolation, but as an integral part of the physical, social, economical and political structure of South Africa.

* These structures epitomise Third World tendencies, of which squatting is a factor, and which should not merely be regarded as an unavoidable phenomenon, but which should be utilised in a positive sense as a resource.

* Squatting should be recognised as a viable form of housing.

* The urbanisation process should accommodate and provide optimal conditions for the economic, family and community life of the entire population.

## Abstract Continuation

In the short-term:

* Mechanisms need to be found to grant present and future squatters legal status and permanent residential rights.

* Temporary structures are appropriate in the dynamically changing urban areas and should be accepted and utilised as important bridges in the urbanisation process.

* Owing to financial limitations and a lack of skills, housing and services should not be more complicated than that which the inhabitants can build and maintain themselves.

* Planning and control should be aimed at preventing high-density housing and over population.

* The principle of self-sufficiency should be recognised, and should also progress to develop co-responsibility for and participation in the entire housing process.

* The upgrading of housing should be given priority to enable rural migrants to progress and to adapt to urban conditions gradually.

* While upgrading concentrates on occupied properties, property-and-services schemes focus on vacant sites. The latter entails site surveying and the provision of minimum services such as water, sewage. drainage and roads. Then, it is up to the individual to erect his own dwelling if building material, capital and expertise are provided. The establishment of central houses, consisting of either a "wet centre" (ablution blocks) or a basic shelter (e.g. one room plus ablutions) while the residents are building the rest of the house, are essential.

Research indicates that there is still room for more indepth studies with regard to the squatter issue. Where the extra-ordinarily complex situation of squatting in South Africa is concerned, there is an increasing demand for a multi-disciplinary approach with regard to research.

The formulation and amendment of policy with regard to urbani-sation, and, particularly, with regard to squatting in South Africa, will increasingly depend on scientifically-based research on the one hand, while, on the other hand, research will have to contend with what future government policy has in store.

As elsewhere in the world, squatting in South Africa, has also become an inescapable phenomenon which needs to be accepted. It is, therefore, important that continuous attempts should be made to monitor and improve conditions within the squatter camps.

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# ABSTRACT

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| Topic: | The Third World Through Children's Eyes: Representation and Curriculum Policy for Global Education in Canada |

This paper arises from continuing research which explores the evolution of the conceptual framework children in Canada employ to make sense of global issues. Several data sources are used: existing curriculum policy documents and teaching guidelines; interviews conducted with children between the ages of eight and sixteen, questionnaire survey with children, including a pan-Canada survey of 12,000 public school students. The paper focuses particularly on representation of third world and development topics: human rights, justice, development, trade, environment, hunger and poverty, and the role that developed countries such as Canada may play in the international community. The paper addresses representation from middle childhood to early adolescence and employs socialization theory and schema or constructivist views of cognitive development for description and explanation. The paper includes discussion of some of the implications for developing curriculum policy in global education.

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# ABSTRACT

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| Topic: | The training needs of trainers in the non-formal educational sector in South Africa |

There is a serious need for scientifically based models for the training of trainers. In South Africa in particular, providing proper training programmes for trainers, co-ordinating training activities and professionalisation and accreditation of the profession of the trainer, were recently identified as being high priorities in the training of trainers in a new dispensation for South Africa.

There is also a growing concern that the development of the country's human resources has been neglected in the past. The time has come for a turnabout and for greater emphasis on the development of the people of the country. Due to deficiencies in the system and because of its academic nature the formal educational sector in South Africa can not sufficiently provide for the acute manpower shortage in the country. Non-formal education, on the other hand, is intentional and pragmatic. As such it is directed towards specific learning and training needs. Non-formal education addresses specifically identified knowledge, know-how and skills. As a result it is flexible and able to adjust readily to changing circumstances. As such non-formal education has the potential to make a major contribution towards addressing the shortage in schooled manpower in South Africa. By means of proper non-formal training programmes formal education can be continued and supplemented and compensation can be made for deficiencies in the formal sector by means of vocationally directed skills training.

The abovementioned characteristics of non-formal education are evident in the training of apprentices in South Africa. In South Africa the latter has experienced dramatic changes over the last five years. Control and accreditation was decentralised and a competency based modular training system was introduced for apprentice training. Industrial training boards were introduced to co-ordinate training within the industry, to protect the learner and to guarantee training standards.

Although the introduction and development of a national strategy for the proper implementation of a competency based vocational education and training system for South Africa is of the utmost importance, it should take place against the background of the unique circumstances prevailing in the country today. Competency based education and training should not be seen as a panacea for the skills deficit that the country is experiencing or the large number of unskilled and illiterate people standing on the threshold of the world of work. In simple terms it is only a method by which people are prepared to master certain competencies that are in accordance with the requirements of the workplace.

Benefits that may eventually flow from a well developed national competency based vocational education and training system are inter alia the following:

* It could serve as an attractive option to follow besides the pure academic route.
* Such a system will offer the opportunity to acquire relevant and market related knowledge and skills.
* Provision can be made for the large number of adult workers in the economy that lack basic literacy and functional skills.
* An end will be made to the confusion concerning the status of various training qualifications.
* Training that is conducted on a modular basis will make provision for various levels of qualifications and allow each indidvidual to progress according to his/her ability.
* Training programmes for unemployed persons can be managed more effectively and in accordance with standards accepted by industry.

The developments that already have taken place in the field of apprentice training have increased the responsibilities of trainers. Trainers are now also involved in tasks such as determining training needs, administering the training of the apprentice and designing and upgrading training courses. To do this industry needs competent trainers at all levels of the hierarchy of trainers in the non-formal sector, that is from the instructor and mentor up to the training manager.

However there is a serious shortage of trained trainers and of properly structured programmes for the training of the trainer. Trainers are sometimes appointed for reasons which have little or no bearing on their training abilities. In some industries the training of the trainer is conducted in a most haphazard fashion. Research on the status of the trainer has shown that the profession of the trainer does not receive a very high status and that a more professional approach and attitude towards training in general should be developed.

The training and the training skills of the trainer are paramount in contemporary reflections on competency based modular training in the non-formal educational sector. Designing such models is however not an easy task. Important factors that must be catered for in this regard include inter alia the following:

* The specific nature of competency based modular training.
* Distinctive needs of the trainees.
* Changing roles of trainers.

The final point that needs to be emphasised is that it is imperative that objectives for the training of trainers should not be formulated and realised in isolation. They should instead be linked very closely to national education and training initiatives, to the country's economic and social objectives and to the basic needs of its citizens.

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# ABSTRACT

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| Topic: | Third World Countries and the Use of International Public Relations: Articulating Effective Channels of Access |

An important resource for many third world countries is the aid they receive from Western nations such as the United States. Diplomacy is often used as a mechanism for improving the chances of receiving foreign aid. International public relations offers another avenue for attempts to influence the aid giving process. The United States will be used in a case study to illustrate the possible value of international public relations to foreign aid solicitation and maintenance.

Third world nations are at a disadvantage if Congress and the politically active American people either (1) do not know about the country and its situation or (2) have an unfairly negative view of the country. The politically active American people are an important concern because Congress must justify its decisions to this group. Much of what the politically active American people, and even many in Congress, know about a third world country comes via the media. Unfortunately for the third world countries, research repeatedly shows that the U.S. media ignores them. The exceptions are those third world countries which are of political or economic importance to the U.S. Those lacking importance enter the media only through "deviant actions" such as revolution or disaster.

International public relations provides additional ways to reach Congress and the media. Beyond the obvious use of lobbying, many firms now specialize in lobbying for third world countries, international public relations offers indirect lobbying and

grassroots lobbying. Indirect lobbying is the use of advertisements to reach publics. If media coverage can not be generated (publicity), advertisements buy a place in the media. Combined with publicity, indirect lobbying helps to create awareness of a country, improve perceptions of a country, and cultivate support for a country.

Awareness is simply having people realize a country exists and understanding current socio-political conditions in the country. Since public evaluation of countries is tied to the media messages they receive about a country, favorable news stories and advertisements should help to build a positive perception of the country. It is easier to approve aid for a country the American people like than for a country American people dislike. The country may even ask the American people and Congress for aid (support). If the American people come to like a country, they may pressure Congress (grassroots lobbying) to give aid to the country.

Through the use of examples and theory, this paper articulates the channels of access to Congress available through public relations, describes the dynamics of how these channels operate, and discusses the possible benefits of using international public relations to reach decision makers. The end result is a model of international public relations which third world countries could use in attempts to solicit foreign aid.

# ABSTRACT

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| Topic: | Training Development Leadership in South Africa: Current and Future Scenarios |

This paper reviews contemporary theoretical debates around the developmental process, revolving around practical developmental issues. This is followed by a review of the manner in which development is taught at the tertiary level in South Africa and questions of course content, direction, accountability and underlying philosophies. Finally, developmental issues likely to emerge in South Africa under a number of future scenarios, and the practical repercussions in terms of developmental leadership and the training thereof, will be critically evaluated.

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# ABSTRACT

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During the past decade, the emergence of democratic regimes has been evident in Third World countries in all continents. The transition from an authoritarian to a more or less democratic regime places substantial stress on the established political order. In some regimes having experience with democratic institutions in their recent past, a return to democratic institutions is smoothed because large portions of the populace and the political elites have worked in a democratic environment during their lifetimes. In other regime transitions, political elites have never worked in a democratic regime and lack certain political and policy evaluation skills which the political classes in more established democratic regimes take for granted.

This paper will focus on one segment of the political elite in these democratizing nations: members of the national legislature. The paper will review the educational and professional backgrounds of legislators in these countries, as well as prior political experience in a democratic environment. This data should provide a baseline level of leadership in a democratic environment against which to measure subsequent training efforts undertaken by the respective parliaments.

The next portion of the paper will examine training programs and other orientation efforts directed at familiarizing new legislators with the nature of work in a legislative environment and with key policy issues likely to come before the legislature for near-term action. In some cases, these programs are coordinated and conducted by the political parties themselves (in some cases on a bi- or multi-partisan basis; in others, by each party only for their party members). In other cases, the career staff of the parliament may be responsible for such programs and briefings, while in still others, the parliament--in conjunction with the local academic community--may provide such programs. The paper will examine the extent of such programs by type and by the source of such training, the subjects to be covered in such training programs, and their duration. Recognizing the increasingly important role of bilateral and multilateral parliamentary organizations, the paper will review the role of regional and international parliamentary groups, as well as the role of international educational exchange programs in leadership training programs for parliamentarians and the parliamentary bureaucracy. Interview data will seek to provide a qualitative evaluation of parliamentary training programs and their utility to new parliamentarians.

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| Topic : | "VOICES FOR AFRICAN EDUCATION IN GHANA BETWEEN THE WARS: IDEAS, POLICIES AND IMPLEMENTATION" |

This paper focuses on various strands of thought put forward by scholars, theorists, government officials and politicians (including Black nationalist spokesmen) on the subject of education for Africans during the 1920's and 1930's. My detailed documentation will focus primarily on the Colony of the Gold Coast (future Ghana), but will also include theories and policies that were propagated for British West Africa generally and for the whole of the African continent. There were a number of important African spokesmen in this context, including Joseph Ephraim Casely Hayford, the founder of the National Congress of British West Africa, King Nana Ofori Atta, paramount ruler of Akyem state and the eminent James Emmanuel Aggrey, sometimes regarded as the father of Ghanaian education. The three major schools of opinion which jousted with one another for supremacy in this period may be roughly identified as (1) the English elite school; (2) the 'African Roots' or cultural adaptation line of argument; and (3) the 'Tuskegee vocational model'. The first school of thought represented the Eurocentric status quo--the system then in place, which emphasized Christianity and classical literary education. The second theory contended that British missionary schooling, with its almost exclusive stress on European history and classical literary traditions was unsuited for the practical needs of indigenous peoples: it argued that Africans could find their identity only through the study of their own history, language, literature and customs. The third line of interpretation was derived from the practical work of Booker T. Washington at the Tuskegee Institute in the United States of America: it emphasized pracical training in agriculture and the industrial arts. There were, in fact, appealing theoretical arguments made in favor of each of these positions, which will be analyzed in the present paper. During the colonial period these and other philosophies of African education were thrashed out in the meetings of the famous Phelps-Stokes Commission, of which James Aggrey was the sole African member. But the tides of history and the thrust of majority opinion--including that of educated Africans like Aggrey--lay squarely behind the first position. Throughout the entire colonial period the main vehicles for education of African young people continued to be the voluntary missionary schools--that is private schools. The principal of true public education was never established. Though limited state support was provided, the continued emphasis on a pupil's payment of his own school fees meant that (with certain charitable exceptions) mainly African middle class families could afford to send their children to

school. The culminating stage in this period of Gold Coast education was the establishment of the Achimota School under the leadership of Governor Gordon Guggisberg, with James Aggrey as Assistant Vice-Chancellor between 1924 and 1927. Although the name "Achimota" would serve as a great symbol--a kind of beacon--for West African education in the years to come, it represented a victory for the Anglicizers. With its heavy emphasis on competitive individualism and a narrow screening process for advancement plus training in the 'three R's'and British-style leadership skills, the real purpose of Achimota was to further the education of an African elite that (presumably) would help maintain the colonial system in the years ahead. Of course, the training of a new African nationalist leadership who would one day lead their countries to independence was a crucial unintended result of the process. Whether a better handling of the funding and status accorded to technical and agricultural training in the colonial period could have led to different and more constructive outcomes in the realm of economic development in the post-independence period must remain a topic of speculation and debate.

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# ABSTRACT

| Author(s) 1: | Dilek Cindoglu |
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| Topic: | Women Academicians in Medical Education: The Turkish Case |

This study investigates the status of women academicians in the Turkish medical education system. We attempt to explore the factors behind the concentration of women in a given number of areas of specialization. The data suggests that women physicians are primarily concentrated in fields like bio-chemistry, pediatrics, pharmacology, physical rehabilitation, pathology and anesthesiology. On the other hand, there is a severe lack of representation in fields like general surgery, heart surgery, forensic medicine, nuclear medicine, neuro-surgery, urology and orthopedics. Since the areas dominated by women are considered to be comparatively less prestigious as well as low-pay specialties in Turkish society, this paper examines if this stems from a capacity/skills problem, or a is a by-product of prejudice towards women. In so doing, we examine the academicians' differential perceptions of various required medical skills as well as their administrative positions, their foreign language skills, marital status and age.

# ABSTRACT

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| | Women and External Labor Migration : the Turkish Case |

Turkish guestworkers began to arrive in the Federal Republic of Germany in 1961 in accordance with bilateral agreements signed between the two governments. The number of guestworkers residing in the Federal Republic of Germany have grown at a fast rate between the peak years of emigration, i.e. 1961-1973. In 1973, immigration regulation was altered unilaterally by the West German government towards banning further recruitment of guestworkers mainly due to increasing unemployment problems experienced by the Germans. However, in the aftermath of the immigration ban, the number of Turks residing in the Federal Republic of Germany continued to increase due to family reunifications. Hence, in the aftermath of the 1973 immigration ban, migration to the Federal Republic of Germany involved more women and children.

As a result of the involvement of women in the post-war labor migration process, we observe increasing number of research activities that focus on the impact of emigration and work on the socio-economic position of women. The main problematique of most of these studies is the impact of labor migration on the *emancipation* of women. The most deficient aspect of this extensively studies problematique is the widespread utilization of the categories of *traditional* and *modern.* As the post-war labor migration phenomenon that included women involved a movement from the industrially less developed countries of Southern Europe, North Africa, and Asia to the industrially developed countries of North and Western Europe, most analyses are blinded with a colonial perspective that refer to the transfer of *traditional* migrants to *modern* societies. In most cases, migrants are viewed as *traditional* regardless of their geographical, ethnic, cultural, and religious differences. Moreover, *emancipation* is , in most cases, conceptualized by referring to the analytical category of *modern.* Hence, all the indicators of modernization that are identified by earlier studies -such as Westernization, adoption of Western attitudes, customs, urbanization, access to wage labor, are *ipso facto* related to

the *emancipation* of women. The major deficiency of such analyses stem from their total neglect of the study of the backgrounds of these women.

The predominance of the above research problematique in this field has already been questioned by various field surveys. Some of these surveys, on the contrary, concluded that urbanization, for instance, leads neither to a betterment in the socio-economic position of women nor to their *emancipation*. Furthermore, many studies have already pointed to the fact that work experience outside of the household too, does not significantly alter the existing gender roles within the family. Rather, many migrant women with work experiences abroad gave all their income to their husbands, hence had no claim over the fruits of their own labor in the public realm. Some surveys pointed to the detrimental effects of the type of work that migrant women performed in the public realm along with the 'double burden' of the household chores on the physical and psychological health of these women who have in most cases experienced psychosomatic illnesses, deformation, and early aging. Ironically, it was the women who were left behind in their home society settings in nuclear households upon the emigration of their husbands who benefited more from the labor migration experience of the post-war period as they were able to realize a fundamental change within the household division of labor that paved the way towards an alteration of gender roles.

Two themes dominate the present interpretation. The first one is an attempt to conceptualize the category of migrant women. This includes an attempt to comprehend the position of migrant women in the host societies through an account of their employment patterns and wages. Secondly, the impact of the migration experiences on the gender roles of these women is delineated. In this part, the author refers to the findings of a 1990-1991 field survey involving returning migrant women in Turkey (which was made possible by a grant offered through the MEAwards and the MERC sponsored and funded by the Ford Foundation and the Population Council) as well as her own observations in the field. The present interpretation maintains that the impact of migration on the socio-economic position of women must be viewed as a continuation of a trend that was initiated in the pre-migration setting. The particular background factors and their interaction with the influences generated by the migration processes become quite significant in evaluating the impact of external emigration.

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# ABSTRACT

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| | Gender and Development Analysis: The Work of MATCH International |

MATCH is the only Canadian women's international development NGO which works exclusively with and for women in the South on development issues. A priority of MATCH is to change practices and attitudes that discriminate against women, particularly the negative impact of development projects on Southern women.

In terms of policy, MATCH has been very successful in influencing governments, international development bodies, and NGSs. MATCH was responsible for developing the gender and development policy and its adoption by the Canadian International Development Agency, thus recognizing that gender inequity is a significant obstacle to development.

MATCH was involved in the founding of UN Dev. Fund for Women, renamed UNIFEM, created to give more visibility to the contributions of women to development and of finding new ways of engaging women in community development.

After the UN Status of Women Conference in Nairobi ending the UN Decade for Women, the UN adopted the Forward-Looking Strategies for the Advancement of Women, which included recognizing violence against women as imposing a "...major obstacle to achieving the objectives of the UN Decade for Women: equality, development, and peace..." The UN Economic and Social Council adopted Resolution 1991/18, the so-called "Canadian Resolution", urging "...Member States to adopt, strengthen, and enforce legislation prohibiting violence against women, and to take all appropriate administrative, social, educational, and political measures to enforce women's protection from all physical and mental violence."

Although there were many international development NGSs in 1975, none were feminist in policy or organization. MATCH, therefore, was unique in its dedication to global feminism. MATCH believes that only if women unite globally to confront their subordination can progress be made towards equality. Global feminists believe that women cannot develop themselves nor be equal participants in the development of their communities unless patriarchy and all other forms of inequality are eliminated. They agree with the UN Centre for Social Development and Humanitarian Affairs, that for development to take place, to "'enlarge people's choices, including the option to live a long and healthy life, to be educated, to have access to resources, as well as political freedom, guaranteed human rights and personal self-respect', then it is imperative that when funding overseas activities, close attention be given to women's rights and freedom to participate in all stages of these activities. For this to be feasible, women must feel safe and free from all forms of violence."

It is estimated that 90% of the violence against women occurs within the family in Canada. Rather than a safe haven, home is where the hurt is for the majority of women globally. This illustrates fundamental inequality between men and women and an injustice towards women. Nevertheless, most international development organizations are run by men, and women are neither included in decision-making nor in implementation at the donor end nor at the

# Abstract Continuation

receiving end of the aid. Most such organizations do not operate from a feminist ideological base. Women's interests, therefore, are usually not recognized nor met.

MATCH is unique in the community of international development NGOs in its devotion to "...strengthening of women's global efforts for self-determination and equality." Challenging the root causes of exploitation and injustice entails identifying patriarchy as an obstacle to equality between the sexes. Gender is a tool of patriarchy used to perpetuate women's subordination to men. Sexist discrimination against women is based on gender. In both the North and the South, gender has been invisible until recently, when feminists have developed an analysis of it and promoted gender and development policies internationally in an effort to support women in their own communities to be active agents in the planning, implementation, and benefits of community development as well as of their own development as human beings. Thus, strategic needs of women became as important as practical needs.

While it is true that development cannot occur without the involvement of women, it is also true that improving the standard of living in the South will not necessarily eliminate injustice based on gender, which is a major source of exploitation and misery for women world-wide. This is why more women are rejecting gender inequity and calling for the adoption of the gender and development paradigm in local communities as well as by development agencies.

As a result of MATCH's work with many women's groups in many countries of the South, violence against women emerged as the most important issue which prevents women from organizing as well as from participating in their own development both in the North and South. MATCH uses a feminist participatory research methodology. It works with its partner groups as equals. Canadian women's groups have also come to recognize violence against women as a serious problem; and although they have established women's shelters and sexual assault centers across the country, the demand far exceeds the services available. MATCH provides the link between Canadian women's groups and women's groups overseas.

MATCH has three main programs: Gender and Development, Violence Against Women, and Words of Women. All three programs share the common goal of ending violence against women globally by empowering women to demand recognition of violence as a violation of human rights and an obstacle to development. The emphasis on changing structures and consciousness reflects the desire of women to change their societies fundamentally. Unless such changes are made, women will continue to be exploited, marginalized, and subordinated to men. This means that they will continue to be the majroity of the poor, the hungry, and the beaten.

Ending violence against women is a necessary first step to enabling women to participate freely in their own development as well as that of their communities. Violence imprisons women psychologically and physically; it also imprisons their societies by preventing the development of democratic pluralism, necessary for dynamic and sustainable socio-economic growth and justice.

Canada has recently again set a precedent by being the first to accept women claiming refugee status on the basis of gender persecution. If governments do not protect women from gender persecution, the international community has an obligation to protect them by providing asylum. Because of the potentially enormous social, political, and economic costs associated with this precedent, governments around the world may finally have to pay attention to gender. MATCH and millions of women around the world will continue the work to end gender persecution and all other forms of violence.

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# LIST OF PUBLICATIONS

## BOOKS

1. INTERNATIONAL SCIENCE AND TECHNOLOGY:
   Philosophy, Theory and Policy, 1990,
   St. Martin's/Macmillan Press, New York and London

2. CONTEMPORARY ISSUES IN AFRICAN ADMINISTRATION AND DEVELOPMENT POLITICS, 1990
   Allied Publishers, New Delhi, Incia

3. INTERNATIONAL DEVELOPMENT AND ALTERNATIVE FUTURES:
   The Coming Challenges, 1989
   Allied Publishers, New Delhi, India

4. PERSPECTIVES IN INTERNATIONAL DEVELOPMENT, 1986
   Allied Publishers, New Delhi, Incia

5. SCIENCE, TECHNOLOGY AND DEVELOPMENT:  Options and Policies, 1982
   University Press of America, Lanham, MD


## REPORTS

1. MODEL VONVENTION ON SCIENCE AND TECHNOLOGY FOR INTERNATIONAL DEVELOPMENT, 1988, pp. 34

2. BASIC PRINCIPLES FOR THE EQUAL TREATMENT AND PROTECTION OF OVERSEAS SCHOLARS AND STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION, 1988, pp. 33


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Publications integrate the combined research efforts of the Association and disseminate its findings to interested parties worldwide. Major publications include:

Books:
- Science, Technology and Development: Options and Policies (1982)
- Perspectives in International Development (1986)
- Contemporary Issues in African Administration and DEvelopment Politics (1989)
- International Development and Alternative Features: The Coming Challenges (1989)
- International Science and Technology (1990)
- CREDENTIALS: Journal for International Science, Research and Development
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- should be sensitive to professional needs and should possess a working mechanism for understanding and addressing those needs.
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Conferences present the opportunity for researchers, members of the Association, others in higher education, and leaders in industry, government, international organizations and the community to exchange ideas, disseminate the results of their own research or activities and to receive new insights into policy, research and development issues. Conference themes and destinations (have) include(d) the following:

- Science, Technology and Development
(November 19 - 21, 1981, Washington, D.C.)
- Partnership in Third World Development
(November 18 - 20, 1982, Newport Beach, California)
- International Policy and Politics
(June 2 - 4, 1983, Washington, D.C.)
- International Development and Women in the 80's
(November 17 - 19, 1983, Washington, D.C.)
- Canada and the Third World
(April 19 - 20, 1984, Toronto)
- Europe and the Third World
(May 31 - June 1, 1984, London)
- Development Organizations and Professions
(November 14 - 16, 1984, New York City)
- International Development & Alternative Futures: The Coming Challenges
(September 18 - 21, 1985, West Palm Beach, Florida)
- Science, Technology and Industrial Development
(September 24 - 27, 1986, Oakland, CA)
- International Law and Development
(November 16 - 21, 1987, Bermuda)
- Toward a World Decade for Scientific and Technological Cooperation for International Development
(November 20 - 25, Myrtle Beach, South Carolina)
- Development Organizations and Professionals in the Global Community
(November 15 -19, 1989, Puerto Rico)
- The Latin American Crisis
(November 14 - 18, 1990, Mexico)
- Democracy and Democratization
(November 17 - 21, 1991, Bahamas)
- New World Order
(November 18 - 22, 1992, Orlando, Florida)
- State of Education and Development
(November 21 - 26, 1993) Cairo, Egypt
- Canada and the Third World Revisited
(April 9 - 12, 1994, Vancouver)
- New Decade for Women - Roundtable
(March 26 - 28, 1993, Fort Worth, Texas)
- Middle East & Gulf - Roundtable
(April 16 - 18, 1993, Lake Forest, Illinois)