



\* Re: World Bank (U.N.) involvement in +  
funding of int'l teacher training.

1616

1 last name.

2 A. My name is Kevin A. Ryan, R Y A N. I reside at 127  
3 Commonwealth Avenue, Chestnut Hill, Massachusetts.

4 \* DIRECT EXAMINATION

5 BY MR. BROWN:

6 Q. Dr. Ryan, what is your present occupation?

7 A. I'm a Professor of Education at Boston University.

8 Q. And what are -- just in very general terms, now, what are  
9 your responsibilities at Boston University?

10 A. I am a Professor of Education and I teach graduate course  
11 and supervise dissertations. But I'm there primarily now to  
12 work on on a project to help a Portugese Minister of Educatio  
13 develop a teacher-training faculty system.

14 Q. Could you describe briefly your formal academic background?

15 A. I have a B.A. from the University of Toronto in Psychology  
16 and English. I have a Master's Degree from Columbia  
17 University Teachers College in the teaching of English; and a  
18 Ph.D. in education from Stanford University.

19 Q. Could you describe your first professional experience, or  
20 identify your first professional experience in education?

21 A. I was a teacher of language arts in a high school in New  
22 York State.

23 Q. Did you know what you were teaching?

24 A. Yes.

25 Q. And where did you go from there?

1 Q. After leaving Ohio University, what did you do next?

2 A. I had just left Ohio State University last August 9th.

3 Q. And you mentioned -- and that's when you went to BU?

4 A. That's right. Yes.

5 Q. And you started off by talking about that the major reason  
6 you went to BU was to be a program coordinator with respect to  
7 the program in Portugal. Could you describe what it is you're  
8 doing?

9 A. Well, the Portugese nation had a social revolution in 1974,  
10 and at that time they decided that their educational system  
11 was very inadequate, that it was not democratic, that the  
12 mandatory compulsory age of education was only to the fourth  
13 grade, and they mandated a system of education not unlike the  
14 United States in terms of compulsory education up to grade 12  
15 and an elementary-high school division.

16 The country was very interested in this. They also  
17 wanted to be part of the European economic community. But,  
18 unfortunately, Portugal was a poor country, and the World Bank  
19 said to them, you will not be admitted into the European  
20 economic community until you get in place a modern school  
21 system. And they have come through with a good deal of  
22 financial support for that.

23 An important part of that is the development of a  
24 teacher training infrastructure. Now, what that means is that  
25 Portugal, which has, as of right now, a very small and very

1 sort of casual teacher education method, is establishing 12  
2 regional teacher education institutions at the university  
3 level positions; and they looked to the rest of the world for  
4 help on this, and they put out a request for proposals. A  
5 number of the European universities, University of Paris, and  
6 some British universities, Swedish universities, put in  
7 proposals; but Boston University, theirs was chosen. They  
8 were chosen to train the faculties of these 12 new  
9 institutions.

10 And having -- I was invited a year-and-a-half ago by  
11 the President of Boston University to review what Boston  
12 University was doing, and --

13 Q. Why were you asked to do that?

14 A. I had -- three years earlier, I had been a Fulbright  
15 Senior Scholar in Portugal, working with the Minister of  
16 Education and at the University of Lisbon, and I knew a little  
17 bit about teacher education in Portugal. And that was the  
18 reason that I was invited to be a consultant on Boston  
19 University's proposed project. And out of that, I was invited  
20 to come and organize the program.

21 Q. Now, when the proposal was first made, or when you first  
22 became aware of the proposal, was it contemplated that Boston  
23 University might do all the training of Portuguese teachers  
24 themselves?

25 A. I think that's true. There was a general sense that

1 Boston University would use their regular faculty to do that.

2 Q. And did you make a recommendation concerning that part of  
3 the program?

4 A. Yes, I did. My feeling is that in this particular project  
5 the stakes are enormously high. The 120 people who are  
6 currently right now being selected for these roles in these 12  
7 institutions are going to be there for 20 or 30 years; so that  
8 the course that they have on teaching or supervision is going  
9 to set an intellectual and training agenda for them for a  
10 number of years. They are going to go on and train all these  
11 teachers with what they learned.

12 So I wanted to be assured that wherever possible we  
13 have the very best people. And we're right now trying to  
14 contact people from the national and possibly international  
15 education community to be involved in the program. I think  
16 there's going to be a large number of people from BU, but  
17 wherever we can, we're going to try to get the very best  
18 people from other places.

19 Q. So you are not process right now of recruiting the best  
20 that you know of to participate in this program?

21 A. Yes.

22 Q. And do you have any responsibility with respect to the  
23 curriculum that will be used in the program to develop a  
24 teacher training instruction?

25 A. Well, the Portugese did a lot of study on their own, and

1 they looked at various curricula for teacher education. First  
2 in France. They're very oriented towards France. And then  
3 Britain, and a number of the other European countries, and the  
4 United States.

5 And I think one of the reasons they selected  
6 Boston University was because the curriculum that they wanted  
7 taught seems to be one like an American teacher education  
8 curriculum. And we have their indication of what courses they  
9 want, and the sequence. And we -- and this happened before I  
10 was there -- we went with our course outlines and, in a sense,  
11 negotiated with them to a mutual satisfaction about what the  
12 content of what the various courses would be.

13 However, it is still very general, and a lot will  
14 depend on how a particular professor teaches a particular  
15 course.

16 Q. Going on to another subject, do you belong to any  
17 professional associations?

18 A. Yes, I do.

19 Q. Could you describe significant ones for us?

20 A. I am a member of the American Educational Research  
21 Association; I am a member of Phi Delta Kappan; I am a member  
22 of the Network of Educational Excellence; I am a member -- I  
23 was a member of the Master of Arts in Teaching Association --  
24 in fact, I was President, before it -- before -- I think it's  
25 defunct now. And I think there might be one or two other ones.