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Global Update

Newsletter of the International & Comparative Education Program
at Teachers College, Columbia University

Message from the Program Director

Dear Students, Alumni, Faculty, and Friends of the ICEd Program,

We hope you had a good Spring Semester despite the difficult times we have experienced on campus the past several weeks. It was great to see so many of our current students and alumni at our 2024 CIES Institutional Reception CIES in Miami.

As this newsletter shows, our students, faculty and alumni are thriving and pursuing meaningful work to make a local and international impact in education. I feel proud and privileged to be part of this global family. Despite the current conflicts and challenges that our world is facing, the program would like to celebrate the contributions each of you is making to promote justice and equality.

To help us continue sharing [alumni profiles](#) and updates for the newsletter, please take [this short survey](#) to update your contact information, share your interests, and any good news to share with the community.

I hope you enjoy this newsletter edition and the news about the fantastic TC community accomplishments. For more regular updates about ICEd between issues of the newsletter, please follow us on X/Twitter at [@TC ICeducation](#), Instagram, and Facebook.

Congrats to our graduates and hope everyone has a great summer!

Garnett Russell

Associate Professor and Director, ICEd

Program News

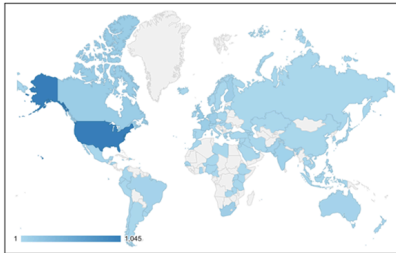


[The ICE program at CIES 2024 Annual Conference](#)

Every year, our Teachers College community has gathered at the Comparative and International Education Society annual conference. This time, held in Miami between March 10th and 14th, the International and Comparative Education faculty, students, and alumni presented their work and engaged in vibrant academic and professional exchanges over the five days of the conference.

Continuing the cherished CIES tradition, the International and Comparative Education (ICEd) institutional reception provided a relaxed and enjoyable evening for dozens of our students and faculty in the vibrant city of Miami. We extend our heartfelt appreciation to Professor Mendenhall, Tiffany Tyron, and Kemigsha Richardson for their exceptional organization and dedication to this event!

Geographic Distribution



Current Issues in Comparative Education was accessed from
91 countries
last year with a strong concentration of users in the United States.

[CICICE Annual Report: Reaching Readers Around the World](#)

In its 26-year history at Teachers College, the Current Issues in Comparative Education (CICE) journal has benefited from dedicated and innovative student leadership. Under the guidance of Marcella Winter (Editor in Chief 2020-22) and Tomás Esper (Editor in Chief 2022-23), the journal migrated to the Columbia Libraries Online Journal System (OJS). This integration with OJS has allowed for an integrated and internally managed editorial review process and more seamless collaboration between the journal and authors. Beyond these improvements, integration with OJS allows for annual reports for CICE, highlighting readership, reach, and impact. You can see the [full story](#) about CICE outreach and readership on our website and read CICE's current issue in its [journal website](#).



[Professor Antoni Verger, Fulbright Visiting professor during the Spring 2024](#)

Antoni Verger, a worldwide recognized expert on comparative and international education policy, joined our program for the Spring 2024 semester as a visiting scholar with the U.S. Fulbright award. Professor Verger serves as a Professor of Sociology at the Universitat Autònoma de Barcelona and holds a research fellowship at the Catalan Institution for Research and Advanced Studies (ICREA).

Professor Verger's academic work primarily explores educational reform processes through comparative and global policy studies lenses. In his own words, "*I have increasingly focused my research on education privatization, school autonomy, and accountability reforms, which are central to my academic specializations.*" Read the full story about Antoni Verger's work at Teachers College [here](#).

Student and Alumni Highlights



[Putting Teachers at the Center of Education in Emergencies Policy and Practice](#)

In December, doctoral candidate Chris Henderson launched a new publication at the United Nations Global Refugee Forum in Geneva. Chris initiated and curated NORRAG's third Policy Insights publication titled "[Refugee Teachers: The Heart of the Global Refugee Response](#)". Working as NORRAG's Education in Emergencies Specialist, Chris corralled 48 authors (over 50 percent of whom are from the Global South) to compile and edit 28 evidence-based articles from 15 contexts on refugee teachers' voices, work conditions and wellbeing, and teacher professional development. The publication also includes work by Teachers College professor Mary Mendenhall and alumni, including Elisheva Cohen, Daniel Shephard, Anne Smiley, Jonathan Kwok, and Danielle Falk.

Beyond championing teachers' voice and well-being in refugee contexts, Chris has also published research based on Indonesian teachers' work in the latest edition

of the Journal of Education in Emergencies: [Bangkit Semangat--Raise the Spirits: Teachers Vulnerability, Resilience, and Voice in Postdisaster Indonesia](#). Access the publications and read the full story [here](#).



[Award-Winning Sustainability Research from TC Grads Chart Promising New Ground](#)

Recent TC graduates Ray Chen and Erika Kessler have been honored with the Matilda Levy Paper Award on Environmental Sustainability, selected by Teachers College's [Pam Koch](#) and [Ann Rivet](#) from the [Center for Sustainable Futures](#). Named for the grandmother of Teachers College professor [Oren Pizmony-Levy](#), the honor reflects Matilda Levy's belief that education can solve the world's most difficult problems, like the ongoing climate crisis.

Celebrating our doctoral students' research awards

Two of our doctoral students, Victoria Jones and Whitney Hough, received prestigious research awards for pursuing their dissertation field research. First, Victoria received the Fulbright/IKY PhD Research [Award](#) to conduct her fieldwork during the 2024-2025 academic year. Victoria's dissertation project focuses on how the asylum process for displaced families creates barriers to education for children at the borders of Europe (Greece-Turkey maritime border) and the US (US-Mexico border). Thus, Victoria will conduct fieldwork between September 2024 and March 2025 in Greece and during March and June 2025 at the US-Mexico border.

Similarly, Whitney obtained the U.S. Institute of Peace (USIP) and the Minerva Research Initiative [Peace Scholar Fellowship](#) for pursuing her doctoral research. Whitney's project, entitled "*Teachers as Transformative Agents During Protracted Conflict: A Case Study of Cameroon*", is a qualitative case study that explores the role of teachers in conflict and peacebuilding across six secondary schools in the Anglophone regions of Northwest and Southwest Cameroon. The study aims to analyze what teachers perceive as their responsibilities in fostering peace in conflict-affected contexts, the opportunity and risk factors they associate with

adopting those responsibilities, and how they use agency to adopt, adapt, and/or resist peacebuilding efforts. You can read more about [Victoria's](#) and [Whitney's](#) awards and projects on our website.



Celebrating our students' fantastic achievements in 2023-2024!

Continuing with a great tradition, students and alumni in the International and Comparative Education program have obtained more than 40 awards and distinctions this 2023-2024 academic year. In this website story, we are thrilled to highlight their awards and achievements during the latest academic year.

Faculty Highlights



Gita Steiner-Khamsi Named as William Heard Kilpatrick Professor of Comparative Education

Gita Steiner-Khamsi, Professor of Education, has been named the recipient of the William Heard Kilpatrick Professorship of Comparative Education beginning September 1, 2024. Steiner-Khamsi, who joined TC in 1995, focuses her work on comparative policy studies, comparative methodology and global governance in education and has researched traveling reforms, also known as policy borrowing, policy transfer, and policy mobility research. Her recent research centered on policy brokerage in an era of information overload and information silos. Previous to joining TC, she worked on multicultural and anti-racist education policies at the Ministry of Education in the Canton of Zurich in Switzerland for ten years.

Asked to comment on receiving the professorship, Steiner-Khamsi said, "I am tremendously grateful to receive a chair named after one of the most respected and internationally renowned U.S. scholar in education.

William Heard Kilpatrick's legacy in philosophy of education but also in all foundational studies of education, including in comparative education, is monumental. I am deeply honored to carry this name forward."



Dr. Regina Cortina with Dr. Amanda Earl and PhD Students Jonathan Beltrán and Sara Pan-Algarra to Attend LASA 2024

This June, Dr. Regina Cortina will chair a panel at the Latin American Studies Association (LASA) Annual Conference in Bogota, Colombia. The panel will discuss the topic of Education and Professional Development of Rural Students and Teachers for Sustainable and Progressive Futures. Amanda will talk about critical intercultural education for rural and Indigenous students in Mexico. Sara will examine climate mobility and access to education for communities living in informal settlements in Honduras. Jonathan will focus on Colombian rural teachers' perceived returns to education. This panel recognizes that the deepening of democracy and the struggle for a sustainable and progressive future require a dignified rurality in which different knowledge and ways of life can access quality education and avenues for social mobility.



Daniela Romero launched her book “Larga Exposición”

Dr. Daniela Romero-Amaya, Lecturer in the International and Comparative Education program, presented her book "Larga exposición" [Long Exposure]. The book emerges from Dr. Romero's most recent research project with twelve students from three public schools in Colombia. "Larga exposición" comprises students' portrayals of victims and victimhood in ways that expand our understanding of the armed conflict and the ongoing transition to peace in Colombia. Participants' visual accounts resonate with the technique of long-exposure photography, as these sharply capture and reveal thought-provoking elements of a society exposed to war for more than six decades.

Theresa Cann, a third-year Ph.D. student, shared her insights about the workshop: “We often hope that our research will have a transformative impact on educational policy and practice. This expectancy is sometimes prolonged or even illusive. The Workshop with Dr. Daniela Romero Amaya: ‘Larga exposición’ defied these limitations. It was very powerful to hear the students who participated in the research articulate the skills they gained, ranging from critical thinking, creativity, philosophy on life, and level of engagement with the community. From a deeper understanding of the portrayals of victims and victimhood, the students are applying these skills in rebuilding communities. The book itself is a product of the research team’s creativity in its construction, content, and assemblage”



COP28 Crisis in Slow Motion: The Urgent Need for Accelerating Educational Reforms

As dawn and a new year break over a world grappling with climate challenges, the COP28 climate conference, hosted in December 2023 in Dubai under the controversial leadership of Sultan al-Jaber, revealed a complex tapestry of global politics and environmental strategies. Carine Verschueren attended and represented Teachers College, Columbia University at COP28, focusing on the critical intersection of climate change and education. Global leaders, environmental visionaries, youth activists, and educational innovators convened with a shared mission: to navigate these turbulent waters and explore pathways to integrate education into the climate change dialogue. Read the full story and reflections on COP28 in [our website](#).



Educators Build Capacity to Teach Climate Change with TC Institute

From the devastating fire on Maui, to a rare California hurricane and Canadian wildfires causing dangerous air quality across the United States, the climate crisis is seemingly impacting North Americans more than ever in

2023. And while climate change policy currently rests with older generations, educating the youngest about climate change and paths to sustainability can pave the road to improvements in decades to come.

Past summer at TC, Integrating Climate Education in NYC Public Schools provided elementary school teachers with the tools they need to feel confident teaching climate change to their students. The program was hosted by TC's Center for Sustainable Futures (CSF), the LEAP (Learning the Earth with Artificial Intelligence & Physics) Center at Columbia University, and Office of Energy and Sustainability in the New York City Public Schools (NYCPS) and was funded by the National Science Foundation (NSF).



[Spring semester 2024: Major alumni activities in Japan](#)

The Japan-based alumni of the International and Comparative Education (ICEd) program initiated this semester three conferences on the occasion of Professor Gita Steiner-Khamsi's six-week visit to Japan. The first event was on April 12, 2024, and was held in person at the University of Tokyo. The presentation of Professor Steiner-Khamsi was held at the Center for School Education and Evidence-based Research (CASEER), University of Tokyo; over seventy researchers attended the event. The second event was a hybrid event, held on April 18, 2024. Professor Keiichi Ogawa organized it with the Kansai Branch of the Japan Society for International Development (JASID). The hybrid event attracted over 120 researchers from Japan and South Asia.

Finally, the third event in **May** was an international symposium hosted by Professor Keiichi Ogawa and held at Kobe University's Graduate School of International Cooperation Studies (GSICS) in a hybrid format. Having more than 400 attendees, the symposium provided a forum for a retrospective reflection and discussion on education reforms in countries of the Global South that were implemented with external funding from development partners over the past forty years. [Find out more](#) about this co-

organized event between Kobe University and [KIX](#) [EMAP](#) (funded by IDRC/GPE) and co-sponsored by numerous universities, ministries of education, and think tanks in the United States, Canada, Central Asia, Southeast Asia, and the Pacific region.

Guest Speakers Highlights



Martín Carnoy ITS Workshop: “Public Sector Versus Market Accountability”

On February 29th, we had the honor to host professor Martin Carnoy's workshop titled “Public sector versus market accountability”. Martin Carnoy is Lemann Foundation Professor of Education and Economics at Stanford University, a former president of the Comparative and International Education Society and a fellow of the National Academy of Education and of the International Academy of Education.

During the workshop, professor Carnoy discussed the differences between public and market accountability in regulating the school system. According to professor Carnoy, “When schools are funded publicly, there is pressure on the public sector to control the quality of educational inputs. This is direct public sector accountability. Since the 1990s, there have been two important worldwide shifts in public sector regulation of education. The first is a shift to outcomes-based accountability that uses State-administered student achievement tests. The second is a shift to school regulation to improve education. Also, in the past 40 years, politically conservative groups have pressured many governments to implement an alternative form of accountability—market accountability— through publicly funding private education and promoting school choice. They argue that market competition between publicly- and privately-run schools is the most effective way to improve student achievement. The workshop discussed these two approaches of direct state and market accountability, and compare their underlying assumptions about the main “problem” confronting educational improvement, and their degree of success in realizing greater effectiveness in

educational systems. These ideas are developed at large in professor Carnoy's latest book, "The Political Economy of Education," published by Cambridge Books.



Professor Antoni Verger talk "School Autonomy with Accountability' as a Global Policy Model"

Visiting professor Antoni Verger presented his latest research on education reform as part of our ITS workshop series. According to Verger, contemporary educational reform has increasingly allowed schools greater discretion in pedagogical decisions and resource allocation while also introducing advanced policy instruments for external assessment and monitoring. The concept of School Autonomy with Accountability (SAWA) encapsulates this reform approach, promoting increased autonomy and accountability within schools simultaneously. During his presentation, he examined the construction and diffusion of SAWA as a global policy model and the model's instrumentation across different educational settings, highlighting the strategic role of national institutions in this process. Furthermore, he explored how teachers and other school actors interpret and engage with SAWA policies, often resulting in a disconnect between regulatory aims and practical application. Both instrumentation and sense-making processes intervene critically in how SAWA is enacted and its implications for school organization and educational practices.

Employing a mixed-methods approach, this research integrates questionnaire data from teachers and school leaders in urban schools in Norway, Chile, and Spain with semi-structured interviews conducted with key informants, including teachers and school leaders in the same countries. You can find out more about professor Verger's work on the [REFORMED-project](#) website.

Alumni Profiles

Please complete [this short survey](#) if you would like your profile to be featured on [the ICEd Program's website](#). If your profile is featured but outdated, please fill out [the](#)

[survey](#) again for us to update your information.

Thank you! Stay tuned for the Fall 2024 newsletter!

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