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JOINS US AT
CIES 2016



The 60th Annual Conference of the Comparative International Education Society (CIES) will take place in Vancouver, Canada from March 6-10, 2016 under the theme "Six Decades of Comparative and International Education: Taking Stock and Looking Back." For more information, please see: <http://cies2016.org>.

Location: Vancouver, British Columbia, Canada

Host Hotel: Sheraton Wall Centre, 1088 Burrard Street, Vancouver, BC V6Z 2R9

**Students, Alumni, and Friends,
see you in Vancouver!**

Gita Steiner-Khamsi Celebrates 20 Years at Teachers College

By Hervé Varenne



Twenty years ago, Gita Steiner-Khamsi joined the faculty at Teachers College, Columbia University. She came to us from the Ministry of Education in the Canton of Zurich in Switzerland and immediately moved to establish Teachers College's leadership in the field of comparative and international education. Her contributions in research, teaching, and service, have been truly exceptional. This year, we celebrate Gita's 20th anniversary at Teachers College, and recognize her for her work on behalf of the department, the college and the field. We have all gained greatly because of her dedication and tireless work to build a community of scholars at Teachers College, and across the world.

Gita's scholarly and research accomplishments are well known through her extensive

publications and more than 55 doctoral students who completed their dissertations under her advisement (see the first cohort's fond reflections in the accompanying article). Many of these students embarked on journeys to extend boundaries in comparative education research and blaze new career trails at their various research and teaching posts.

Soon after she joined TC, in 1998, she guided her students to establish an academic journal, *Current Issues in Comparative Education*. Some of the founding student editors of CICE included Dana Burde, Elizabeth Cassity, Carolyn Kissane, Jamie Lew, Cathryn Magno, Iveta Silova, Noah Sobe, and Carol-Anne Spreen, all of whom have also become scholars and academics.

20 YEARS continued on page 2

MESSAGE FROM THE PROGRAM COORDINATOR



Dear Students, Alumni and Faculty of the ICE Program:

With the beautiful weather and the leaves changing color all around us, I am pleased to introduce the Fall 2015 issue of Global Updates, the ICE program newsletter.

As you will read in the following pages, we have two faculty members joining us for the first time — Elizabeth Buckner (Visiting Assistant Professor of International Comparative Education) and Nicholas Limerick (Assistant Professor of Anthropology and Education and International and Comparative Education) — and two faculty members with new positions — Carol Benson (Associate Professor of International and Comparative Education) and Mary Mendenhall (Assistant Professor of Practice of International and Comparative Education) — as well as lecturers and adjunct faculty teaching courses on education policies, development, human rights, the role of international organizations in development, and research methods, just to name a few. We also welcome four new doctoral fellows — Kayum Ahmed, Lucia Caumont-Stipanovic, Linh “Phoebe” Doan, and Ji Liu — working to support and strengthen the student academic experience in the ICE program.

This Fall, we also celebrate Professor Gita Steiner-Khamsi’s 20th year anniversary at Teachers College. Her contributions to our program and the field of international and comparative education are celebrated in Professor Hervé Varenne’s letter and through the voices of Gita’s first cohort of doctoral students. Happy 20th Anniversary!

Best wishes as you pursue your academic and professional endeavors, and once again thank you for being part of the ICE program and Teachers College.

Regina Cortina
Professor of Education
Program Coordinator



*Best wishes as you
pursue your academic
and professional
endeavors!*

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In 2004 and 2005, Gita was the leader in documenting the history and legacies of comparative education through her work on making an oral history documentary “Comparatively Speaking: The first 50 Years of the Comparative and International Education Society,” together with Eric M. Johnson (PhD, 2008). She also supported Sina Mossayeb’s (PhD, 2010) efforts to develop the CIEClopedia, an online database of noted contributors to the field of comparative and international education.

Her work for the flagship professional association, the Comparative and International Education Society, also merits special recognition. In 2009-2010, she served as its president. Together with Andrew Shiotani (MPhil, 2010), she planned and hosted the annual conference. She has been a strong advocate for the establishment of several regional sister societies around

the world, such as the Gulf Comparative Education Society. Closer to TC, Gita was the founding co-director, with Fenot Aklog (EdD, 2005), of the International Center for Restructuring Education, Schools, and Teaching (INCREST), and has, since 2008, headed this center which is dedicated to conducting applied analytical work and teaching in development contexts. Last but not least, Gita was a vital figure in the establishment of the Global Update newsletter, together with Andrew Shiotani, making this newsletter a key program feature of the ICE program.

On behalf of the department, I extend our most sincere congratulations and appreciation to Gita on her accomplishments and contributions over the years. Happy anniversary!

Hervé Varenne is Professor of Education and Chair of the International and Transcultural Studies Department

GITA STEINER-KHAMSI'S 20TH ANNIVERSARY

Fond Memories and Reflections from her First Cohort of Doctoral Students

By Mary Mendenhall and Ji Liu

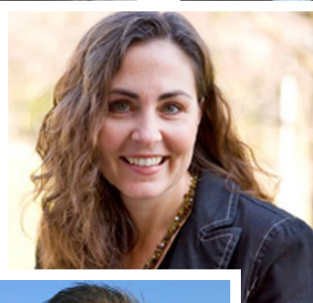
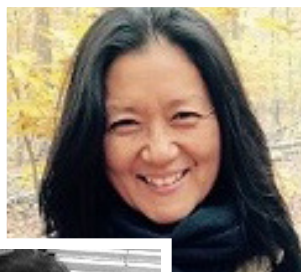
Professor Gita Steiner-Khamsi's first cohort of doctoral students—Dana Burde, Elizabeth Cassity, Carolyn Kissane, Jamie Lew, Cathryn Magno, Keiichi Ogawa, Carol Anne Spreen, and Bernhard Steitweiser (top to bottom)—shared their fondest memories of time spent with their advisor and peers during those early days at TC.

When asked—What was your favorite memory of Gita?—all eight former students talked about how generous Gita was with her time and the multiple gatherings at Gita's house where they discussed and debated important topics in the field of international and comparative education, met and interacted with important scholars in the field and built a strong support system with their professor and one another. Many have continued these practices with their own students today. Here are a few select reflections in their own words.

What was your favorite memory of Gita?

Jamie Lew: There are many fond memories with her, but some of the most memorable are the evenings when we all gathered at her apartment to talk about our work, research, readings, and life. It was a space that made us belong to something larger than ourselves, and to a community of those who care deeply about education and making a difference in both the intellectual and international fields. I miss those gatherings still.

Carol Anne Spreen: She opened her home and life in a way that helped all of us be creative and caring and build a strong intellectual community together—one that I try to recreate in all the institutions I've been in. In class she was thoughtful, highly engaging, innovative and still offered a rigorous and very structured way for students to understand a complex and multidisciplinary field. But for Gita learning was not limited to the classroom. We had many opportunities to travel and do research



together, write and think together, present at international conferences, organize workshops and meet with scholars in various parts of the world. Closer to home, there were many evenings that I remember sitting around Gita's apartment with fellow students, guest speakers, TC colleagues, prospective students, and practicing professionals discussing the state of the field, our scholarly interests and personal passions over food and personal storytelling. Some of my most vivid memories are around some very firey debates and discussions that we've had—I won't share the details but I'm sure they would bring a grin to Gita's face.

Bernhard Steitweiser: I loved that Gita often had her doctoral students over to her apartment for meals that went late into the evening and were always relaxing and lots of fun. We all got to know her and each other much better that way and I think as a result we are all still very good friends.

Dana Burde: Gita inspired us to work incredibly hard and to work together. The parties at her place felt a little like what I imagined writers' salons must have felt like in a different era—a mix of wine and reading and writing and talking and thinking and talking some more. We started CICE from these connections—Gita motivated us to do that.

Cathryn Magno: The best and strongest memory would be the many dinner gatherings at her apartment where we'd tell stories, laugh and get to know her and each other. She turned what could

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Gita with some of her first doctoral students, from left to right (Elizabeth Cassidy, Dana Burde, Carol Anne Spreen, Jamie Lew, Carolyn Kissane)

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have been a competitive atmosphere among doctoral students to a trusting, collegial, and fun experience from beginning to end. I think it was as a result of this kind of community-building that a small group of us decided to form CICE, which required a great deal of camaraderie!

What was the most helpful academic or career advice Gita has given to you?

Elizabeth Cassidy: I remember when I was writing the conclusion of my dissertation, and I was thinking about it too much, wanting every word to emerge in an organized, authoritative way. Gita said, "You know it all now, don't read anything else, just write." That was amazing advice at the time—it helped me find my voice as an academic, and in a sense, believe in myself and all of the research I had done to that point. Gita also models a rigorous and inquisitive method of working, and that has certainly influenced my approach with students and research colleagues. She encouraged us to be curious and to be adventurous, and those qualities have helped me engage long term in education research. We also worked alongside her on research projects - she always made sure we were learning real world skills in addition to academic skills.

Carolyn Kissane: Get the dissertation done and move on - she wanted us to be out in the world doing our work, and making a difference. She also told a colleague (about me) that I needed to leave NY in order to come back to NY, and that was spot on correct. She encouraged her students to take opportunities, and as a result of her advice I took a position at Colgate University and was eventually able to come back to the city with an offer from New York University. She provided her students with unique professional opportunities while they were still students, and she was always a great supporter of my work and ideas. At the

same time, she provided the kind of constructive and valuable feedback that challenged me to be more rigorous in my analyses and to ask different questions. She really epitomized what I believe is important for being a scholar and practitioner; the training I had with her has made me the educator I am today.

Cathryn Magno: Gita transformed us from graduate students into professionals in our field. She encouraged us to present at CIES as first-year doctoral students, and many of us are very active in the Society now (as Committee Chairs, Board members, Dissertation Workshop mentors, etc.), largely because Gita instilled in us the notion that this was our intellectual "home," and that we had a responsibility—and ability—to help shape it. She advised me to apply for fellowships, grants, and jobs, and she would always offer to review applications and give feedback. As a faculty member now, I can appreciate the extraordinary amount of time and energy she gave to her aspiring students. Gita was (and is!) a model of innovation, always pushing new ideas. She invited me to co-teach one of the first hybrid/distance learning courses - one of the most popular at TC - which she had conceived by leveraging support from the Soros Foundation. This course (Program Evaluation) along with another in policy not only provided students with experiential learning in partner countries, but offered them access to networks through which they later published papers, obtained professional positions, and formed professional friendships that continue to this day. In my 15 years since graduation, I have met very few educators as creative and inventive as Gita!

Dana Burde: "Pretend you're a man." I guess you hear that a lot these days in certain circles (or the opposite, too), or Lean In, or lean out, or take a stand. So many prescriptions and suggestions for women to build confidence, improve their negotiation skills, assert, and get recognition for their work. But when Gita said this it was the first time I'd ever heard it and I was struck by it. It profoundly reoriented my perspective on professional roles and trajectories. I use a variation on this theme with my students, particularly when they are struggling with negotiations or with public speaking: pretend you're someone else and see what you do differently.

Gita transformed us from graduate students into professionals in our field... Gita is a model of innovation, always pushing new ideas.

GITA STEINER-KHAMSI'S 20TH ANNIVERSARY

She has an infectious laugh and a wicked sense of humor. There are many contexts, but it always reminded me not to take things too seriously.

development organizations since I joined Japanese academia.

Do you have a “Gita-ism” – a phrase (or sentence) that Gita used to that you can recall as if she said it yesterday? What was it and what was the context?

Elizabeth Cassity: Her laugh, she has an infectious laugh and a wicked sense of humor. There are many contexts, but it always reminded me not to take things too seriously, in fact, “you can’t be serious” might be another Gita-ism.

Carolyn Kissane: “Oh come on.” She’s modest, and when given a compliment, or when I’d thank her for something, she’d say, “oh come on.”

Jamie Lew: Not so much a phrase, but the Gita “look” which said, “Come on, really? Just do it!” She often just had to give me that look! It was a glance of disbelief when I may doubt myself that I couldn’t write a paper, meet the deadline, or present at a conference. She sometimes gave you the “look” if you or others said something that echoed of injustice or prejudice or ignorance too. And in that way, it was a discerning look of underwhelming disappointment. But it was always a reminder that she was watching, listening, and present, from a place of expectation and support.

Bernhard Streitwieser: Not so much a specific phrase but more a mannerism: sort of a look that both conveyed ‘just do it, what are you waiting for?’ and ‘of course you can do this, you are great!’ I think actually that she probably told many of us ‘you are great’ and meant it.

Keiichi Ogawa: When I was working for the World Bank Headquarters as an Education Economist, I was offered a tenured Associate Professor’s position in Japan. I sought Gita’s advice if I should take the position. Her advice was very clear that I should take it. She told me that I could do consultancy for international organizations after I joined academia. Her advice was absolutely right on point. I have been conducting research and engaging with education projects and trainings for international and bilateral

Keiichi Ogawa: In the area of social sciences in Japan, a doctoral degree is historically considered to be obtained at the end of academic career. Thus, some of the senior professors do not have doctoral degrees, even those at top universities. However, when her students are struggling with dissertation writing, Gita would tell us that obtaining a doctoral degree is the first step to entering the academic world. When my doctoral students are having difficulties, I often share Gita’s phrase with them, “my academic adviser at Columbia University said...” Some of my former students, who are now associate/assistant professors, also pass this phrase on to their students.

Carol Anne Spreen: I think it’s Gita’s no-nonsense and no-excuses attitude that has pushed the program to where it is today and pushed all of us who have studied with her to believe we can do almost anything - despite the challenges, bureaucracy, politics, or other limitations.

Thanks to Elizabeth, Keiichi, Carolyn, Jamie, Bernhard, Cathryn, Carol Anne, and Dana for sharing their thoughts. Their full reflections have also been shared with Gita.

Dana Burde is Associate Professor and Director of International Education at New York University

Elizabeth Cassity is Senior Research Fellow at Australian Council for Educational Research

Carolyn Kissane is Academic Director of Center for Global Affairs and Clinical Associate Professor of Global Affairs at New York University

Jamie Lew is Associate Professor of Sociology and Co-Director of Global Urban Studies at Rutgers University

Keiichi Ogawa is Professor and Department Chair of Graduate School of International Cooperation Studies at Kobe University

Cathryn Magno is Lecturer of International Comparative Education at Teachers College, Columbia University

Bernhard Streitwieser is Assistant Professor of International Education at The George Washington University

Carol Anne Spreen is Associate Professor of International Education at New York University

Mary Mendenhall is Assistant Professor of Practice; **Ji Liu** is a doctoral fellow in the ICE Program

FACULTY PROFILES



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Elizabeth Buckner is a Visiting Assistant Professor of International Education and Middle East Studies at Teachers College, where her research focuses on contemporary educational issues facing the Middle East region. Previously, she was a Research Associate at FHI 360's Education Policy and Data Center, where she helped conduct a cross-national longitudinal study funded by UNICEF examining the link between horizontal educational inequality and the likelihood of violent conflict. Dr. Buckner's numerous academic articles have appeared in: *Comparative Education Review*, *International Studies Quarterly*, *Prospects*, *International Journal of Educational Development*, and *Comparative Education*. She was a 2013-2014 Spencer Dissertation Fellow and a Fulbright recipient to Morocco in 2006-2007. Dr. Buckner has received research grants from the National Science Foundation (NSF), Council of American Overseas Research Centers (CAORC), American Institute for Maghrebi Studies (AIMS), and the NSEP Boren. She has lived in Syria, Morocco, Tunisia, Jordan, France and Oman and is fluent in Arabic and conversational in French. She has also held numerous research consultancies focusing on teacher training, and youth educational transitions with organizations including Save the Children in Egypt and the Syrian Trust for Development in Damascus. She holds a PhD in International and Comparative Education from Stanford University Graduate School of Education, an MA in Sociology from Stanford University and a BA in Educational Studies and Sociology from Swarthmore College.

Courses for Fall 2015

ITSF 5590: Education and the Development of Nations

Courses for Spring 2016

ITSF 4094: Education Planning-International Education Development

ITSF 4199: Issues in Comparative International Higher Education in the Middle East

Nicholas Limerick is an Assistant Professor of Anthropology and Education and International and Comparative Education at Teachers College, Columbia University. His main research areas of interest include linguistic anthropology of education, sociopolitical movements and state relations, indigenous language and culture revitalization, multilingualism, citizenship, and alternative models of education. He is currently drafting publications from his first project, which is based on more than two years of ethnographic research with Quichua directors of intercultural bilingual education in Ecuador. He is involved in ongoing projects related to multilingualism and the politics of education in the Andes. His research has received numerous awards, such as a Wenner-Gren Foundation for Anthropological Research Engaged Anthropology Grant, a National Academy of Education/Spencer Dissertation Fellowship, a Wenner-Gren Foundation Dissertation Fieldwork Grant, and a National Science Foundation Graduate Research Fellowship. Dr. Limerick received his PhD in anthropology and in educational linguistics from the University of Pennsylvania in 2015, and he also holds a BA in Anthropology from Emory University. His research is conducted in Spanish and in Quichua.

Courses for Fall 2015

ITSF 5199: Multiculturalism, Language, & Education

Courses for Spring 2016

ITSF 4014: Urban Situations and Education

ITSF 5015: Political Anthropology: Labor, Race, & Belief

FACULTY PROFILES

Carol Benson

**Associate Professor
of International
and Comparative
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Carol Benson has a PhD in Social Sciences and Comparative Education from UCLA (1994). She is an educator, researcher and consultant in educational development with a focus on languages and literacies in multilingual societies. Based at Stockholm University in Sweden from 1998 to 2011, Dr. Benson worked at the Centre for Research on Bilingualism and later at the Center for University Teaching and Learning while consulting internationally. Dr. Benson has worked in formal education (teacher education, curriculum development, program evaluation) and non-formal education (literacy, gender equity) in the Asia, Latin America and Africa regions, most recently in Cambodia, Cameroon and Niger.

Dr. Benson's research interests include policy and practice in mother tongue-based multilingual education, quality education and gender issues. Recent publications include a volume co-edited with Kimmo Kosonen (2013) *Language Issues in Comparative Education: Inclusive teaching and learning in non-dominant languages and cultures* (Rotterdam: Sense Publishers) and "Adopting a multilingual habitus: What North and South can learn from each other about the essential role of non-dominant languages in education," a chapter in Gorter, Zenotz & Cenoz (eds) (2013) *Minority Languages and Multilingual Education: Bridging the local and the global* (Heidelberg: Springer). Dr. Benson has an ongoing relationship with MLE projects in a number of countries including Mozambique, Cambodia, Cameroon, and South Africa, and she is happy to involve interested TC students in field research on MLE policy and practice in these and other contexts. Dr. Benson works in Spanish, Portuguese, French, and Swedish, and she is currently studying American Sign Language.

Courses for Fall 2015

ITSF 4025: Language, Societies & Schools

Courses for Spring 2015

ITSF 4013: Literacy & Development

ITSF 4038: Monitoring & Evaluation



Mary Mendenhall

**Assistant Professor of
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Mary Mendenhall is an Assistant Professor of Practice in the International and Comparative Education Program at Teachers College, Columbia University. Her research is anchored in the field of education in emergencies, with a particular interest in: refugee education in camps and urban settings; teacher professional development; and the quality, relevance and sustainability of education support provided by international organizations to displaced children and youth in conflict-affected states in Sub-Saharan Africa. She is also interested in the schooling experiences of resettled refugee students in New York City high schools. Dr. Mendenhall currently serves on the Steering Group for the Education in Crisis and Conflict Network spearheaded by USAID and the Education Development Center. She is active in the Inter-Agency Network for Education in Emergencies (INEE), serving as both a board member for the Journal on Education in Emergencies and a member of the Working Group on Minimum Standards and Network Tools. Previously, Dr. Mendenhall served as the Project Director from 2009-2014 for the IRC-University of Nairobi Education in Emergencies program and the Network Coordinator for the Inter-Agency Network for Education in Emergencies from 2005-2007. Among her recent publications are "Quality Education for Refugees in Kenya: Pedagogy in Urban Nairobi and Kakuma Refugee Camp Settings" (Journal on Education in Emergencies, summer 2015); "Education sustainability in the relief-development transition: Challenges for international organizations working in countries affected by conflict" (International Journal of Educational Development, 2014); and "Strengthening national and regional capacity for Education in Emergencies in East Africa: Lessons learned and future directions for an NGO-University partnership" (with Allison Anderson, Harvard International Review, Summer 2013) and). Dr. Mendenhall has an Ed.D. in international educational development from Teachers College, an M.A. in higher education administration from New York University, and a B.A. in psychology from Ohio University.

Courses for Fall 2015

ITSF 4090: Issues and Institutions in IED

ITSF 4005: Education in Emergencies

Courses for Spring 2016

ITSF 4093: Curriculum and Pedagogy in International Contexts

ITSF 4199: Project Planning and Management in IED



Kayum Ahmed Doctoral Fellow

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Before joining TC as a PhD student in International and Comparative Education, Kayum served as the Chief Executive Officer of the South African Human Rights Commission from 2010 to 2015. He holds various degrees including a Master of Arts (M.A) and a Master of Laws (LL.M). Kayum is deeply committed to human rights education and recently established HumanRights.org.za where he leads the non-profit as executive director. Immediately before moving to New York, Kayum and his wife travelled across the African continent from Cairo to Cape Town over nearly 100 days.



Ji Liu Doctoral Fellow

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Ji is a PhD student in Comparative International Education concentrating in Economics. Ji's research focuses on human capital theory in rural and development settings, and pays particular attention to cross-national policy instruments, institutions and processes. He is co-editor of the book Kuo Ping Wen: Scholar, Statesman, Reformer (Shanghai: Shanghai Far East Publishers, 2015; San Francisco: China Books, 2016), and a contributing author to the edited volume The Global Testing Culture: Shaping Education Policy, Perceptions, and Practice, in Oxford Studies in Comparative Education Series (United Kingdom: Symposium Books, 2015). He graduated with a bachelor's degree from the University of Kansas and received his MA from Columbia University.



Manuel Cardoso PhD Student

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Manuel is a PhD student in Comparative and International Education, concentrating in Sociology. He also works full-time at UNICEF's Headquarters, as Education Specialist and global focal point for Learning. Before moving to NYC, he worked in Montreal for ten years as a Program Specialist at the UNESCO Institute for Statistics. After releasing UIS's first data on TVET and educational attainment, in



MANUEL continued on page 9

Linh (Phoebe) Doan Doctoral Fellow

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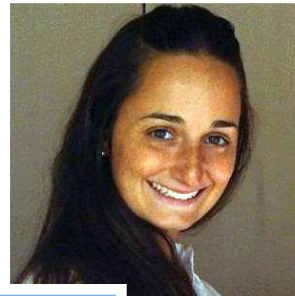
Phoebe finished her MA Program in International Educational Development with a concentration in International Policy and Planning in May 2015. She is excited to come back as a first year doctoral fellow this fall. Originally from Hanoi, Vietnam, Phoebe came to United States 8 years ago as an exchange student. She received her BA with double majors in Mathematics and Communication from the University of Washington in Seattle. Before coming to TC, Phoebe built her own NGO, which currently continues to serve more than 3000 children each year in northern Vietnam. Last year, Phoebe worked as Stata Lab Instructor for ITSF 4101 - Introduction to Quantitative Analysis in ICE under guidance of Professor Oren Pizmony-Levy. She also interned at the Institute of International Education and TC's Office of International Services. Phoebe focuses on Large-scale International Assessment. Using TIMSS 2011 data, her master's thesis applied a hierarchical linear model (HLM) to analyze students' across 15 different countries.



Lucia Caumont-Stipanovic Doctoral Fellow

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Lucia's academic interests lie in citizenship and democracy education among immigrant communities, both in the Southern and Northern hemispheres and especially with regard to Latin American and Latino populations, and the processes of internationalization of higher education. She holds a Master of Arts in Comparative and International Education, with a concentration in Anthropology, from Teachers College, Columbia University, and a Bachelor of Arts in Social Communication, with an emphasis on Organizational Communication, from the Catholic University of Uruguay. In 2008, Lucia was awarded a full scholarship by the U.S. Department of State, the Fulbright Commission in Uruguay, and the U.S. Embassy in Uruguay to attend Ithaca College as an exchange student. Lucia is a published author, both in academia and creative writing, and an editor for the peer-reviewed journal Revista Iberoamericana de Ciencias Empresariales y Economía from UDE University in Uruguay. At TC, she was Assistant



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TEACHERS COLLEGE EVENTS

BOOK TALK: Revisiting Education in the New Latino Diaspora

By Lucia Caumont-Stipanic

On October 1, 2015, the Latina/o and Latin American Faculty Working Group at Teachers College, Columbia University presented a book talk on *Revisiting Education in the New Latino Diaspora* (2015, Information Age Publishing) by Edmund Hamann, Professor at the University of Nebraska-Lincoln, Stanton Wortham, Visiting Professor at Teachers College, Columbia University, and Enrique Murillo Jr., Professor at California State University-San Bernardino. Dr. Hamann, Dr. Wortham, and Dr. Regina Cortina, Professor of Education at Teachers College, Columbia University, discussed the growing presence of Latinas/os in the United States, and the formation of a new diaspora spanning beyond the traditional host states of Florida, California, Arizona, New Mexico, Colorado, Texas, Illinois, New York and New Jersey.

The central premise of the book is a critical stance on the improvisational character of the education systems that serve these communities: since the immigration reform in the mid 1980s, the continuous lack of planning or intentional disregard has prevented the creation of cumulative knowledge on the issue of how to adequately educate this population, and is also a clear sign of neglect on the part of educational authorities. The book's foreword, *You don't see me*, by Amanda Morales, is a compelling personal narrative or testimonio that illustrates the feeling of invisibility Latinas/os experience, despite their longstanding settlement in the United States.



Edmund Hamann at the book talk.

With over 15 chapters, the publication sheds light on the heterogeneity of the New Latino Diaspora, including immigrants from Indigenous communities in Latin America, and educational policies in various states. It also includes several testimonios from members of the diaspora themselves, such as English Language Learners and undocumented students. Through their contributions, the authors underscore the importance of multiple relevant processes and their intersections along different spatial and time scales to understand the particular ontogenetic-developmental trajectories of the Latin American newcomers.

Lucia Caumont-Stipanic is a doctoral fellow in the ICE program

DOCTORAL STUDENT PROFILES (MANUEL) continued from page 8

2007 he joined its Learning Outcomes team (including LAMP, the Literacy Assessment and Monitoring Program), leading it since 2012. In his native Uruguay he lectured at the main two universities for eleven years (on research methodology, sociology, and education), while simultaneously working, first for a consulting firm (for four years), and then for the country's newly founded learning assessment system for eight years. His research interests include large-scale assessments, language and literacy (particularly early grade reading), networks, mixed methods, multivariate analysis (particularly latent structure analysis), and Latin America. Manuel received his B.A. in Sociology from Uruguay's public university; and an Ed.M. in International Education Policy from Harvard, on Fulbright-LASPAU and IADB-Japan scholarships.

DOCTORAL STUDENT PROFILES (LUCIA) continued from page 8

and Senior Intern at the Office of International Services, blogger for the Office of Admissions, and Graduate Assistant for Professor Regina Cortina and Adjunct Professor Constanza Lafuente in the research project *Civil Society Organizations and Education: Advocating for Change in Latin America*. Her Master's Integrative Project was a case study on *Compromiso Educativo*, a conditional cash transfer program in Uruguay. During her time in New York City, she volunteered for the International Rescue Committee and One To World.



Research and Teaching in International Education and Development: *New Paradigms and Perspectives in the post-2015 Era*

By Shanza Qureshi

On September 24th, one day before the UN General Assembly decided on the Sustainable Development Goals (SDGs), Teachers College hosted a conference titled 'Research and Teaching in International Education and Development: New Paradigms and Perspectives in the post-2015 Era' and focused in particular on SDG 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and SDG 8 (promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all), relating to education and employment respectively. The conference was co-organized by TC, the Network for International Policies and Cooperation in Education and Training (NORRAG), and the Graduate Institute of International and Development Studies (IHEID). The event was also co-sponsored by NYU's Steinhardt School of Education and the Open Society Foundations. The discussion was moderated by Joost Monks, Director of NORRAG.

The panelists discussed various aspects of SDGs with respect to education. Ambassador and Special Envoy for Global Sustainable Development of the Swiss Agency for Development and Cooperation (SADC), Michael Gerber, said that education is not only a powerful tool of awareness but also a pre-condition for capacity building, and requirement for technological advancement. Because of the nature of education, Mr. Gerber mentioned that the SDGs education agenda has widened to include technical and vocational education alongside basic education.

Dana Burde, (Ph.D. '01), Associate Professor and Director of the International Education program at New York University, discussed the "mismatch between academia and problems in the world," implying that research and evidence-based development is sustainable in the long run. Peliwe Lolwana, Director of the Center for Researching Education and Labour (REAL) at University of the Witwatersrand, focused on the relationship between education and the labor markets, explaining that the lack of employment opportunity in developing countries is a real problem, and has a significant impact on the usefulness of education. She also argued that skills development cannot be done effectively unless there is a clear understanding of market-needs.



RnTIED Panelists from left to right: Aleesha Taylor (Open Society Foundation), Gita Steiner-Khamsi (TC), Noah Sobe (Loyola University of Chicago), Peliwe Lolwana (University of the Witwatersrand), Dana Burde (NYU), Michael Gerber (Swiss Ambassador and Special Envoy for Global Sustainable Development) and Moderator Joost Monks (Network for International Policies and Cooperation in Education and Training, Geneva)

“The international community should reinforce the linkage between basic education, vocational training and job integration with the objective of improving the economic and social development.”

— Michael Gerber, Ambassador, Swiss Agency for Development and Cooperation

Noah Sobe, (M.A. '00), Vice President of the Comparative and International Education Society (CIES), spoke about the critical linkages between climate change, freedom and sustainability, and how they relate to MDGs and SDGs respectively. Drawing on her experience as an academic and development practitioner, Gita Steiner-Khamsi, Professor of Comparative and International Education at TC, explained that the largest development impact in the next fifteen years will depend on how donors prioritize development funding and especially on how they choose to measure it. The last speaker, Aleesha Taylor, (Ed.D. '06), Deputy Director of the Education Support Program of Open Society Foundations, resonated with Gita Steiner-Khamsi, and reminded the audience about the funding gaps for Education for All (EFA) goals, and how funding was more forthcoming for global health as compared to global education.

RnTIED continued on page 11



From left to right: Prof. Francisco Ramirez (Stanford University), Prof. Iveta Silova (Lehigh University), Prof. Oren Pizmony-Levy (TC), Prof. Noah Drezner (TC), Prof. Yume Yamaguchi (Tokyo Tech University), Dr. Camilla Addey (University of East Angila), Prof. Antoni Verger (Universitat Autònoma de Barcelona), Prof. Gita Steiner-Khamsi (TC), Manuel Cardoso (TC), Dr. Nancy Green (TC), Prof. Aaron Benavot (Global Monitoring Report & SUNY-Albany), Prof. Eva Hartmann (Copenhagen Business School)

International Assessments and International Convergence of Educational Reforms

By Gita Steiner-Khamsi and Oren Pizmony-Levy

In March 2015, Teachers College hosted the second seminar of the Laboratory of International Assessments. The Laboratory, which is funded by the Economic and Social Research Council (ESRC), is an inter-disciplinary network that brings together academic researchers, testing agencies, policy makers, and the end users of international educational assessment data (including policy makers, teachers, journalists, and civil society organizations). Members of the network examine not only international projects such as TIMSS, PIRLS, and PISA, but also regional projects in Latin America and Africa. The seminar series was launched in December 2014 at the University of Edinburgh, and four other meetings are scheduled in 2015/2016.

The seminar at Teachers College, supported by the Provost's Investment Fund, featured three keynote speakers. Professor Francisco O. Ramirez, from Stanford University, posed an interesting puzzle of growing participation in international large-scale assessments (ILSAs) on the one side and the diffusion of student-centered pedagogy on the other side. Professor Florian Waldow, from Humboldt University in Berlin, examined the ways in which countries use top scorers in ILSAs as reference societies and the process of projecting normative images with ILSAs. Dirk Hastedt, Executive Director of the International Association for the Evaluation of Educational Achievement (IEA), presented a critical reflection of the utility of ILSAs. The seminar also included parallel sessions, with presentations by Teachers College faculty, students, and alumni as well as guests from other institutions.

ILSAs constitute one of the foci of the International Policy Planning concentration. Gita Steiner-Khamsi teaches select aspects of ILSAs in her courses on comparative policy studies. Starting in spring 2016, Oren Pizmony-Levy will offer an annual course dedicated to the topic: Socio-Political Analysis of International Assessment of Student Achievement. In the same vein, faculty members encourage Masters and doctoral students to carry out empirical research on topics related to ILSAs. It is a topic that deserves much greater attention in international and comparative education. At the same time, there is a great demand for experts in this area.

Gita Steiner-Khamsi is Professor of Education; **Oren Pizmony-Levy** is Assistant Professor of International and Comparative Education

RnTIED continued from page 10

Sitting in the audience, I could instantly relate to Professor Gita Steiner-Khamsi's statement that funding and measurement will shape education development in the next fifteen years. However, I thought that while the donors can control the flow of funds, it is the people in the field—teachers, students, parents, social activists, communities and local governments—who have the ability to use the funds wisely for the largest development impact. So the challenge seems enormous and requires strong coordination and singularity of will at all levels. In particular, as a first-year student at TC, I was impressed that the panelists covered most aspects of SDGs relating to education in a relatively short amount of time. Each panelist, spoke only for six minutes, identifying key areas such as the need for more research and improved economies that should receive attention for successful implementation of SDGs.

More than 150 participants attended the event at Teachers College. The audience included professors, researchers, practitioners, government officials and students. The conference was also streamed live to the viewers across the world, who participated in the conference by interacting through social media such as tweeting comments and questions with #RnTIED.

Shanza Qureshi is an MA candidate in the ICE program



Civil Society Organizations and Education: *Advocating for Change in Latin America*

By Regina Cortina

Professor Cortina is leading a new research initiative on Civil Society Organizations and Education: *Advocating for Change in Latin America*, with Dr. Constanza Lafuente, who is an Adjunct Assistant Professor in the International and Comparative Education program. With funding from the Provost's Investment Fund, the goal of this initiative is to study advocacy strategies and contributions of civil society organizations (CSO) that are promoting the advancement of the right to education across the Americas. The research emphasis is to study comparatively the successes and challenges of CSOs that target governmental decision makers through various policy stages, such as agenda setting, policy enactment, implementation and monitoring.

The aim of the project is to develop an edited collection on civil society organizations and education. The case studies will offer new research on the advocacy strategies of civil society organizations which are dedicated to the right to education for children and youth in Latin American countries. The complete volume will include several case studies from the region. Among the case studies that will be included is one by Regina Cortina and Constanza Lafuente on Mexicanos Primero, an education civil society organization (CSO) that promotes the right to education in Mexico. Mexicanos Primero demands accountability from public authorities in their use of public funds allocated for public education, and it is the first organization in Mexico to use legal resources—class action suits, injunctions, and appeals—to protect the constitutional right to education in that country. The analysis of Mexicanos Primero focuses on the strategic and accountability challenges of advocacy organizations within the field of education.

Other cases in the edited collection include the case of Instituto Poblano de Readaptación (IPODERAC) in Mexico, Equipo Pueblo in Mexico, and the student movement in Chile. Instituto Poblano de Readaptación (IPODERAC), by Miguel de la Vega, Executive Director of Sustenta Ciudadanía, focuses on how a CSO nurturing its non-for-profit nature and educational mission can strengthen its organizational capacity, autonomy and sustainability, along with its ability to influence public policy to advance the rights of vulnerable children and youth. IPODERAC, an organization with a 50-year history working with vulnerable children and youth, including street children, victims of abuse, and migrant children, presents a successful intervention model that encourages autonomy and integral development of children and youth from a human rights-based perspective.



The case of Equipo Pueblo, by Antonio Alejo from the International Institute of Social Studies in the Hague, offers new ways to understand how education-related Latin American non-governmental organizations (NGOs) are becoming increasingly transnational activists in a globalized world, through the concept of NGO Diplomacies. Equipo Pueblo, with over 35 years of experience working with marginalized rural and urban communities, engages in transnational practices by transmitting global issues to its local community.

Finally, the case study of social protests in Chile, by Cristian Bellei from the Universidad de Chile, illustrates how student organizations can be highly relevant political actors in the educational arena, and how education CSOs can support student movements. The Penguin Revolution in 2006 and the Chilean Winter in 2011 are examples of the relationship between student movements' and students' demands and discourses on market-oriented policies that prevail in Chilean education and the changes those students' mobilizations have achieved since 2006 in response to their actions.

Cases in the edited collection *Civil Society Organizations and Education: Advocating for Change in Latin America* will seek to engage readers in an analysis of the repertoire of strategies that CSOs are adopting as they move beyond service delivery to promote the right to education for all citizens in Latin America.

Regina Cortina is Professor of Education and program coordinator of the ICE Program

Strengthening Support for Refugee Teachers in Kakuma

By Peter Bjorklund, Charlotte Bergin, and Mary Mendenhall

Kakuma Refugee Camp in Northwest Kenya is home to over 185,000 refugees. Established in 1992 by the Kenyan government and UNHCR, the camp has seen explosive population growth over the past six years with just over 45,000 refugees in August of 2009 ballooning to current numbers as a result of conflict and political violence in the surrounding nations. Kakuma covers roughly 12 square kilometers and is divided into four sub-camps, each hosting a mix of nationalities and ethnic groups from the surrounding countries. Kakuma is home to 20 primary schools with 562 teachers—483 of whom are refugee teachers. These teachers serve roughly 57,867 students, a student-to-teacher ratio of 102 to 1. Of primary school age children, approximately 50% attend school.

We landed in Kakuma on a hot day in late June for a four-week stay to pilot a teacher training for 27 refugee teachers from Kakuma and to conduct research on the needs of refugee teachers. The teacher training was created by TC students in collaboration with the Refugee Teacher Working Group—a group of representatives from the UNHCR, UNICEF, IRC, NRC, Save the Children, and Teachers College. We piloted the trainings on four consecutive Saturdays and conducted our research during the intervening weeks. The 27 teachers involved in the training were also our research participants. The questions that guided our research were: RQ1) How do refugee teachers' personal histories and experiences in the classroom, school, family, community and policy context influence their teacher identity? RQ2) How do refugee teachers perceive their needs for professional development? RQ3) In what ways do refugee teachers' identities and their perceived professional development needs influence one another? RQ4) How do these experiences and perceptions compare/contrast between male and female teachers? There is a paucity of research examining refugee teachers and their needs. Our study intends to add to the scant literature available and to help shape policy and practice that better support refugee teachers.

Over the course of our stay we conducted three rounds of in-depth interviews with each of the 27 teachers involved in the training (81 interviews total). Each of the interviews touched on themes framed by our research questions and the trainings. We also observed 20 of the teachers in their classrooms, capturing several of the lessons on film. Lastly we gathered surveys from 122 refugee teachers—25% of the total teacher population—across the camp. The surveys collected data on demographics, job satisfaction, and teacher identity.



Our study intends to add to the scant literature available and to help shape policy and practice that better support refugee teachers.

Currently Professor Mary Mendenhall and eight current and former TC students are in the initial stages of unpacking the wealth of data gathered in Kakuma. We are just beginning to code the data and to write thematic memos about both the teachers and emerging topics related to the research questions. We look forward to presenting our work in much more detail at an ITS workshop during the spring 2016 semester.

Peter Bjorklund is a EdM candidate; **Charlotte Bergin** is a MA candidate; **Mary Mendenhall** is Assistant Professor of Practice



CENTER FOR AFRICAN EDUCATION Civics Workshops for Teachers in Africa and New York

By Amelia Herbert and Sandra Sirota

On behalf of the George Clement Bond Center for African Education (CAE), Professors S. Garnett Russell, Sandra Schmidt, and Michelle Knight received a grant from the Provost's Investment Fund at Teachers College, for a project entitled Creating Civic Education Communities: African and New York Contexts. Doctoral students Amelia Herbert and Sandra Sirota, and Master's students Christine Bell and Julie Dunn (who graduated last year) support the project in planning and implementation. Through the grant, CAE is offering a series of professional development opportunities for teachers in Africa and those in New York City who work with African immigrant students.

This past spring, CAE held the first professional development workshop in the Bronx, aimed at helping New York City high school teachers understand the needs of African immigrant students. The workshop was eye-opening for both the teachers and the workshop presenters. It was clear that there are an abundance of ways in which the workshops could provide support for teachers and students in the areas of identity, culture, and curricula.

In July 2015, the team hosted a weeklong workshop at the Cape Town offices of the South African Human Rights Commission for secondary school teachers, teacher educators, and members of community-based civic organizations from Malawi and South Africa. Participants included educators from the University of Malawi's Domasi College of Education and educators working in both formal and informal settings in Cape Town and Johannesburg, South Africa. This workshop allowed for critical dialogue and debate about what exactly is meant by "civics education" in a variety of settings and led to increased understanding of notions of identity, community, and rights in various African contexts.

Prior to the workshop, participant teams compiled and developed materials pertaining to their local work with civic education, and, more specifically, with issues of identity and belonging, human rights, and community engagement. After presenting initial ideas to the whole group, sharing feedback, and grappling with questions raised, the group came to a consensus about the need to focus on increasing the capacity of educators and community leaders to facilitate civic education and engagement with students and communities. Participants worked together to produce interventions aimed at various groups of stakeholders in their local contexts. Some



We aim to help teachers expose students of all backgrounds to high quality content about Africa and the African Diaspora.

interventions took the form of professional development workshops and materials to conscientize educators and community leaders about the importance of civics education, while others took the form of curricular materials or training protocols in specific pedagogical practices to aid the implementation of civics education. At the end of the weeklong workshop, participants expressed excitement about piloting the newly developed interventions with their local communities and sharing the results.

Based on what was learned at the initial gathering in New York and the weeklong workshop in South Africa, a two-day professional development workshop will be held this spring, focused on identity and curricula that address the needs of African immigrant youth. Through helping teachers develop culturally responsive curricula, we aim to help them expose students of all backgrounds to high quality content about Africa and the African Diaspora. We also hope to strengthen the partnership between the Teachers College community and local New York City schools by facilitating these professional development workshops. The workshops are directed towards teachers with African immigrant youth among their student body as a way of emphasizing the importance of culturally responsive education.

Amelia Herbert is a PhD student in Anthropology and Education; **Sandra Sirota** is a doctoral fellow in the ICE program

RESEARCH HIGHLIGHT: New Edited Volume on Indigenous Education

By Regina Cortina



Educación, pueblos indígenas e interculturalidad en América Latina [Education, indigenous peoples and interculturality in Latin America] is a newly released book (2015) edited by Regina Cortina and Katy de la Garza.

The edited collection includes papers from the inaugural event of the International Working Group on Indigenous Intercultural Bilingual Education, June 20-21 2013 in Santiago de Chile. This event was jointly organized by Teachers College,

Columbia University and Centro de Políticas Comparadas de Educación, Universidad Diego Portales in Santiago, Chile. This event was sponsored with financial support from both institutions.

Professor Cortina launched The International Working Group on Indigenous Intercultural Bilingual Education to provide opportunities for academics throughout Latin America to discuss issues related to Indigenous intercultural bilingual education (known as EIB, using the acronym in Spanish for Educación Intercultural Bilingüe). This initiative furthers our understanding of the challenges and limitations of current EIB policy arrangements for building equal educational opportunities for Indigenous children in Latin American countries. The research of the International Working Group is both relevant and timely. National governments regularly face challenges of integrating Indigenous populations into their education systems, including the languages and cultures of these groups. With low achievement scores among Indigenous schools, some governments in Latin America are questioning further investments in Indigenous school resources, such as teacher training of EIB teachers. The Working Group can directly and positively influence this decision-making process. The volume was jointly edited with Katy de la Garza (Ed.D. '14), who is an alumna of the ICE program

Book citation:

Cortina, R. & De La Garza, K. (Eds.). (2015). *Educación, pueblos indígenas e interculturalidad en América Latina* [Education, indigenous peoples and interculturality in Latin America]. Quito, Ecuador: Ediciones Abya Yala.

Regina Cortina is Professor of Education and program coordinator of the ICE program

GET TO KNOW THE PEACE EDUCATION NETWORK!

By Holly Cook, Yadana Desmond,
Garam Jang, Blythe Kemp, Sheila
Matsuda, and Kendra Strouf

The origins of the Peace Education Network (PEN) student group go back many years. A nexus of thought in the field, PEN was conceived as a way for students to come together to explore related topics and develop community in tandem with the degree specialization in Peace Education. Twelve members strong, PEN spent AY2014-2015 rebuilding goals and our mission statement, starting to offer skills-based workshops, establishing contacts with other internal CU human rights institutes and organizations, and eliciting feedback from students on priorities.

What is “peace education” and what does it mean to the student body at TC and Columbia? PEN’s mission is still to create space for practitioners, scholars, and activists within and beyond Columbia, and to build community within and outside of TC, to share ideas around the broadly defined field of Peace Education. We are an interdisciplinary student organization, and this year we have welcomed new members from different disciplinary backgrounds who seek to further understand and put into practice transformational learning such that we challenge the present dominance of a culture of violence.

This year interest has grown, encouragingly from across TC departments. Students new to PEN bring interests from art therapy, refugee education, structural school violence, and integrating indirect forms of peace education into teacher trainings for developing conflict sensitivity. Student experience from the field is equally varied—to share just one snapshot:

When “using a UNHCR handbook to integrate Peace ed into my English lessons in a Liberian secondary school as a Peace Corps teacher after a rash of ex-combatant student violence (10 years after disarmament) on campus with communal retaliation, it became apparent that students did not have anger management or conflict resolution

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CARMELA AND MARIE F. VOLPE FELLOWSHIP Field Reports from the 2015 Fellows

By Margaret Goll, Thomas Novak, and Ji Liu

The Carmela and Marie F. Volpe Fellowship for International Service in Education supports ICE Program students with a research focus on international internships with an NGO (non-governmental organization). This summer, three fellowship recipients, Margaret Goll, Thomas Novak, and Ji Liu, were engaged in international education development work in three different parts of the world.

Margaret Goll, Nicaragua

Margaret returned to Nicaragua to work with students, parents, and the community of Jinotega on minimizing the use of children as laborers on the coffee plantations and in the coffee drying factories. During her time in Nicaragua, she partnered with Outreach360, an educational non-governmental organization that operates supplemental Learning Centers and learning camps in the poorest neighborhoods of Jinotega. Margaret worked alongside Outreach360 staff to educate students' parents, develop curriculum, and facilitate sessions on children's rights. She was simultaneously in charge of training volunteer teachers in the Nicaraguan education system, basic pedagogy, and classroom management as well as more extensive teacher training for those volunteers who would be serving for several months. Furthermore, she was responsible for delivering a weekly Nicaraguan history lesson to volunteer teachers, facilitating discussions following the presentation of several documentaries, and translating from Spanish to English a coffee demonstration where a professional coffee cupper discussed the importance of coffee in northern Nicaragua and to the population of Jinotega. During this work, she was also able to meet with several primary teachers in different public schools as well as several local organizations in Jinotega working on child labor including Club Infantil, Aldeas Infantiles Sos Nicaragua, and La Cuculmecca to better gauge the extent to which children in the German Pomares were engaged in the coffee harvest.



Top: Margaret Goll observing class at the permanent Outreach360 Learning Center. **Bottom:** Students enjoying recess at Heping Zhongxin Primary School, July 1st (picture shot during school visit by Ji Liu)

Thomas Novak, India

Thomas spent two months in Gujarat, India this summer, working for the Nanubhai Education Foundation. The Nanubhai Education Foundation strives to provide college scholarships to Gujarati girls in a scalable and sustainable way. During his time working with the organization, he was able to gain deeper insights into the workings of an international education non-governmental agency. Thomas helped interview the 2014 and 2015 scholarship recipients, organize the students biographical information, analyze both data from interviews and biographical information for both monitoring and

evaluation and marketing purposes, find possible sources of funding, and research feasibility for Nanubhai's expansion into a different Indian state. Having the opportunity to work closely with both the Program Director and Assistant Program Director was one of the most valuable aspects of this experience. Both the Program Director and Assistant Program Director are Gujarati men from a scheduled tribe, and they both know the

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ICE PROGRAM UPDATES

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Nanubhai Education Foundation's programming inside and out. Organizing and analyzing applicant data with the two directors gave Thomas better understanding of how the organization chooses to whom to give scholarships. This experience also allowed Thomas the opportunity to see difficulties faced by an NGO in designing a program that helps economically disadvantaged girls from rural India, and how the biographical information reflects challenges these scholars face in their own lives. Thomas also built in depth understanding of how the college selection process works in India and how one's caste or tribe can be either an advantage or disadvantage when pursuing higher education.

Ji Liu, China

Ji returned to the Center on Experimental Economics in Education (CEEE) at Shaanxi Normal University this summer to continue his research on rural human capital and education development. As a key non-governmental institution conducting education program evaluation through randomized control trials (RCTs) in northwestern China, CEEE collaborates with the Chinese Academy of Social Sciences and Stanford University. Ji worked on one of CEEE's on-going projects, the teacher incentive pay program. His particular role on this research internship was to conduct guided research through data analysis and on-site interviews to understand how teachers respond to performance-based payment schemes. In this research, Ji tests the hypothesis that teachers with certain characteristics and personality traits feel differentially attracted to incentives, and thus react differently to such programs. First, he identified baseline teacher characteristics that would affect the amount of endline teacher performance payouts. Second, he worked with a group of three researchers to visit village schools in northwestern Suide County, Shaanxi Province, where they sat in classrooms, spoke with teachers about their career plans, and documented their teaching conditions. While working on this project, Ji also attended the "International Conference on Human Capital and Economic Growth in China," which drew a large academic crowd as well as bringing together policy makers and NGO representatives to discuss issues pertaining rural education development in China.

Margaret Goll and Thomas Novak are MA candidates in the ICE program; Ji Liu is a doctoral fellow in the ICE program

SOCIETY FOR INTERNATIONAL EDUCATION: Update and Welcome

By Alexandra Da Dalt and Christian Tanja

A warm welcome to all new and returning students from the Society for International Education (SIE)! SIE is a strong and vibrant student organization that aims to bring together likeminded passionate students interested in international education and related issues.



Left to right: Christian Tanja, Karri Ellis, Cassandra Puls, and Alexandra Da Dalt at a Spring 2015 SIE Academy session.

SIE supports students in two ways: by organizing social activities, headed by our Social Committee, and professional development opportunities, headed by our Professional Development Committee. The Social Committee organizes happy hours, dinners, game nights, and other social events, and the PD committee works in conjunction with our faculty advisors to offer networking opportunities, internship fairs, and career workshops. Both committees are led by the Co-Presidents and supported by the SIE Secretary and Social Media Coordinator.

We have a number of exciting upcoming events for fall 2015, including an Internship Fair on November 12 in conjunction with the department's career development initiative and TC Career Services, as well as prep workshops that will get your resume and networking skills ready for the fair. Social events will offer opportunities to meet and network with other ICE students, as well as a chance to blow off some steam between studying and classes!

Additionally, a SIE student-driven initiative titled "SIE Academy" launched last year to encourage important skills exchange among IED/ICE students. Sessions are led by fellow peers, and past programs have covered NGO Grant Proposal Writing and Classroom Management for Non-Teachers. If you're interested in hosting a session, or hearing more about SIE Academy, please contact Alexandra Da Dalt at atd2132@tc.columbia.edu.

SIE is looking forward to working with and meeting new students this semester. Join our Facebook group, and stay tuned to Grace Dodge Notes for a variety of ways to get involved, build your skills, and learn lots from your fellow students.

Alexandra Da-Dalt and Christian Tanja are MA candidates in the IED program



COLECTIVA PALABRAS MIGRANTES: ICE Students Receive UN Academic Impact & UNHATE Foundation Diversity Contest Award

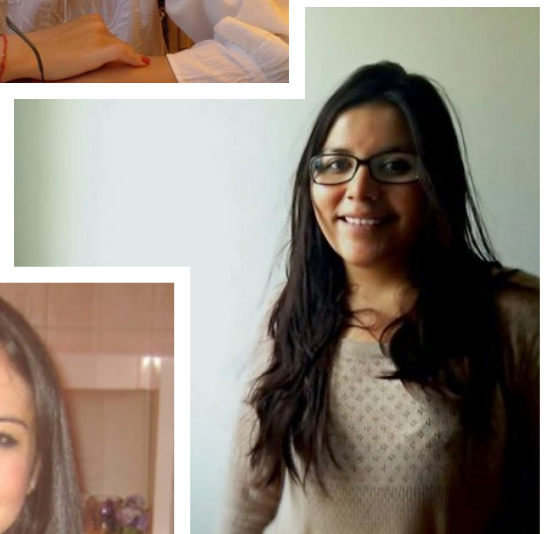
By the Colectiva Palabras Migrantes Team

Last spring, the UNHATE Foundation/United Nations Academic Impact International Diversity Contest invited university/graduate students and faculty globally to submit local and community level proposals for initiatives promoting “tolerance and respect for diversity and harmony within and between peoples” (UNAI & UNHATE Foundation, 2015). The call for proposals required a connection to two broad categories: women’s rights and sustainable development/human rights.

International and Comparative Education M.A. candidates Amanda Braga, Cristina Gonzalez, Atenea Rosado-Viurques, and Kendra Strouf, together with a graduate student team in Mexico, submitted a proposal centering on women’s voices in various stages of migration. Over the summer, theirs was one of ten proposals to receive the full award amount of 20,000 euros to develop and implement their project over one year. They will be supervised by faculty members Daniel Hernandez-Rosete at the National Autonomous University of Mexico and Regina Cortina and Cathryn Magno at Teachers College.

The project, called Colectiva Palabras Migrantes, will take place in Mexico City and New York City. The purpose of the project emerges from what the students identify as overlooked and erased narratives of immigrant women, who move in increasing numbers from the Global South to the Global North. These women are critical actors in the processes of immigration, but their stories go untold. Therefore, the research seeks to illustrate their lived experience and elicit authenticity by privileging the cultivation of trust and space in the data collection setting.

The researchers will facilitate four workshop sessions in NYC, during which they hope participants will develop self-narratives using media of their choice, as well as co-construct space and community through their shared experiences. Only then will the facilitators engage in data collection (via participant observation and interviews). The team in Mexico City will conduct the same workshop/data collection process with women at a different stage of immigration, and the data will be analyzed and interpreted comparatively. The team plans to produce a website in order to offer shared products to groups in other places affected by erased voices in migration, coupled with a book of narratives by the participants with whom they work. Their hope is that, through this work, greater light will be shed on the perspectives of integral figures in the global immigration phenomenon, and further conversations connecting narratives to policy implementation will result.



From top to bottom: Cristina Gonzales, Atenea Rosado-Viurques, Amanda Braga, Kendra Strouf

STUDENT SPOTLIGHT

ADVANCED CONSORTIUM ON COOPERATION, CONFLICT, COMPLEXITY: ICE Students Receive AC4 Fellowships

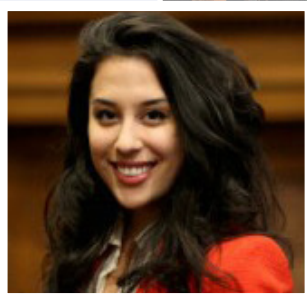
Alexandra Tamiko Da Dalt MA candidate, IED

*"A Challenge for Women to Live with Our Rights":
Perspectives on Gender, Power, and Peace
in Timor-Leste*

This summer, as an AC4 and Sasakawa Young Leaders Fellow, I traveled to Timor-Leste to conduct research on gendered conceptions of peace. In the Timorese context, a devoutly Catholic nation with strong patriarchal traditions, domestic violence rates are high, and women do not have the same opportunities as men for full financial, political, and social inclusion. Academic publications and UN/(I)NGO reports on gender in Timor-Leste largely focus on statistics, but my goal was to amplify the voices of women that can provide valuable knowledge on the issues they see as most pressing for their country, and to provide recommendations for a critical consciousness peace education program for women.

My qualitative research aimed to study the narratives and experiences of Timorese women and their perspectives on how conceptions of gender, peace, and agency in Timor-Leste play out their lives. I spoke with urban women of varying ages, socioeconomic class, ability/disability, and ethnic/language groups. The interview process was gender- and conflict-sensitive, and questions remained open to ensure that the interviewee could narrate her experience and define peace and critical issues as she conceived of them. Questions included, "What do you think are the biggest challenges that women face in their communities?" and "What would make your life more peaceful?"

Interviewees articulated a number of issues that they felt impacted the lives of women, though their answers reflected the diversity of the identities and experiences present in the group. Most women articulated that the political stability and security of the country was a major concern, and expressed their worries about the future of Timor-Leste. The majority of women also mentioned education as the way the country could move forward and stabilize, as well as become less dependent on foreign aid and international consultants/businesses. In terms of gender-based violence and oppression, pregnancy in secondary schools, gender-based intimate partner violence, and inequality in women's access to justice were resounding themes among almost all interviewees. However, there were



a small number of women that denied there were women's issues in Timor-Leste, instead insisting that gender is only an issue when women do not "act right."

My final integrative project will provide an in-depth examination of the interviews and recurring themes, as well as recommendations for a peace education program for Timorese women. I will use feminist theory, Freirean pedagogy, and critical consciousness education (conscientização) for the analysis ahead of my graduation in February.



Emily Richardson Doctoral Fellow, IED

For my AC4 project, I am exploring teacher quality in low-fee private schools in Pakistan. The low-fee private school sector has rapidly expanded in recent years, yet little is known about its teachers, and the quality of learning taking place within these schools. Thus, this fall, I am engaging with teachers in a variety of different low-fee private schools in rural Punjab. Having lived in Pakistan before, I am thrilled to be back and continue research on teacher policy-related issues. I look forward to sharing more details about this project in future ICE Global Update newsletters.



STUDENT SPOTLIGHT:

Additional Student Awards



Emily S. Bishop
Doctoral Fellow, IED

Receiving the Dr. Helen Mayer Hacker Fellowship in Spring and Fall 2015 has enabled me to begin field work for my dissertation, initially in the United States with refugees from the Democratic Republic of the Congo, and soon in Goma, North Kivu, in eastern DRC. My work focuses on the role of female teachers and community leaders in realizing girls' reproductive rights, and the Hacker Fellowship has enabled me to plan several trips to recruit participants and conduct interviews while still keeping up my commitments at TC and in New York. That flexibility has been hugely valuable, and has allowed me to make the most of opportunities to enrich my work by leveraging new connections I've made along the way. As well as the funding being so useful in this pivotal year for my doctoral work, knowing that it was set up by a Teachers College alumna who also wrote about the role of women in societies and communities gives it a lovely sense of continuity and connection.



Alison Angoff
MA Candidate, IED

During Professor Pizmony-Levy's Comparative Education class, professor Pizmony-Levy and doctoral student Nancy Green encouraged me to pursue my interests and write papers that truly interested me. With their encouragement, the paper that received the Walter Sindlinger award was written during Professor Pizmony-Levy's Comparative Education course. It examined the relationship between international aid flows and indicators of primary education access in Mali from 2000-2015 using a correlational research design and a world systems theoretical framework. I plan to expand on it for my IP next semester, where I will bring in concepts learned in my quantitative analysis courses. Walter Sindlinger was a member of the TC faculty from 1958 -1979, and was one of the leaders in higher education of the community college movement.

Aryan Bahrambeigi
M.A., 2011

IB Economics Teacher,
 Robinson Secondary School,
 Fairfax, VA



Before TC: I majored in Economics and International Transactions at George Mason University. I served as an International Marketing and Business Management teacher for 9 years in the Fairfax County Public Schools in Virginia. During that time I mentored early career teachers and formed multiple business partnerships to enhance the learning experiences of my students.

While at TC: I studied International Educational Development with a concentration in Peace Education. In addition to learning from TC's dynamic faculty, I had the opportunity to learn so much from my fellow graduate students. The friendships that I formed with my peace education cohort were one of the most memorable parts of my experience at TC. We formed strong connections over weekly discussion groups and long hours of research and studying together.

Teachers College enabled me to gain an understanding of a wide range of topics from effective pedagogical approaches to teaching and learning, to education policy at the national and international levels. The focus of my Integrative Project was on Social Justice Leadership, and role of school leaders in fostering more equitable education outcomes for students. I conducted interviews with school district leaders, principals and teachers for my research. While at TC, I had the opportunity to present at the International Institute on Peace Education (IIPE) Conference in Cartagena, Colombia (2010) and at the CIES Conference in Montreal, Canada (2011).

I am grateful to my professors at TC, particularly my Advisor Dr. Steiner-Khamsi, as well as Dr. Mendenhall, Dr. Bajaj, Dr. Zakharia, Dr. Arjmand, Dr. Abdenur, Dr. Huerta, Dr. Broughton, Dr. Brazaitis, Dr. Hansen, and Dr. Alhadeff-Jones. Each one of them challenged me to grow intellectually, influenced my philosophy of education, and inspired me to become a better teacher.

After TC: After completing my degree I made the decision to return to teaching to apply the new skills and knowledge gained in the classroom. For the past 4 years, I have been teaching in the International Baccalaureate (IB) Diploma program in the Fairfax County Public Schools. The mission of the IB program "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding

TC ALUMNI PROFILES

Have the courage to follow your passion and dreams. TC is a very special place and community.

and respect" is a great match with my concentration in Peace Education and degree in International Educational Development.

In 2013, I started an IB Economics program at Robinson Secondary School, the largest public school in Virginia. I currently serve as a lead teacher with an aim to foster financial literacy education. Furthermore, I am an adviser for the Business Honor Society and Future Business Leaders of America (FBLA) organizations at Robinson, as well as an Extended Essay adviser for IB diploma candidates.

I was selected to participate in two teacher fellowships: Goethe Institute Fellowship to Germany (2013) and the Keizai Koho Center Fellowship to Japan (2014). These fellowships have enabled me to expand upon the foundation I had developed at TC, and gain comparative understanding of the opportunities and challenges of achieving education goals in the 21st Century.

Advice for Students: Have the courage to follow your passion and dreams. TC is a very special place and community, enjoy every moment of your time there. Make the most of all the opportunities available at TC, Columbia University and New York City. Build strong relationships with fellow students and professors. Attend as many conferences and professional networking opportunities that are available. Be proactive, and challenge yourself to learn new skills. When you need a break from the long hours of studying and research go for a long walk/run in Central Park. I wish you all the best with your studies at Teachers College and your professional endeavors.

Hakim Mohandas Amani Williams Ed.D., 2012

Assistant Professor of Africana Studies & Education, Gettysburg College, PA & Visiting Scholar (2015-2016), AC4, Earth Institute, Columbia University

Before TC: Hakim was born and raised in Trinidad & Tobago (TT). Growing up in a very poor community, he knew, from young, that he wanted to make a difference. He attended Morehouse College (Atlanta) and St. Francis College (Brooklyn), where he received a Bachelor's degree (with honors) in Psychology. There he received a Bill Gates Millennium Scholarship which would pay for the rest of Bachelor's and his first master's degree at

TC. He started working in after-school programs while in undergrad and would eventually end up directing them. He had been consuming all he could find about Gandhi and one day literally googled the words "education" and "peace", and stumbled across the peace education program at TC; he knew right away that that was his calling.

While at TC: Receiving his doctorate at TC was a dream of his. The Bill Gates Scholarship would have paid fully for the doctoral studies, but Hakim was turned down 3 times from various doctoral programs at TC. In the meantime, he pursued an MA in International Educational Development (focus: Peace Education) and an M.Ed. in Comparative and International Education (focus: philosophy of education). After a third failed attempt at applying to doctoral programs, Hakim returned to directing after-school programs. It was when Dr. Bajaj was hired to run the peace education program, that she encouraged him to reapply. He got accepted to the Ed.D. program in IED (peace education) and hasn't slowed down since. He received several tuition grants and was an Arthur Zankel Fellow, and supervised fellowship programs at the Advanced Consortium for Cooperation, Conflict and Complexity (AC4) at the Earth Institute for 2 years after conducting 7 months of field research on school violence in Trinidad.

After TC: While writing his dissertation, Hakim secured a tenure-track position as Assistant Professor of Africana Studies and Education at Gettysburg College. It was the only teaching job to which he had applied because it was a perfect fit. He later joined the Globalization Studies and Public Policy programs there as well. Working at a liberal arts college has been a dream come true and Hakim is having the time of his life. Hakim has taught peace pedagogy in Austria and practica in conflict resolution and mediation at TC. He is a reviewer for three journals: Anthropology & Education Quarterly, Globalisation, Societies & Education, and Action, Criticism, and Theory in Music Education. He was elected to serve a two-year term as Co-chair of the CIES peace education SIG and is now a Visiting Scholar at AC4 where he spends his time writing, and planning a seven-month



Our world has many problems and we should continually be critiquing the development field.

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critical youth participatory action research project in Trinidad. Hakim is founder of Trinbago ChangeMakers, a small group of Trinbagonians which funds two contests at the secondary school in Trinidad where Hakim conducts his research, and he's determined to help foster an educational revolution in TT.

Advice for Students: Hakim says "TC is where I met some of the smartest and big-hearted people". "I cultivated relationships with faculty and other students there that extend to this very day". "Students should become involved while at TC because while I had a great time at TC, it's not perfect and as students, we should leave our imprint on that place of considerable influence." Hakim encourages students to become research and teaching assistants, to make linkages with faculty, institutes etc. beyond TC because Columbia has so many resources. "This advice may seem hackneyed but don't shy away from dreaming big and staying persistent in the face of daunting hindrances. Our world has many problems yes and we should continually be critiquing the development field, but in pushing the envelope, be bold, build coalitions and work so hard that we may one day become obsolete as developmentalists!" I may be reached at hwilliam@gettysburg.edu, if you wish to stay in touch or discuss anything mentioned above.

Jesse Morris M.A., 2013

Livelihood Education
Program Officer, Aide
et Action Cambodia



Before TC: Before receiving her MA in International Educational Development at Teachers College, Jesse majored in English Literature with a focus on postcolonial and Native American literature at Earlham College. It was during her time at Earlham that Jesse studied abroad in India and Ghana and encountered the field of development. Following graduation, Jesse taught both in the United States and in South Korea before beginning an internship at a local NGO in Rajasthan, India. While working for this NGO, Jesse's belief in the positive impact of quality development and interest in research was sparked.

During TC: Interested in working in monitoring and evaluation in emergency contexts, Jesse's studies in the International and Transcultural Studies Department at Teachers College focused humanitarian issues. In an effort to prepare for work in international development, Jesse focused on the development of practical skills, taking classes such as qualitative research methodologies and statistical analysis. Jesse also took advantage of the internship opportunities facilitated by Teachers College, and interned at Human Rights Watch for the

Global Coalition to Protect Education from Attack (GCPEA) and at Sesame Workshop in their Global Education Department. These internships afforded Jesse the opportunity for practical experience and industry exposure. Additionally, Jesse took advantage of opportunities for research experience. First, she worked as a consultant research assistant for FHI360 with Dr. Mark Ginsburg, performing statistical analysis for an ICT teacher-training project in Rwanda. Then, later, she conducted primary research while working with Where Rainbows Meet, a local non-profit in the Vryground Township in Cape Town, South Africa. This research consisted of a program evaluation of a computer and life-skills training program for young adults, the findings of which she was asked to present at the Comparative and International Education Society Conference in New Orleans in 2013.

*Take classes that
expand your
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and challenge
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comfort zone.*

After: Immediately after graduating from Teachers College, Jesse began consulting on educational development projects for various institutions including Columbia Business School and Development and Training Services. Later that year, Jesse accepted a position as the Livelihood Education Program Officer at Aide et Action Cambodia, where she was responsible for conducting a market assessment in preparation for the implementation of a livelihood education program in Phnom Penh, Cambodia. Following the successful completion of the market assessment, Aide et Action appointed Jesse to implement and manage the iLEAD Employment and Entrepreneurship Program, which offers technical training and supports job placement for vulnerable youth in Phnom Penh. The program is currently enjoying a successful pilot in Phnom Penh and is expected to expand throughout Cambodia in the near future.

Advice: My advice for current students is while in the supportive environment offered by TC, take classes that expand your practical skillset and challenge you to work outside of your comfort zone. If you are interested in research, take classes in statistics, survey design and research methodologies. When possible, expand your perspective by taking classes at other schools within Columbia. Additionally, look for opportunities to work or intern outside of class. Often organizations in New York City have internships available for graduate students but students often have to be proactive in order to access these opportunities. Also, actively build connections with your classmates, TC alumni, and your professors--they are incredible resources!

TC ALUMNI PROFILES



Kellie C. Leeson
M.A., 2003

Managing Director,
Development Research
Institute, New York
University

Before TC: I majored in International Relations at the University of North Carolina, Chapel Hill and studied abroad

in Morocco with the School for International Training. Following my studies I joined the Peace Corps where I served in the Central African Republic before being evacuated. I finished my service in Burkina Faso. I then spent time working in Kenya for the International Rescue Committee focusing on humanitarian assistance in South Sudan. It was at that time, working in a place where children had so little access to education that I became interested in understanding the role education could play in improving the lives of the poor and those affected by conflict.

While at TC: I pursued an MA in International Education Development. The program at Teachers College provided an academic framework for my experiences up to that point. My classes helped to highlight just how political education is. Education as a technical exercise is complex and demanding but learning how education fits within a political and cultural context was by far the most enlightening and interesting part of my studies.

After TC: After graduating from Teachers College I jumped right back into humanitarian work and one of my first roles was as the Education Coordinator for the International Rescue Committee (IRC) in the Ivory Coast during the civil war. My experience was heartbreaking. Parents desperately wanted

I became interested in understanding the role education could play in improving the lives of the poor and those affected by conflict.

their children to be able to go to school, something that had been taken for granted as part of a normal childhood. It was a clear reminder about the role education provides to create a sense of hope for an entire family and community. I then spent ten years in Kenya focused on programming in both South Sudan and later Kenya. During my time as

Country Director for the IRC in Kenya, I was very interested in exploring alternative approaches to working with refugees especially refugees living in urban settings and we developed new relationships and found ways for refugees to become part of the city fabric to contribute to and be served by the city, rather than exploited by it. I recently moved to the Development Research Institute at NYU and am exploring questions around meaningful development in 2015. That said, I remain passionate about refugee issues and continue to work with the Women's Refugee Commission on new tools to measure refugee well-being.

Advice for Students: I would recommend students move out of their comfort zones. TC provides so many excellent opportunities to explore and I would encourage students to take advantage of every club, lecture, and interaction to learn about something new.



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skills so the soul of my classes shifted to teaching empathy, rehumanizing the 'other,' and creating a communal pride and responsibility for peace and success all while learning how to write a coherent paragraph."

—Holly Cook, MA Student in the ICE program.

As student interests center around human rights, conflict resolution, social justice, education in emergencies, and challenges peace educators face, our events and activities will explore various forms of peace education in practice - curriculum development and adaptation, communication techniques, critical pedagogy, and others, in both formal and non-formal settings. We will continue to seek nurturing spaces for dialogue, collaboration, and critical questioning as ways to learn and build community around socially relevant educational research and practice.

We recently joined a networking event with ISHR (Institute for the Study of Human Rights), and will be co-sponsoring an event with them. Additional upcoming events include a showcase night for a film on Roma education, continued NYU/TC HREC (Human Rights and Education Colloquium) informal workshops, and of course PEN monthly meetings. To stay connected, please join the PEN Facebook page <https://www.facebook.com/groups/467821356708734/>.

Holly Cook, Yadana Desmond, Garam Jang, Kempie Blythe, Sheila Matsuda, and Kendra Strouf are MA candidates in the ICE program

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globalUpdate

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