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Developing a Program for Pre-Service Teachers Interested in Teaching Young
Female Students in Rural Areas of Developing Countries

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A Capstone Research Project

In partial fulfillment of the requirements

For Liberal Studies LS400

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Abstract: This capstone examines how training programs for pre-service teachers interested in teaching children in developing countries could be developed at the California State University (CSU) system level. Currently, there are few programs in place for teachers interested in teaching in developing countries. In order to teach abroad, they need to work for the Peace Corps or teach English in Korea, but training programs for pre-service teachers have not been Institutionalized at the Institutions of Higher Learning (IHEs), such as CSU system. Teaching abroad usually creates a stigma for those who teach abroad and return to the United States, for one their experience is undervalued or distrusted. Through use of extensive literature review, a survey of Liberal Studies students and interview with an International Programs Manager at California State University Monterey Bay, this capstone examines the potential necessary elements of a training program for pre-service teachers interested in teaching in rural areas of developing countries at the CSU system.

INTRODUCTION AND BACKGROUND

My interest in this topic comes from being a student in a program for aspiring teachers at California State University of Monterey Bay (CSUMB), especially in the last few semesters before I enter my teaching credential program. When I started the Liberal Studies program at CSUMB, I was surprised and excited to meet other students like myself who were determined to teach children. I would go to class and be inspired by my fellow student's projects and responses to public education. I would feel a great sense of pride in class, thinking of what we as future teachers could bring to education and the lives we could touch.

I feel that the program and the professors at CSUMB have been phenomenal in preparing and enlightening me about what being a teacher will be like, especially if I chose to teach in public schools in America. It built off of the foundation I had learned from my community college experience about the harsh realities and rewarding experiences that a teacher can have. Learning what I have has instilled a strong desire to teach and hopefully be part of the change that I believe needs to come to education. Other than that though, I have gained a strong desire to teach abroad, which in part is from learning about what public school teachers face in America.

My fellow students and I are extremely patient and work hard in school to become future teachers, but over my career at CSUMB, I have witnessed a steady decline of interest from my fellow classmates about becoming a teacher. While I have switched my interest to teaching abroad, it seems to me that a lot of other aspiring teachers have decided to give up the profession before they really even begin. This greatly saddens me because the passionate young people that would bring something new to the educational profession will devote their unique skills elsewhere.

I am extremely interested in teaching abroad for various reasons and wanted to create a

research capstone that could further explore this concept. I, at the same time, wanted to create a different route for aspiring teachers so that this field would not lose so many great personalities. Although there may be some judgment about whether my fellow students should even be teachers if they are willing to give up so easily, I think that most people would agree that teaching is not an easy profession. What I hear most when I tell people what I am in school to do is, “God bless you,” or “That terrifies me, you must really like kids,” and lastly, “Teaching children is a unique calling. I could never do that, so I’m glad there are people like you who are willing to.”

What I can absolutely affirm is that CSUMB has prepared me for the realities of what I will face working as a public school teacher, the positives and the negatives. For many students though, becoming aware of the realities of what our future career will be like if we stick to becoming a teacher in the American public school system has been enough to deter them from further exploration. This is something I have faced as well, but gratefully, I have a desire to see the world and teach children who don't have access to education. When making my final decision to enter the credential program, I first looked into whether there were teaching opportunities abroad that would help prepare me for being a teacher other than the credential program. What I discovered was that there were very few options for people who want to teach anywhere other than the public school system and that credentialing is state specific.

Upon initial research, I was not able to find any related programs at the California State University system level, the only options I found were to try and find a job teaching English abroad. I decided to credential after discussing it with advisors and professors I have a great respect for, but the majority of Liberal Studies students I know are graduating without credentialing. Most of them are unsure if they want to continue in the educational field, despite

the fact that this is what they have majored in. I understand their hesitation, but wonder if all of these students would choose this option if they could do what they love in another country.

This is why I came to this topic for my capstone project which is, what would it take to develop a program for pre-service teachers interested in teaching young female students in rural areas of developing countries, particularly in Africa? I have a strong desire to teach young female students in rural communities of Africa after some experience teaching in the states, but even though this will be my area of focus, I will inevitably find whether programs in other areas of the world exist. This information will be extremely valuable to pre-service teachers who are interested in taking an alternative route to education.

For my secondary research questions, Are there existing programs for students interested in teaching young female students in rural areas of developing countries, particularly in Africa? If there are, what are those programs and what do they entail? How do these existing programs train their pre-service teachers who are interested in preparing themselves to teach in developing countries? What does their curriculum look like? Does the California State University (CSU) system have similar programs currently in place to prepare their pre-service teachers who want to teach in developing countries? If they do, what are those programs and what does their curriculum look like? If there are no such existing programs available in the CSU system comparable to other institutions of higher learning, what would it take to develop such a program in the system?

Additionally in the literature review further information on the subject will be elaborated on, such as, what is defined as a developing country? What is the role of the United States in helping developing countries in terms of education in general? How important is it for the U.S. to provide educational services to developing countries, in particular to young female students in

Africa? Finally, I will provide the evidence that research states about the benefits of educating young female students in developing countries.

LITERATURE REVIEW

The literature on primary education in developing countries has received much review, especially due to the Millennium Development Goals (further none as MDG) in relation to education. The related MDGs are: MDG 2 which is universal primary education for children and MDG 3 which is to promote gender equality and empower women, “its associated target is to eliminate gender disparity at all levels of education” (Unterhalter, 2011, p. 4). These goals are supposed to be accomplished by 2015 (Unterhalter, 2011). In developing countries, education is seldom available to the masses, because education is typically tied in with the politics of a country and whether it is seen as a right for all children. In America, every child is required to go to school and is supposed to have equal access to getting an education. While this may not refer to the realities of the public school system in the states, children are still able to receive an education of some kind. This is not usually the case in developing countries.

"Such children may live in an isolated area, be from a disadvantaged ethnic group, or have a physical or mental handicap," he said. "Their parents may prefer them to contribute financially to household costs by working, or to stay at home to look after sick adults or younger children. Some communities may not see the value of sending girls to school" (Mintzer, 2010, p. 1).

Education in developing countries is usually bestowed on those of a higher economic status, whose family can pay for them to attend school. This creates a cycle of continued wealth for few and poverty for the many, which are not able to change their standing in their communities without education. While children may get little or no primary education in rural

areas of developing countries, typically the one's in the family meant for education are the boys. The girls may be given a few years of education; but as soon as they are needed, they are removed from school for good.

The concept of equal opportunity for girls is not a new concept. It started instead with the feminist movement and such advocates as Mary Wollstonecraft in the 1700's (Hawley, 2007). In one scholarly journal called "A rediscovered feminist vision; Mary Wollstonecraft and global education for girls and women," feminism is explored. Hawley (2007) stated: "If indeed they were human beings [women], then they should be able to explore their learning facilities. She [Wollstonecraft] directly connected this with the contributions women would make to society and to men particularly in the development of her thought" (p. 6).

The MDGs are great concepts in theory, but with 2015 rapidly approaching and these specific goals as of yet unmet, there seems to be a vital disconnect between reality and accomplishing these goals. In regards to the MDGs, Nnaemeka was quoted in an article entitled, "Girls' Schooling, Gender Equity, and the Global Education and Development Agenda" discussing how creating girls education in Africa is unrealistic. That instead of working with the communities, "when, where and how to negotiate with patriarchy....But at the heart of the analysis is a conviction that the global development agenda is quite out of key with local politics and practice" (Unterhalter, 2011, p. 4). Which is one reason education may be failing in rural communities of developing countries; the lack of cooperation with the community.

The problem of not working with communities to enable equal access to education for all children is one problem, but another problem is that these community members can't always see the value of educating girls. This as the main impediment that stands in the way of actually bringing education into rural communities and ensuring that children will be given a chance to

succeed. This is not impossible though, for instance, in rural societies where the Central Asia Institute (CAI) has helped create schools for children; change is occurring where not long ago educating girls was seen as unimportant. In the CAI's seventh volume of their regular magazine *Journey of Hope*, in 2013 the co-founder states that

“In simple terms, girls’ education empowers women (and thereby boys who have educated mothers), gives women choices, and serves as a powerful force to alleviate poverty. Several global studies have proven that investing in girls’ education yields huge returns in socioeconomics, health, population and politics” (p. 40-41).

Mortenson and Relin (2006) in their book Three cups of tea; one man’s mission to promote peace...one school at a time, which garnered worldwide attention of Mortenson’s journey to create schools in remote areas of Pakistan, Afghanistan and Tajikistan, gained great admiration and recognition when this book became popular, but has since suffered allegations on whether he is running his program well and how accurate the book really is. These accusations are for each to interpret as they will, but the Central Asia Institute is doing something that is hard to do by bringing education to rural communities that originally did not have full community support.

In another article in *Journey to Hope*, it states that “Much has changed since 1993[when a school was built in the rural community]. Nazir said the biggest change is among the people, who now understand ‘the importance of education, especially for their sisters and daughters.’ Yet girls’ education is still an uphill battle in some places” (Ronnow, 2013, p. 16). The progress of CAI shows that change is possible, it may take time but that should not be an impediment to pursuing it.

In the book and documentary *Half the Sky*, Kristof and WuDunn (2009) asserted that

there are countless stories of the lengths some girls will go to be educated. Such as one girl who would ride seventeen miles morning and night on a bicycle to get to school. Or another young woman who worked every available minute outside school to enable her to continue her education, these are two examples of the lengths some girls will go to be educated. These girls are facing great adversity, danger, and pressure to conform to the role of how women typically act in these communities. Yet, there are countless women and children such as these examples, who persevere to make a better life for themselves, their families and ultimately their communities despite the risks to themselves.

One such girl, Yousafzai (2013), who was subjected to an attack by the Taliban because she was going to school, has led to empowering her even more. She has been nominated for the Nobel Peace Prize and written a book called *I Am Malala: The girl who stood up for education and was shot by the Taliban*. In her book, Yousafzai (2013) gives tribute to what education can do for girls, "Going to school, reading, and doing our homework wasn't just a way of passing time; it was our future" (Scholastic Instructor, 2013, p. 9). This case shows an extreme reaction from some community members, that no doubt, is a fear for these young girls fighting for their education. It did not stop Malala though and it is a responsibility of people in countries like America where we have started moving towards equality to help support girls like Malala get educated as well, for in education there is power (Scholastic Instructor, 2013).

If communities can be shown the benefits of having their children; including their girls, educated, then change is possible. "Returns on investment in education are especially high for girls and women -- for example, not only does an extra year of female schooling reduce pregnancy rates by 10 percent, but young women with post-primary education are also five times more likely to know about HIV/AIDS" (Mintzer, 2010, p. 1). The problem of inequality is vast,

but nowhere is it more predominant than with education in developing countries.

A developing country is described by The World Bank as “is one in which the majority lives on far less money—with far fewer basic public services—than the population in highly industrialized countries. Five million of the world's 6 billion people live in developing countries where incomes are usually under \$2 per day and a significant portion of the population lives in extreme poverty (under \$1.25 per day).

A developing country may be one:

- That is largely rural or with a population that is migrating to poorly equipped cities, with a low-performing economy that is based primarily on agriculture and where non-agricultural jobs are scarce and low-paying;
- Where the populace is often hungry and sorely lacks education, where there is a large knowledge gap and technological innovation is scarce;
- Where health and education systems are poor and/or lacking and where transportation, potable water, power and communications infrastructure is also scarce;
- Where the amount of government debt is unsustainable;
- Where the land mass, population, and domestic markets are small and far disbursed, often on remote islands or in island groups, susceptible to natural disasters, with limited institutional capacity, limited economic diversification; and/or
- Where government has collapsed and armed conflict has left a fragile state with weak institutions and policies, either unwilling or unable to provide basic social services, especially for the poor. It is estimated that a third of people living in absolute poverty around the world live in fragile states in a vicious cycle of poverty and conflict” (World Bank, 2012, p. 1).

“Unterhalter (2011) gave this example, “In Pakistan in 2006, girls accounted for 60 percent of the children out of school; being a girl from a rural area in one of Cambodia’s hill provinces increased the chance of not attending school by a factor of five; and in Nigeria, only 12 percent of poor Hausa girls from rural areas attended schools” (p. 6). This is not a fixed situation, because areas around the world are changing beliefs and practices in regards to girls’ education currently. The problem is that the majority of developing countries are still lacking equal and beneficial education for children.

Sadrudin (2013) examined the dropout rate and asserted that, “If we look into the dropout rate on the basis of gender, female were least opportunistic to avail education. The report of UNESCO 18 shows the comparison of drop outs of primary school children on the basis of gender. According to the report, during 1999, around 106 million children were out of primary school. Almost 61 million (58%) were girls compared to 45 million (42%) boys. Comparatively, in 2009, around 35 million girls were still out of school compared to 31 million boys” (p. 3). The solution to this is to get schools set up in rural areas, with passionate teachers who can help create change.

This leads to the next major impediment in achieving education in developing countries, which is the lack of resources in these areas. Whether it be the lack of a physical school building, bathroom facilities, school books or teachers. Sadrudin (2013) further emphasized that, “Only practical education is the tool which can lead our country towards success. Hiring of trained teachers, providing basic facilities to the students, good attendance rates, timely progression through grades, and mastery of basic cognitive skills are few of the elements, we need to consider” (p. 6).

Assistant general director Tang of the Education at the United Nations Educational,

Scientific, and Cultural Organizations (UNESCO) stated, “For instance, the MDG Report for 2010 indicated that sub-Saharan Africa is low on teachers, a critical element of the primary school learning environment. To meet MDG 2 by 2015, according to the report, the number of teachers in sub-Saharan Africa must double in the next five years” (Mintzer, 2010, p. 2). These findings were consistent with the scholarly journals in relation to achieving the MDGs by 2015, the inherent lack of teachers. Yet, none of the articles provided stated a solution to this deficit, only that more teachers were needed.

One fellow CSUMB student produced a previous Capstone paper on teaching abroad. Vanek (2007) found that:

“A more recent edition to the world of teaching abroad was installed in 1969 when Morehead State College sent over a group of students to complete their student teaching and gain their teaching credentials while overseas (Merryfield et al., 1997). This was seen as a very positive way to allow students to complete their student teaching while at the same time gain a more global perspective and learn the methods and policies of a different school system” (p. 5).

The final component to lack of education in rural areas of developing countries is the cost. There is evidence that lowering the cost of school does bring more children to school, one area this has been true, is in sub-Saharan Africa (Mintzer, 2010). The literature reviewed made a great call to developed countries to donate and help countries that were lacking to achieve the MDGs. Educating children has been shown to create a positive return of monetary value, especially from girls’. Education is a truly beneficial investment, for those who donate and those who receive the aide. Sadruddin (2013) stressed the importance of education that:

“Education is the backbone of every society, and children are considered as the human

resource of the future. The value of education for children is priceless. Schooling, especially literacy, stimulates cognitive, emotional, and social development and empowers children. A well- educated child can avail better opportunities in every walk of life” (p. 2).

METHODS AND PROCEDURES

After conducting an extensive literature review, I was able to answer my secondary research questions. The research showed a strong need for teachers in rural areas of developing countries, but no existing programs for students interested in teaching young female students in rural areas and none specifically in Africa. Thus, there is no program in place to train preservice teachers interested in teaching in developing countries. There was no curriculum in place at an institution of higher learning for preservice teachers. This led to the next research question, of whether the CSU system has any programs in place for preservice teachers who want to teach in developing countries and if so what does the curriculum look like.

To gain some more information I chose to conduct a survey using ten of my fellow liberal studies students as the subject participants. I created the survey on Survey Monkey and emailed the participants, that way they were able to provide anonymous responses to my four questions (See Appendix A) in regards to creating a program at the CSU level for pre-service teachers in rural areas of developing countries. The questions were based on the research I had already conducted and from conversations I have had with fellow Liberal Studies students close to graduating. I randomly chose these students based on my career at CSUMB taking classes with a variety of students, thus I feel that it is a random sampling of the Liberal Studies population.

I also interviewed Holly White, who is the International Programs Manager at CSUMB. She works as a coordinator between students who want to go to school abroad and with the

foreign schools they attend. I asked her questions (See Appendix B) about programs set up for teachers interested in teaching abroad and what the current programs entail. Both of these research activities provided me with information that was essential to completing my capstone. Mrs. White helped shed light on programs that had previously been set up for students interested in teaching abroad and what it might take for a new program to be developed. Surveying my fellow classmates gave me an idea of whether students other than me would be interested in teaching abroad.

RESULTS AND FINDINGS

This section is the culmination of the research conducted, in it the secondary research questions will be addressed, but first the primary research question will be readdressed. In regards to the primary research question, the results from the survey given to the ten Liberal Studies students was used to see if developing a program for pre-service teachers interested in teaching young female students in the rural areas of developing countries would spark their interest. For the survey conducted, eight out of the ten students sent the survey took it. From these results answers were obtained to three of the four questions offered, the final question was confusing to the participants so it was eliminated from the survey results because they were inconclusive. For the first question in the survey, the questions were: After being in the Liberal Studies program, are you still interested in being an elementary school teacher in the public school system? The results for this question were that 62.50% are still interested in being a teacher, whereas 37.50% are not.

The second question was: Would you have any interest in teaching primary education abroad? For this question the results were also 62.50% said yes, 37.50% said no. For the final question: If there were a program for pre-service teachers at the CSU level that would teach you

about education in developing countries and ways that you could cater your teaching to these students would that be beneficial to you? Five out of the eight participants said yes, which totals 62.50% for this question as well.

This confirmed that some students, though not all of course, in the Liberal Studies program would be interested in a program such as the one that will be proposed. Which led to the secondary research questions, Are there existing programs for students interested in teaching young female students in the rural areas of developing countries, particularly in Africa? If there are, what are those programs and what do they entail? How do these existing programs train their pre-service teachers who are interested in preparing themselves to teach in developing countries? What does their curriculum look like? The literature review was the area of focus to answer these questions.

The literature review brought to light a few existing programs, but none specifically for teaching young female students in rural areas of Africa particularly although the literature review did show a great need for teachers in developing countries and in Africa particularly. The only opportunities that the literature review offered were for volunteer teaching positions in developing countries or opportunities for credentialed teachers. Otherwise the only information on preservice teaching in developing countries was from Vanek's (2007) Capstone in regards to Morehead State College, but that was back in 1969 (p. 5). This information made the above secondary research questions inappropriate since there was no research to expand upon these points.

The following secondary research question, does the California State University (CSU) system have similar programs currently in place to prepare their preservice teachers who want to teach in developing countries? If they do, what are those programs and what does their

curriculum look like? These questions were answered from the interview with Holly White.

Based upon that interview (See Appendix B), what was discovered was very helpful in rounding out the research for this capstone. Holly White shared that there were programs for pre-service teachers interested in teaching in rural communities of developing countries at the CSU level, but one program has since become inactive due to budget cuts. The other program is country specific. One program she discussed is called La Meta, which is a program where pre-service teachers go to a University in Mexico. When there, they have supervisors and will teach in a private and public school (H. White, personal communication, March 17, 2014).

In La Meta, which is a one year program, students typically must have a basic knowledge of the Spanish language for it to be a good fit for them. They transfer to a University in Mexico where they take classes on education and then have firsthand experience with working in elementary classrooms as well. In this program though they are only acting as a teaching assistant, working an internship for the La Meta program (The California State University International Programs, 2013). In many ways, the syllabus for La Meta is similar to that of the service learning required at CSUMB, which includes classes centered on the volunteer experience (See Appendix C).

The other program that Holly White discussed is called TALK. This program was set up with the Korean government. This program had pre-service teachers travel to Korea and teach in rural areas where teachers were not available. The program is sponsored and funded by the South Korean government. Students are given a month of training on classroom skills and Korean culture. They are provided housing, medical insurance and opportunities to explore the community as well. One problem Holly White discussed about this program, was that it could be hard for pre-service teachers who were not expecting the extreme isolation they would face (H.

White, personal communication, March 17, 2014). This program is basically an opportunity to teach abroad as long as the student has at least two years at the University level, but after the first month the student does not have any classroom learning other than when they are themselves the teachers. Although the firsthand experience would be a great asset to any resume (Ministry of Education, 2014).

Otherwise, Holly discussed how in her department they work with universities in countries such, as Germany, Costa Rica or South Africa (among many others), to see whether they are interested in having international students, as well as sending their students to study at other universities internationally. The problem with these programs is that few of them are for education and you cannot go to a school if it does not offer your major. Usually the international study programs include taking classes at another University, but there were no programs specifically for pre-service teachers other than the ones Holly White discussed above (H. White, personal communication, March, 17, 2014).

This leaves only the final secondary research question, If there are no such existing programs available in the CSU system comparable to other institutions of higher learning, what would it take to develop such a program in the system? The literature review, the survey conducted and the interview with Holly White suggested a need for a program such as this at the university level (H. White, personal communication, March 17, 2014). What it would take to develop such a program would be for the CSU system to start one and make it accessible to interested students. Also funding would be essential for the completion of a program such as this, but with such a strong awareness and need for teachers in developing countries, this may not be difficult to achieve with widespread support and sponsors.

Discussion:

From the research I did the interview I conducted and the survey I sent out, I feel I have received enough information to answer my research questions. From what I found was that there are no programs for pre-service teachers interested in teaching in rural communities of Africa specifically. What I discovered was that there have been programs implemented in Korea and Mexico, and that this program could be transferred to other countries. From what I found, there is not a huge amount of support for pre-service teachers once they travel abroad. This would be a choice for students who are independent and ready to be uncomfortable, because there will inevitably be times of homesickness and loneliness. Yet, it will also be an amazing experience of learning about a new culture and bringing education to those who don't usually have it.

The programs at the CSU level are varied and fit for a specific population. They will add great information to my capstone, but do not address the whole range of needs I wished from a program such as this. From Holly White, I learned that financial aid does cover students who study abroad. As I discussed in my literature review, education is inherently tied in with politics. America has been the forerunner in many areas and if they really want to make the MDGs become a reality, then the government must get involved to create a program such as this to help educate children in rural communities of developing countries. There has been a start with this in the TALK program, but it is mainly through the South Korean government and I would like to implement the United States government to get involved as well.

I believe that a program for pre-service teachers who are interested in teaching in rural communities of developing countries is possible. From the research I conducted, I did not find a program to match what I had in mind. Yet, from the research I saw a strong need for one to help those in developing countries around the world. This is not only a responsibility of other

developed countries but America as well, according to the Millennium Development Goals. It has already garnered attention and acceptance that a change needs to occur; all that is lacking is the implementation of a program that works.

I think that the United States and specifically the California State University system could be the ones to bring this program to fruition. From TALK, we see that a program in a rural community of a developing country is possible. From La Meta, we see that students can also learn in an educational setting while teaching in such a community. With technology today, there must be a way to implement distance learning for preservice teachers who want to teach children in rural areas of developing countries. In this way they could garner support as well as help children who are sorely in need of education, especially from well educated and passionate teachers.

A program such as this will not be easy to put together and get started, but as it is related to two of the Millennium Development Goals, I see no reason why it should not be. The curriculum for these students could be built upon throughout their University career, much as the Liberal Studies program at CSUMB does currently. Which would be a curriculum where students learn about other cultures and communities and how to best educate them respectfully, this teaching will enable teachers to best respect their future students. Leading to teachers helping children in developing countries fulfill their potential, which will in turn help their communities.

PROBLEMS AND LIMITATIONS IN MY RESEARCH STUDY

The problems and limitations that I faced in my research study were mostly surrounding the existing information for programs like the one I would like to implement. On the CSUMB library database and Google search engine, the only way that I found existing or past programs

was by being informed of where to look. The search engines did not bring up anything otherwise for pre-service teaching abroad, which is what I had initially encountered when researching before entering my credential program.

RECOMMENDATIONS

Thus, there should be a way to make funding available for pre-service teachers as well. What I think it would take to develop such a program again at the CSU level first and foremost, would be an interest from the student population, which I believe could be done with school encouragement. The ways of doing this, could be panel discussions with students having gone abroad, a travel fair day where there were booths set up for different countries students could go and teach at. Finally the Liberal Studies department and advisors could include this option for students when advising them about their possible future career paths. Second, funding must be possible. As I said, I believe that financial aid could take care of this which is why lastly, the government must be involved.

CONCLUSION

Due to the desire to find or create a program for preservice teachers interested in teaching in rural areas of developing countries initiated this capstone research paper. Within the literature review it was discovered that there are currently no programs for students interested in teaching young female students in developing countries, specifically I did not find any in Africa. This led to further methods of research consisting of a survey and an interview to gather information on whether there would be an interest for a program such as this and if there was one currently in place at the CSU level.

From this research, an interest in a program for preservice teachers interested in teaching in rural areas of developing countries proved true. At the CSU level two programs were found to

be in place, but these did not meet the requirements and desires of the program initially projected. Thus, the CSU system could fill a need for a program for preservice teachers interested in teaching in rural areas of developing countries if there was necessary funding provided and proper promotion of such a program.

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Appendix A

1. After being in the Liberal Studies program, are you still interested in being an elementary school teacher in the public school system?

YES

NO

2. Would you have any interest in teaching primary education abroad?

YES

NO

3. If there were a program for pre-service teachers at the CSU level that would teach you about education in developing countries and ways that you could cater your teaching to these students would that be beneficial to you?

YES

NO

4. If there were a program at the CSU level for pre-service teachers that would support and enable you to teach in developing countries as part of the program would you be interested in it?

YES

NO

Appendix B

1. What programs at this school are in place for pre-service teachers interested in teaching in developing countries?

2. What is your job in this program?

3. What does the program involve as far as being educated abroad?

4. How much does it cost the student to go to a school abroad?

5. Do you think that it would be possible to create a program at the CSU level for pre-service teachers interested in teaching in developing countries?

6. How do you facilitate what school abroad the student attends?

7. What support is there in place for students who learn abroad through this program?

Appendix C

Learning About Mexican Education and Teaching in Action

LA META

CAMPUS QUERÉTARO

(Year program).

Index

Fall semester.

Spanish (6

cr).....10-25

Education culture and

Thought in Mexico (3

cr).....3

Social and Cultural

History of Latin America

(3)..... 7

Internship in Mexican (3

cr)..... 9

Private schools.

Spring semester.

Spanish (6

cr).....10-25

Intercultural Communication (3

cr).....5

Internship in Mexican (3

cr).....9

Public schools

Elective (3 cr)

Instituto Tecnológico y de Estudios Superiores de Monterrey

Campus Querétaro

Programas Internacionales

Syllabus

Education, Culture and Thought in Mexico

Number of credits: 3

Number of units: 8

Class hours: 48

General objective

Provide an introduction to the education system in Mexico as a foundation for increased understanding of the school experience of students in Mexico and the impact of culture and thought on education.

Learning outcomes

Participants in the LA META Program are expected to achieve the following learning outcomes as a result of successful completion of the *Education, Culture and Thought in Mexico* course:

1. Gain an understanding of the organization and governance of the education system in Mexico from preschool through the university system in public, private, urban, rural, and indigenous settings
2. Become familiar with the curriculum and instruction and the life of students in Mexican schools
3. Analyze and evaluate the principal challenges to education in Mexico (such as access, continuance and graduation) and the factors that influence them (such as poverty, health, gender, cultural and linguistic diversity, and intercultural understanding)

Thematic content

- Historic overview of education in Mexico from the period prior to the end of the 19th century through the current period of education reform
- Current status of Mexico's education system in terms of organization and governance, enrollment and performance
- Review of national educational policy and its provision for curriculum and instruction as well as for universal access to education
- Impact of multiple forms of diversity present in Mexican schools on teaching and

learning, including cultural, linguistic, ethnic and gender differences as well as special education needs, biliteracy, sociological and socioeconomic factors

Learning activities

1. Required reading from the textbook and supporting articles
2. Individual and group work, inside and outside of class
3. Round tables and discussion activities
4. Oral and written reports of investigations and readings
5. Partial and final examinations

Course policies

There is a limit of six absences (six sessions of two hours). In the case where a student exceeds this limit, the student will not have the right to take the final exam nor to receive credit for the course. **There will be no exceptions.** Arriving five minutes after roll call is considered as being tardy. A student who arrives after five minutes will receive an absence. Two tardy arrivals count as one absence.

Evaluation

The minimum grade for passing the course is 70.

Essays	25%
Exams	25%
Activities	25%
Discussion of readings	25%

Required Readings (sample list)

James, M.H. (date). Schooling in Mexico: A brief guide for U.S. Educators. ERIC Digest

Santibanez, L., G. Vernez. and P. Razquin (2005). Education in Mexico: Challenges and Opportunities. Santa Monica, California: RAND Corporation.

Secretaria de Educacion Publica-SEP (August 2004). National Report of Mexico: The Development of Education

Professor Profile

Master's degree in education or related field, professional experience in Mexican school system, interest in working with international students.

GENERAL GOAL

Human Communication represents a challenge in our culture, we cannot talk about successful communication in every context. Communicating between cultures demands greater goals.

a) At the end of the term, we should be able to listen, accept others and understand that we are different and can learn from each other.

Goals:

1. To appreciate the differences between each one of our students.
2. To discover how our words can create realities and why those realities are different for others.
3. To explain the importance of our culture in our lives.
4. To try to listen in an efficient manner to others to understand their point of view.
5. To learn to be more sensitive with others.
6. To become prepared to confront situations that give us anxiety or uncertainty.
7. To become more open to others, while acknowledging everything this implies.
8. To better our manner of communicating.

Topics

- I. Definition of the self, Culture and Communication.
- II. Introduction to Intercultural Communication.
- III. Perception, stereotypes, attitudes, values.
- IV. Moving towards intercultural sensitivity.

Grades:

Month grades	Final
80% essay	60% average of the three months
20% assignments and exercises	40% final essay

Readings Calendar

January	Reading
18th	<i>"Introduction"</i> from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers.</i> McGraw Hill. U.S.A., 1997.
25th	<i>"An approach to the study of Intercultural Communication"</i> from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers.</i> McGraw Hill. U.S.A., 1997.
February	
1st	<i>"Cultural influences on the process"</i> from Gudykunst W. &

	Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
8 th	“ <i>Sociocultural influences on the process</i> ” from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
15 th	“ <i>Psychocultural influences on the process</i> ” from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
22 nd	“ <i>Environmental influences on the process</i> ” from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
March	
1 st	“ <i>Interpreting messages</i> ” from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
8 th	“ <i>Verbal messages</i> ” from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
15 th	“ <i>Nonverbal messages</i> ” from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
22 nd	“ <i>Communicating effectively with strangers</i> ” from Gudykunst

	W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
29 th	“ <i>Managing conflict with strangers</i> ” from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
April	
5 th	“ <i>Developing relationships with strangers</i> ” from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
19 th	“ <i>Adapting to new cultures</i> ” from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
26 th	“ <i>Becoming intercultural</i> ” from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.
May	
3 rd	“ <i>Community through diversity</i> ” from Gudykunst W. & Yun Kim Y. <i>Communicating with strangers</i> . McGraw Hill. U.S.A., 1997.

Program of Synthesis

Analysis of a series of historic, social, political, and economic factors as a basis for

understanding the culture of Mexico and Latin America

Program of Analysis

Educational goals

Based on the ITESM-2005 Mission Statement, the Social and Cultural History of Latin America course requires that the students be able to:

4. Improve their own learning process by developing strategies that allow them to continue learning independently
5. Adopt attitudes and values with respect to the global community such as cultural and linguistic pluralism, acceptance and appreciation of diversity and of difference, recognition and mutual respect
6. Contextualize the historic, political and social content of the events that one confronts during one's encounter with different cultures

General objective

Acquire an integrative vision of the processes of civilizing and cultural transformation that have occurred in Mexico and Latin America throughout history

Learning objectives

- To become familiar with the historic development of the civilization of Mexico and Latin America from the pre-hispanic period up to the revolutions of the twentieth century
- To value the specific features that identify Latin-American culture, identifying their origins

Thematic content

- Generalities about Mexico and Latin America (To understand the origin and complexity of the term *Latinoamerica*)
- Geophysical characteristics of Latin-American countries
- Ancient civilizations of Mexico and Latin America (To value the contributions of prehispanic civilizations)
- Processes of historic transformation, the *Conquista*, the Colony and Independence (To interpret the causes and to understand the effects of these processes)
- Democratization in Latin America and cultural diversity (To appreciate the democratic process of Latin-American societies beginning with the political changes experienced since Independence and since the twentieth century)
- Socio-cultural relations between Latin America and the United States
- Advocates of social change

Learning activities

6. Required reading from the textbook and supporting articles
7. Individual work analysis
8. Group investigation and exposition
9. Round tables and discussion activities
10. Oral and written reports of investigations and readings
11. Projection of films and videos
12. Attendance at conferences or events related to course material

Course policies

There is a limit of six absences (six sessions of two hours). In the case where a student exceeds this limit, the student will not have the right to take the final exam nor to receive

credit for the course. **There will be no exceptions.** Arriving five minutes after roll call is considered as being tardy. A student who arrives after five minutes will receive an absence. Two tardy arrivals count as one absence.

Evaluation

1. The minimum grade for passing the course is 70.
2. There will be three partial exams on the following dates:
3. The final exam is a discursive essay of 10 pages. The bibliography must include a minimum of 4 books. The essay is to be double-spaced in Times font, size 12.

LA META INTERNSHIP Objectives

The internship in Mexican private and public schools is an essential component of the Learn About Mexican Education and Teaching in Action (LA META) Program. This is a two-semester program at the Instituto Tecnológico de Estudios Superiores de Monterrey, campus Querétaro in which each semester students take 12 units credit of coursework while engaged in 3 units of internship. The internship includes experience as a teaching assistant to an assigned classroom teacher in a private school in the fall semester and in a public school in the spring semester.

Participants serve as teaching assistants two mornings (3.5 hours per morning) per week in an assigned classroom for a period of 15 weeks. The internship also includes a support seminar that meets for two hours per week during which time program participants explore their role as interns in the classroom, link theory and practice in the school setting, and engage in a series of assignments designed to provide a framework

for gaining knowledge of Mexican students and schooling.. Private school assignments may be made at the primary (elementary) or secondary school level. Public school assignments will be made at the primary (elementary) school level. Participants may be assigned alone or in pairs to a particular classroom.

The objectives of the internship include the following:

To become familiar with the educational life of Mexican school children

- To develop sensitivity to similarities and differences between one's self and individuals of different backgrounds
- To understand the impact of cultural, ethnic, linguistic, economic, and special needs backgrounds on schooling
- To demonstrate professionalism in terms of dependability, punctuality, collegiality, flexibility, and enthusiasm
- To participate in the daily classroom routine, assisting the teacher in activities such as the following:
 - Ø Engaging in classroom organization activities (preparing bulletin boards, distributing classroom materials, monitoring student activity)
 - Ø Preparing materials and planning learning activities
 - Ø Implementing individual/small group instructional activities
 - Ø Supporting the classroom teacher with whole group instruction
 - Ø Evaluating student work and providing corrective feedback
 - Ø Supporting classroom management, modeling appropriate school and classroom

behavior