

# Pathways for Higher Education Collaborative Book Project

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## Pathways to Higher Education

# PO INTERVIEW SUMMARIES

**Aurelio Vianna** became the Environment and Development FF Program Officer in Brazil in January 2004. At the end of that year he was indicated as the responsible program officer for the Indigenous Peoples' Pathways project in Brazil, replacing Ondina Leal (K&F PO) who designed the project.

The Laboratory of Ethnicity, Culture and Development (LACED) of the Federal University of Rio de Janeiro (UFRJ) coordinated the first phase of IP Pathways in Brazil. It was chosen because it is an academic center of reference of indigenous peoples' issues in Brazil as well as a research center with strong ties with the indigenous peoples' movement. The grant was made in February 2004 but the project only actually began in May. The coordination of the project had a great deal of work in implementing the project through organizing its Advisory Committee that comprises indigenous peoples' leaders and higher education experts as well as starting the selection process of proposals for sub-grants. After that, two proposals were selected and grants were made to two nuclei, one to a federal university in the state of Roraima (June, 2005) and another to two universities - one state university and one private university - in the state of Mato Grosso do Sul (November, 2005).

The selected universities have had previous experience with indigenous peoples' higher education and the two states that they are based in have huge indigenous populations (in terms of Brazil) and diverse indigenous peoples' organizations (in Roraima a very organized movement with many organizations and in Mato Grosso do Sul with only local associations); diverse situations in terms of indigenous lands (vast indigenous peoples' lands in Roraima and small isolated pieces of land in Mato Grosso do Sul); and diversity in terms of universities (one federal, one state and another private). The participation of the indigenous peoples in both nuclei has also been diverse. In Roraima the indigenous peoples' organizations are part of the governance system of the project but they do not participate in Mato Grosso do Sul.

Two main issues that came up during Vianna's interview were: 1) affirmative actions measures concerning indigenous peoples are not only related to higher education, but particularly to access to land; and, 2) Pathways works in an environment in which indigenous peoples' organizations are important social actors.

**John Butler** joined the Ford Foundation in 2005 as Program Officer of Higher Education for Pathways in South Africa and Namibia. The previous PO left a year before he arrived but an evaluator, Joan Houston, maintained Pathways during that year. Houston currently maintains contact with the Program Coordinators at local sites.

At present Pathways works with 5 universities, all of which are public and rural. 4 are in South Africa and 1 is in Namibia. Although Pathways works with college-level students Butler recently received a request from a university Vice Chancellor to start intervening at grade school level.

One challenge faced in South Africa is defining Pathways in relationship to "academic development" which are South African programs aimed at overcoming the deficits of apartheid secondary education. These programs have been criticized for being "short term means to an end." Butler has worked to define Pathways in contrast to academic development programs.

**He Jin** joined the Ford Foundation in July of 2001 as a Program Officer for China. He has worked with both IFP and the Pathways Program.

Pathways in China has primarily worked with teacher training schools and ethnic minority universities, totaling 45 universities and institutions. The targeted minority population in China includes poor students, ethnic minorities and females. Currently Pathways supports undergraduate students.

During Jin's interview he spoke about his principles of "participation, innovation, replication and sustainability." His explanation of each can be found in his interview. He emphasized the importance of involving all the "players" in the local design of Pathways; the policy makers, university officials as well as the students. He has several creative means (games, mottos, etc.) of motivating all the stakeholders involved in the Pathways Program to be "agents of change."

**Michael DiGregorio** has worked in Vietnam for 15 years and has

been a Program Officer since 2002. His initial involvement in the Pathways programs was through a set of nine Pathways grants funded by Oscar Salemink, former PO in Higher Education and Scholarship (1996-2001). In FY 2001, Oscar had used consultants to help develop a program that linked nine universities through the Center for Agricultural Research and Environmental Studies at Hanoi Agricultural University. This initial Pathways program, originally considered a feeder program for IFP, was built around language and IT training. The Pathways program in Vietnam has now begun a third phase which, while still retaining language and IT training, incorporates a greater focus on access and higher education reform. Currently Michael works with 7 institutions.

DiGregorio described five major categories of disadvantage as defined by the Vietnamese government. Given Vietnam's largely poor rural population, he remarked that 80 percent of the population could thus be considered disadvantaged. In reality, on average, slightly less than 40% of the students in current Pathways universities fit into at least one of these categories. For this reason, Pathways universities in Vietnam created a ranking system that includes 7 categories (adding poor and disabled) with priority given to ethnic minorities. "We decided to focus on ethnic minorities so that we could increase the number of young people who could qualify for positions in business, government, and public administration in their home areas. Through this approach, we can focus more on pressing needs in Vietnam, rather than focusing on preparation for overseas training."

The current Pathways grants include only three categories of disadvantage: ethnic minority, living in remote or mountainous areas, and disability.

**Maria Amelia Palacios** began as a Program Officer based in Chile in 2001. Her Education Reform program serves Chile, Peru, Colombia and Argentina. However, at the beginning Pathways was understood as a complimentary program to IFP, which had been established only in Chile and Peru. As a result Pathways was developed in those two countries. Currently Palacios works with 3 universities in Peru; 2 universities and one private Foundation in Chile, and an NGO in Argentina in charge of program evaluation.

The issues that Palacios has pursued in Chile and Peru are affirmative action, social inclusion and cultural diversity in higher education. She stated that some isolated affirmative action measures existed in some universities prior to Pathways but they were not standardized and

lacked larger goals. “Special admission policies for indigenous and other excluded populations had been established in response to demands from social or ethnic organizations, not because university administrators thought or were aware that this population needed specific attention. Neither of these universities had created these admission policies with affirmative action in mind; after indigenous students entered the university they were treated like any other student.” In order to assess affirmative action programs Palacios hired an external consultant.

**Milwida Guevara** began as a Program Officer in the Philippines for Pathways in 2002. During Pathways I Guevara worked with Ateneo de Manila University, the grantee for Pathways, in charge of coordinating efforts through other universities. When the Ford Foundation announced the closure of the Manila Office in 2003, the Ford Foundation grantees who were implementing education reform programs decided to continue the work by organizing Synergeia (Synergia: [www.synergeia.org.ph](http://www.synergeia.org.ph)) Synergia is the grantee for Pathways II.

One of the main challenges Guevara spoke of was the empowerment of institutions to implement Pathways programs. “From the beginning I understood that that Pathways is focused on institutions and not on scholarships, and individuals. But how do you empower institutions? It requires building their capability to formulate policies and programs that will address the needs and difficulties of disadvantaged students to gain access and success in completing tertiary education. These initiatives should be demand-driven and our strategies for empowerment require building processes and systems on research, participatory planning and management, resource generation, and networking. Our major challenge is to translate these abstract terms into simple and doable programs.”

**Dina ElKhawaga** began working with the office of higher education of the Ford Foundation in 2005. In addition to her work as a professor of Political Science at Cairo University, she was hired to be a consultant for higher education. Between 2003 and 2005 she helped monitor Pathways.

During Pathways I and II the main grantee has been a research center: the Center of Advanced Graduate Studies (CAPSCU). During phase I they were able to reach a large number of trainees. As ElKhawaga expressed, “(The training) was advertised in the free national newspaper and access was and still is free. The kind of people who attended these

trainings were really disadvantaged; the kind of people that can't afford to have any extra-curriculum training programs or even social life after classes." CAPSCU outsourced training with two NGOs that worked closely with the ruling party. During phase II ElKhawaga has tried to convince them to work with NGOs outside of Cairo.

One of ElKhawaga's challenges and achievements has been re-defining who disadvantaged students are in Cairo and how Pathways can work with them. Students who come from rural areas to study in Cairo often live in unkempt hostels, a form of low income housing. When she came to the project it was obvious to her that these would be a good place to provide training. She presented this idea to her grantee who responded, "no, we will not put computers there. They (the students) will use them for other things." We ended up making our point, that this is a priority, and they started to listen to us." Currently they work with 6 male-hostels and 4 female-hostels. "Our idea was, if we could provide training in these places, we would be reaching outside Cairo, but from inside."

**Christopher Martin** began working with the Ford Foundation in Mexico and Guatemala in 2000 and was part of the first generation of Pathways Programs, which were launched at the end of 2000 and the beginning of 2001.

In Mexico Martin chose ANUIES (Association of Universities and Institutes of Higher Education) as the main grantee. He set up a monitoring program and steering group to oversee ANUIES' work with Pathways sub-grantees. Sub-grantees were chosen on the basis of the "quality of the proposals, past evidence of concern with the problem of equity and equality, and evidence that they were working in an area where there were significant indigenous populations."

Two of the greatest challenges faced by Martin have been "institutional rigidities", specifically in relationship to ANUIES and political infighting because of external money (from the Ford Foundation and other donors). He stated that ANUIES, although it is called an autonomous organization, it relies mostly on funds from the government. "Although it works for the government, ANUIES also reports to and represents the university sector meaning the director or principal of all the universities. (...) So it's a difficult balance." He also spoke about the importance of inspiring grantees to use their imaginations when deciding how to use Pathways funds so that the programs reflect local needs.

# Writing Methodology

## 1. Main objectives of the PATHWAYS book

• Why is this book necessary? What lack is this book addressing? What debates does it want to join? What does it want to show? What argument does it want to prove? For instance, in the case of *Many Roads to Justice* it was crucial to give an account of the initiative as a bottom-up approach.

• How critical will this book be?

• How will it incorporate criticism to the PATHWAYS Initiative?

• Is this a once-in-a-lifetime book, or will there be more documenting of the PATHWAYS Initiative? What standard will it set? What baseline information must it provide?

## 2. Who writes the book?

Roles:

Actors:

1. Project Director

Project Director

2. Task Manager

3. Lead Co-Author

Lead Co-Author

4. PATHWAYS Initiative Authors

5. Main Co-Editor

Main Co-Editor

6. Consulting Editors

Consulting Editors

## 3. PATHWAYS Book structure and Who writes what?

Responsible Writer(s)

♦ Introduction

♦ Case Studies

♦ Thematic Studies

♦ Conclusion

♦ Index

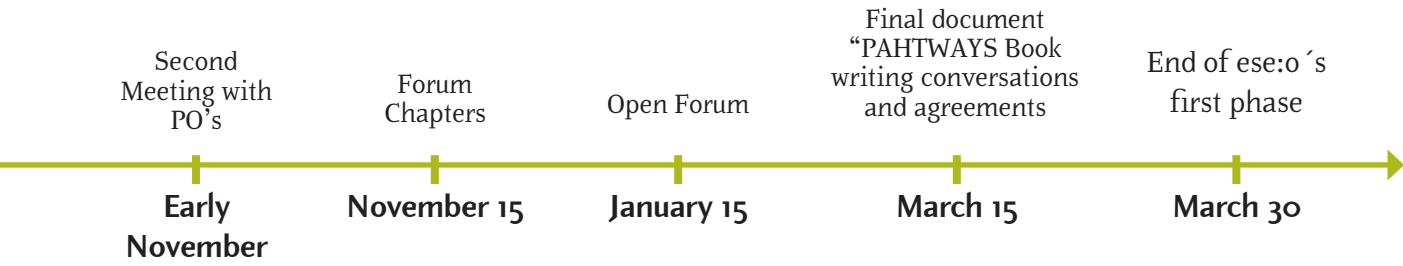
♦ Bibliography

## Writing process time line

Date: March 15, 2007



Pathways for Higher Education Collaborative Book Project



Date:

## Book writing logistics

Things to do	Products to deliver	Responsible	Date	Comments	Formalities
Agree on book main objective					
Assign roles					
Develop tentative book structure					
Tentative Table of Contents					
Agree on book writing proposal					
Agree on book writing logistics					
Create a database with historical documents, and multimedia material					
Elaborate guidelines for chapters					
Create a database with multimedia material for each chapter					
Beginning of writing process					

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Things to do	Products to deliver	Responsible	Date	Comments	Formalities
First draft of chapters (1)					
Comments on first drafts (1)					
First draft of chapters (2)					
Comments on first drafts (2)					
Comparative chapters					
Comments on comparative chapters					
Introduction					
Comments on Introduction					
Index, Bibliography					
Overall review					
Foreword, Table of Contents					

## Book writing proposal agreement

### Audience:

- Ford Foundation

- Critics

- Broader field of...

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### Specific Targets:

### Type of language:

- English?

- Translations?

- Discussion of key words: i.e. discussion of the use of the term “poor”, etc.

- Use of jargon, metalanguage, local words?

- Readable

- Descriptive

- Analytical and critical reflections on the results: to provoke reflection on the field

- Reference style:

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### Type of voice:

- We, It, etc.
- How open should the voice be? Where in the book should that happen? Introduction, Case studies, Thematic perspectives?
- Monologic? (unique voice that presents reality from one clear perspective)
- Dialogic? (voice that allows for multiplicity of perspectives to emerge)
- What strategies will be used to achieve this “grain of the voice”? (inclusion or not of the voice of others, local languages, examples, images, juxtaposition of points of views, open ended, critical perspectives, etc.)

### Time:

- Present

### Use of Images:

- Tables, graphs: can be useful for context of academic local realities. Stuff at a glance.
- Photographs: complicated, need to be careful.

### Length:

- Each chapter can be about 15,000-18,000 words with references. New Times Roman, 12 pitch, double space.

