



Institute for International Studies in Education, Michigan State University: *Policy Statement*¹

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Purpose of the Institute

The keen interest of recent years in the economic growth and political stability of new nations places in sharp focus the role of education in human resources and national development. It is now recognized that no country can develop unless the people, the most valuable of all resources, are themselves developing.

For this reason, there has been a marked shift from the purely mechanistic approach to development to one which takes into account both the human and the non-human factors, and, more precisely, how the human factors and all other factors interact.

This interest in human resource development as a crucial factor in total development places heavy burdens upon education everywhere among developing nations, burdens which education is frequently not equipped to handle. The extensive investments being made in education around the world make clear the need to expand our knowledge about education and its function in the modernizing process.

Clearly it is not enough simply to educate more people. The need is to educate in such a way that education becomes an instrument for helping society achieve its goals. If education is to be responsive to the achievement of social and economic goals some basic questions must be asked. These questions must concern themselves with such problems as for example, the purpose of education as they relate to the country's development, the selection of students and the breadth of educational opportunity, the selection and training of teachers, the nature and quality of curricular programs, financial investments in education, the economics of these investments, educational planning, technical assistance, the transfer of educational programs and practices across national and cultural boundaries, the administration of education, and the relationship of education to social, economic, and political change.

Broadly speaking the purpose of the Institute for International Studies in Education is three-fold: (1) to develop ways and means of studying problem areas such as those above; (2) to contribute to our fundamental knowledge of these problems; and (3) to assist in the use of this knowledge in the educational development of nations. Thus, while it is hoped that the Institute will serve as reinforcement for scholars broadly interested in international and comparative education the focus of its activities will be on the role of education in development and change, and on the individual and team efforts which are pursuing this inquiry.

The Institute for International Studies in Education is an effort of the College of Education and the Office of International Programs to mobilize University resources in order to learn more about the development aspects of education and how to make effective use of education in the total growth and change process. The work of the Institute is necessarily interdisciplinary in nature. Problems of modernization are exceedingly complex and no single discipline or area of specialization can hope to have impact alone, except as it joins in a vital working relationship with other relevant areas of inquiry.

¹ Ted Ward. Unpublished document, January 14, 1964

Work of the Institute

The work of the Institute involves four major efforts:

- 1) To promote and conduct research dealing with topics relevant to the study of education and development;
- 2) To develop guidelines for the conduct and improvement of technical assistance programs in education;
- 3) To provide a professional program of interdisciplinary dimensions for those faculty of the University whose competencies and interests converge on the functions of education in the development process, and
- 4) To develop graduate programs designed to help students (a) prepare for overseas service; (b) understand the role of education in development; and (c) see educational problems and processes in worldwide perspective.

To Promote and Conduct Research

The Institute's research program is flexible in order to permit faculty members with specialized interests in various aspects of development education to make a maximum contribution to new knowledge. The Institute, however, is more than a collection of individual scholars conducting unrelated research. Rather, it gives high priority to developing a cohesive program in which a limited number of key research questions come under investigation. These questions fall into both basic and applied areas for research. The following questions are representative of the Institute's interests.

1. What are the causal relationships between educational development and economic, political, and social growth?
2. What are the conditions related to the successful transfer of western educational institutions and programs to non-western cultural settings?
3. What development goals of emerging nations can best be achieved by education of the elite? of the masses?
4. How does education operate as a factor in social mobility in emerging nations?
5. What types of educational systems and programs tend to operate as agents for reinforcement? Agents for change?
6. What are the elements of effective educational planning?
7. What priorities should be given to elementary, secondary, and higher education? General and vocational education?
8. How can teacher training be geared to national needs? What proportion of national expenditures should go into education at different stages of development? What proportion of the Gross National Product?
9. What kinds of educational technology are appropriate for school systems at given levels of development?
10. How can the educational experiences of emerging nations be used to give perspective on American educational development and problems?

The publication and dissemination functions of the Institute will take several forms. It is expected that a series of articles, monographs, and books will flow from persons identified with the Institute. Significant, research which is now underway, promises that this aspect of the Institute's activities will bear early fruit.

Conferences and seminars are planned by the Institute for faculty, graduate students, and visiting scholars. Similarly, the Institute's staff participates elsewhere in conferences and seminars. They also act as consultants. Through these various professional activities, research knowledge is exchanged, refined, and developed.

Guidelines for the Conduct of Technical Assistance Programs

No single phase of the Institute's work is more important than that of abstracting from overseas experience principles relevant to the conduct of action programs in international education. This distillation of experience by means of research, study, and observation, can give wise guidance to new courses of action.

The Institute's relationship to Michigan State University's technical assistance programs takes three forms: (1) from its membership trained personnel can be drawn for staffing technical assistance programs; (2) the programs provide field opportunities for basic and applied research; and (3) experience and knowledge gained by such research is used in the initiation, preparation, operation, and evaluation of technical assistance programs.

To Provide a Program for Faculty

A number of Michigan State University faculty members have a common concern for the study of education in the development process and they bring richly diverse backgrounds to this subject. The Institute provides a focus for their interests and an opportunity to converge upon several lines of study and action. Through seminars, sponsored research, publications and administrative support the Institute acts to reinforce and multiply the efforts of the faculty in the area of development education. Further, the Institute provides specific opportunities for faculty engaged in overseas activity. These opportunities take several forms: (1) persons preparing for overseas assignments may request research and preparation time in the Institute prior to going overseas; (2) persons returning may request follow-up time for the purpose of completing research or integrating the overseas experience into campus teaching and work; (3) Finally, where possible and appropriate financial assistance will be extended for the purpose of research, writing, and publishing.

Graduate Programs

The Institute works within the curricular framework of the University and particularly the College of Education in order to develop graduate programs suited to two general purposes: (1) the preparation of students for overseas service; and (2) the introduction of the cross-cultural dimension into academic programs.

The ever-growing need for educational personnel in foreign agencies and programs suggest the Institute's responsibility for preparing interested graduate students for key roles in international education.

Just as urgent is the need to develop curricular programs designed to give a worldwide perspective to education generally and its key role in the growth of nations, irrespective of their stage of development.

Organization and Administration of the Institute

Executive Committee

The general operating principles regarding programs, personnel and budget shall be reviewed and approved by an executive committee consisting of the Assistant Deans for International Programs and Advanced Study of the Colleges of Education, the Dean of International Programs, and the Director of the Center, who shall serve as convener and Executive Secretary of the Committee.

Administration of the Institute

The work of the Institute shall be under the administrative leadership of the Director, in which capacity he shall act under operational principles and procedures that apply generally to the work of departmental chairmen. As departmental chairman he or she shall work with the several assistant deans whose responsibilities are appropriate to the particular functions

performed by the Institute and especially with the Assistant Dean for International Programs, through whom he or she shall report to the Dean of the College and the Dean of International Programs.

Advisory Committees

The Director may establish such advisory committees as he may regard as useful to the work of the Institute with the approval of the executive committee. The composition of the committees shall reflect the interdisciplinary interests of the Institute.

Membership in the Institute

Members of the faculty of the University may become associated with the work of the Institute with the approval of the appropriate administrators and the director. Faculty may associate with the Institute with or without officially assigned time for the purpose. Faculty associated with the Institute will hold membership in a department.