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## What to Look Forward to at CIES 2018



*Regina Cortina, CIES President-Elect, with planning committee members (left) Lucia Caumont-Stipanovic and (right) Amanda Earl in front of the Palacio de Bellas Artes (Palace of Fine Arts) in Mexico City, Mexico*

## ANNOUNCEMENT

### CIES 2018

**March 25 - 29,  
2018  
Mexico City  
Hilton Reforma  
Hotel**

This year's Comparative and International Education Society (CIES) Annual Meeting, the 62nd of the Society's history, is being planned and hosted by the International and Transcultural Studies Department's own Professor Regina Cortina, President-Elect and Program Chair of CIES 2018. Given the leadership role of Teachers College (TC) and the ICE Program for this year's conference, we anticipate that ICE students will be strongly represented at the conference, and that you will enjoy the many exciting events at the conference March 25-29. The CIES 2018 Program Committee is thrilled to welcome a distinguished group of keynote speakers and invited panelists who will spark critical thinking and debate around the conference theme of "Re-Mapping Global Education: South-North Dialogue."

In addition to presenting your own research, we hope you will be interested in volunteering to help with the proposal review process and at the conference itself. We are bringing CIES back to Mexico for the third time in the Society's history – the conference was held there previously in 1978 and 1997. We are especially pleased that we can invite participants to present their research bilingually in Spanish and English, marking a milestone in the "re-mapping" of the conference's language policy.

One of our aims for CIES 2018 is to create a space for the ICE field in which we can begin to upend some of the taken-for-granted hierarchies embedded in our scholarly and professional structures, such as the dominance of English in our educational institutions and journals and the imbalances of power in the knowledge production that dominance generates.

*CIES 2018 Information continued on page 3*

## MESSAGE FROM THE PROGRAM DIRECTOR



### Dear Students, Alumni and Faculty of the ICE Program,

It is my pleasure to share with all of you the Fall 2017 edition of our Global Update newsletter. We have been busy starting the new academic term and welcoming new students and faculty to our program. We are particularly pleased that Elsie Rockwell (Tinker Visiting Professor), Camilla Addey (Lecturer), and Sandra Sirota (Adjunct) have joined our faculty this year. You can read more about their interesting work in this newsletter.

As we look to the year ahead, faculty and students have already made plans to conduct research and to hold various events on campus that create opportunities for individuals and groups to confront the pernicious issues that affect the field of international and comparative education. In March 2018, many of us will head to Mexico City for the annual Comparative and International Education Society (CIES) conference to continue these discussions under the theme of *Re-Mapping Global Education: South-North Dialogue*. We hope that you can join us there and celebrate Professor Regina Cortina's leadership role as the incoming President of CIES.

Best wishes on all of your endeavors this year. Thank you for your continued support to the ICE Program.

Mary Mendenhall  
Associate Professor of Practice  
Program Director

*"I am honored and humbled to be the new Program Director.*

*I have a strong connection to this program as both an alumna and now a faculty member.*

*I look forward to seeing how our collective efforts can continue to improve education for all around the world."*



## COMPARATIVE & INTERNATIONAL EDUCATION SOCIETY **RE-MAPPING GLOBAL EDUCATION** *South-North Dialogue* | CIES 2018 | Mexico City

### **CIES 2018 Information** *continued from page 1*

We hope that everyone will bring their own perspectives to this conference theme of “Re-Mapping,” which means re-thinking both literal and metaphorical maps of global education and bringing the voices and knowledges of the global South to the foreground. For this reason the “South” leads the “North” not just in the title of CIES 2018 but also in the theorizing and program planning behind it.

One space that we hope will provide the opportunity to “re-map” our thinking will be the plenary presidential panel sessions that will take place on Monday through Thursday at 10 am. Among the keynote speakers of these panels will be Gustavo Esteva (founder of the Universidad de la Tierra, Oaxaca, Mexico); Abadio Green Stocel (Universidad de Antioquia, Colombia); Marcelo Suárez-Orozco (University of California, Los Angeles); and Sylvia Schmelkes (Governing Board at the National Institute for the Evaluation of Education, Mexico) with Carlos Alberto Torres (Past President of CIES, University of California, Los Angeles ) and Enrique González Torres (Former president of the Iberoamerican University, Mexico City). These speakers will address such issues as theories and epistemologies of the South, Indigenous knowledges, (immigration and its cross-border educational implications, interculturalism, and comparative education from a range of Latin American perspectives. These plenaries will be followed by featured presidential panel

sessions that will help to generate dialogue and debate around the keynote speakers’ ideas.

As you pursue your studies in the ICE program here at TC and submit your proposals for the conference, please reflect on what “Re-Mapping Global Education” might mean for the communities in which you work, as well as the ways that we might bring the voices of the global South into the spotlight of our academic and practice-related conversations. We look forward to welcoming you to Mexico City in March!

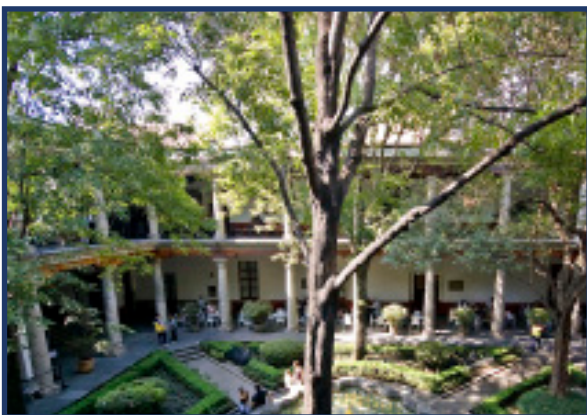
CIES 2018 Program Committee

Regina Cortina, Amanda Earl and Lucía Caumont-Stipanovic

**Regina Cortina** is a Professor of Education in the ITS Department and President-Elect of the Comparative and International Education Society.

**Amanda Earl** is a second year EdD student in International Education Development and a FLAS doctoral fellow.

**Lucia Caumont-Stipanovic** is a third year doctoral fellow in Comparative and International Education.



*Photo taken at Colonial Patio, Franz Mayer Museum*

Register now by visiting our website: <http://cies2018.org/conference-info/registration/> and meet us in Mexico City at the CIES Welcome Reception which will be held Monday, March 26th from 6:30-8:30 PM on the colonial patio of the Franz Mayer Museum, located just across the Alameda Central park or a 5-minute walk from the Hilton Reforma Hotel. We are grateful for the support we have received for this event from the Alumni of TC, Columbia University.



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# FACULTY HIGHLIGHTS

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## Welcome to Our New Faculty!



**Camilla Addey**

Lecturer

**Courses AY 2017-18:**

**Fall 2017**

ITSF 4091-002: Comparative Education

ITSF 4094: Education Planning in IED

**Spring 2018**

ITSF 4199: Education and Privatization

ITSF 4199: Education Data Infrastructures

**Elsie Rockwell** is the current Edward Larocque Tinker Visiting Professor at the Institute on Latin American Studies, Columbia University, and will be teaching and doing research at TC during Fall 2017. She is on leave from her home institution, the Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional in Mexico City. A historian and anthropologist by training, she has done research on policies, practices and cultures of schooling, particularly in rural and indigenous communities in México, focusing on 20th century state formation and schooling, teachers and teaching, and literacy/orality in school and community contexts. She has recently done historical work on French West African schools in the 1920s and 1930s along with ethnographic research on Paris schools with Francophone African immigrant children. Current interests include tracing the influence of anthropology/ethnology on what was known as “adapted education” in the early 20th century in French West African and other colonized regions, and its relationship to rural and indigenous schooling policies and practices in post-revolutionary México.

Rockwell has worked directly with teachers on alternative educational projects, and has advised over 30 graduate students. She has published in Spanish, English, French and Portuguese. Recent books include *La Experiencia Etnográfica: Historia y Cultura en los Procesos Educativos* (Paidós 2009) and (co-edited with K. Anderson-Levitt) *Comparing Ethnographies: Local Studies of Education Across the Americas* (AERA, 2017). In 2013 Dr. Rockwell received the CAE-AAA George & Louise Spindler Award (shared with TC’s own Hervé Varenne). Her office is 834, at ILAS, 8th floor of the SIPA building.



**Elsie Rockwell**

Visiting Professor

**Courses AY 2017-18:**

**Fall 2017**

ITSF 5199-003: Schooling and Margins of State



## Sandra Sirota

Adjunct Assistant Professor

**Courses AY 2017-18:**

**Fall 2017**

ITSF 4199-003: Social Movements

**Sandra Sirota** is an Adjunct Assistant Professor in ICE during 2017-2018 and a Postdoctoral Research Fellow at the University of Connecticut, where she is conducting research on human rights education and intellectual humility at the Humanities Institute. Sandra earned her doctorate in the ICE program in May 2017, specializing in Peace and Human Rights Education. She holds an MA degree in International Human Rights from the University of Denver Korb School of International Studies and a BA in Anthropology from Cornell University.

Sandra has researched, created curriculum, taught and advised on NGO program development in the fields of human rights, education, social movements, and social services. Her research is based in Southeast Asia, Africa and the United States, and involves both qualitative and quantitative methods. Recently, she conducted research on Human Rights Educators USA to understand how the network contributes to the human rights education movement, and her article on the history of human rights education in the United States is forthcoming in the journal *Prospects*. In South Africa, Dr. Sirota has conducted research on human rights education in formal and non-formal education settings.

## Current Issues in Comparative Education Celebrates Professor Mun Tsang

The history of linkages between TC and China has been a long, enriching and unique history. TC giants John Dewey and Paul Monroe led the College's early interests in teaching and conducting research about China. In 1914, Kuo Ping Wen, later regarded as the father of modern Chinese higher education, became the first Chinese student to graduate with a PhD degree from TC. Over the years, numerous students, faculty, projects, collaborations, and exchanges have built a strong bridge between TC and China.

In Spring 2017, *Current Issues in Comparative Education* produced a special issue on "Economics of Education in China" to celebrate Mun C. Tsang, Professor of Economics and Education Policy, and a key architect who strengthened TC's bridge and connections to China for nearly two decades. In 2000, Professor Tsang founded the Center on Chinese Education at TC, which has since become an active hub for students, faculty, and scholars who are interested in education issues in China.

This special issue of *Current Issues in Comparative Education* also marks the first occasion in this journal's twenty-year-long history where the co-editors present a collection of new research that focuses on timely education topics in China and



employs an economics of education perspective. The authors of the seven articles are all former doctoral students of Professor Tsang, representing an integral part of TC's China legacy that continues today.

You can access the Spring 2017 Special Issue here: [http://www.tc.columbia.edu/cice/current-issue/CICE\\_19\(2\)\\_full\\_sp17.pdf](http://www.tc.columbia.edu/cice/current-issue/CICE_19(2)_full_sp17.pdf)

**Ji Liu** is a PhD candidate and doctoral fellow in the ICE program, and co-editor of the Special Issue of *CICE* on the *Economics of Education in China*.

## Events at the TC Reception at CIES 2017 in Atlanta

On March 8, 2017 the TC faculty, alumni and students from the ICE program gathered for a joyful alumni reception at the Sheraton Atlanta. As the photos show, CIES gave many of us an opportunity to re-connect, and to share copies of the latest Global Update newsletter.

On this occasion, we were also pleased to present the Harold J. Noah Award to Dr. Peter Mook, a distinguished alumnus of the ICE program.

Peter Mook completed his MA in Comparative Education in 1970 and his PhD in Economics in 1973. Prior to his enrollment at TC, he pursued undergraduate studies in History at Williams College, followed by a Diploma Program in Education at Makerere University. Work in African countries was his first and longest passion, followed by experiences in Latin America, Central Asia, Mongolia, Southeast and South Asia. In Africa, he served for three years as secondary school teacher, first in Uganda and then in Tanzania. His first professional appointment as an education finance expert was also in Africa: as a Visiting Research Fellow who was assigned to Kenya's Ministry of Finance and Economic Planning to evaluate the Special Rural Development Program in one of the western provinces. Twenty years later, from 1991-1994, he helped initiate the Association for Development of Education in Africa (ADEA) and served as its first chair.

To this day, Peter Mook is considered the chief education finance advisor in Mongolia, Peru, Thailand, and Vietnam.

In all these countries, he managed to make a case for more transparency, equality, and efficiency in public expenditures for education. His contribution extends far beyond policy advice in these respective countries. Wherever he went, he mentored junior experts, guided them on how to present their findings, and encouraged them to take credit for their own work.

During his 23 years of service at the World Bank, Peter Mook gained a reputation for being exact in his work, kind to others, and rigorous in terms of his own quality standards. His work as Lead Economist at the World Bank included research, publications (ten books among others), and service as editorial board member of the finest journals of our field, including over fifteen years for TC Record and for twenty years for the Economics of Education Review.

In addition to this long list of Peter Mook's professional accomplishments, the Harold J. Noah Award Committee was impressed by three additional facts: First, he studied with Professor Harold J. Noah and kept a close relationship with his former mentor. Second, he left a tenured Associate Professorship at TC behind to accept a position at the World Bank. Finally, he has selflessly served the TC Alumni Council for the past five years. In all these capacities, he has been a true colleague and a people-oriented leader.

*The Harold J. Noah Award Committee consisted of Gita Steiner-Khamsi (Chair), Carol Benson, Peter Cronin, Constanza Lafuente, Keiichi Ogawa and Ji Liu.*

**Carol Benson** is an Associate Professor in the ICE Program.



*ICE alumni and faculty group photo at the TC reception*

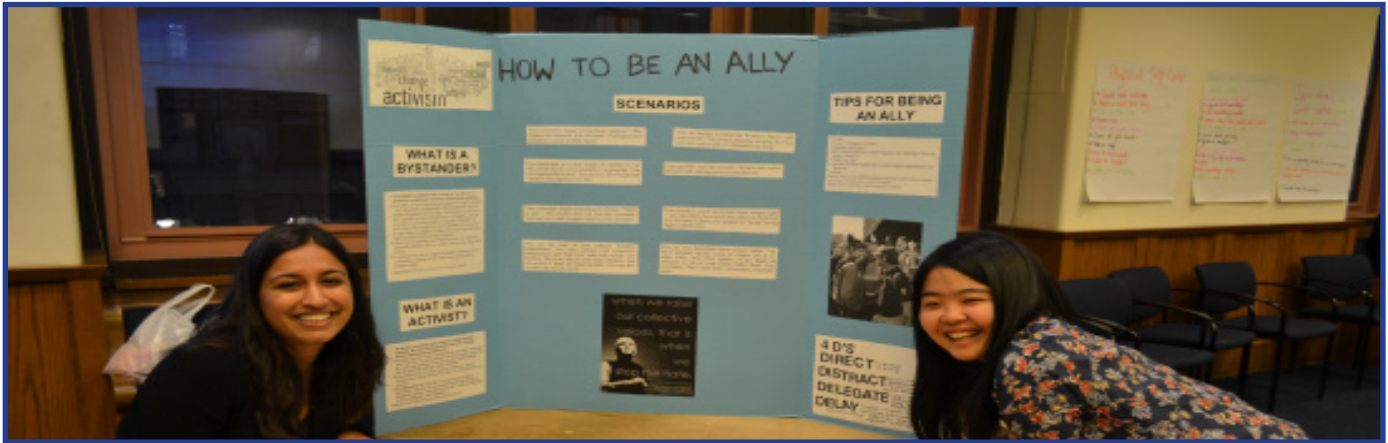


*Peter Mook with Harold J. Noah Committee: Keiichi Ogawa, Gita Steiner-Khamsi and Carol Benson*



# TEACHERS COLLEGE EVENTS

## Strategies for Social Healing Workshop



*'How To Be An Ally' Station presented by Safiya Nanji and Misa Kuniyoshi. Photo Credit: Adeline Ong*

Last spring, on April 11, 2017, Prof. Felisa Tibbitts' ITSF 4603 Human and Social Dimensions class organized a workshop for educators entitled "Strategies for Social Healing" to respond to the current political climate in the US resulting from the last presidential election. This workshop, co-sponsored with TC's Peace Education Network (PEN), focused on Human Rights Education (HRE) and how to dynamically discuss human rights and current events in a classroom setting.

Even though a campus resource list circulated through TC and many other colleges to provide materials and ideas for HRE discussions, the workshop offered a concrete way to apply human rights understandings. One activity involved a group of pictures spread out in the center of the room depicting images of human rights topic discussion starters. Participants were invited to critically label the rights corresponding to each image, or to add to the text written by other participants.

Participants could visit different stations if they were particularly interested in certain topics, such as: "Recognizing bias and stereotypes," "Strategies for dialogue in difficult circumstances", "Intervention and support strategies", "Working with identity and diversity", and "Self-care/coping mechanisms". At each station, the TC community was invited to learn about contemporary strategies that could be taken in today's political atmosphere and provide ideas and support for many of these challenging discussions. For example, a self-care model was presented to help teachers and other participants get ideas for care strategies after difficult and stressful engagements in human rights discussions.

Participants were also given literature about classroom discussions and critical HRE documents that they could use to develop their own lesson or workshop ideas. The Strategies for Social Healing event will take place again in Spring 2018.

**Miles Rinehart** is a second year MA student in the ICE program and a chair of PEN.



*ITSF 4604 Human and Social Dimensions of Peace class - Spring 2017. Photo Credit: Adeline Ong*

## Research on Multilingual Education in Cambodia

Carol Benson, ICE Associate Professor specializing in language issues in comparative education, has been researching and providing technical assistance since 2010 to a mother tongue-based multilingual education (MLE) program for Indigenous children in northeastern Cambodia. For the past three years, she has involved MA students from TC in fieldwork supported by CARE International to research policy implementation and classroom practice in lower primary schools using five Indigenous languages and teaching Khmer, the dominant national language.

From the perspective of comparative and international education, the Cambodian context is particularly interesting because the MLE innovation that was initiated through community schools and using unqualified teachers has now been institutionalized in formal primary education. Official policies and decrees have created paths for Indigenous teachers to be trained, categorized on the salary scale and certified, and an increasing number of MLE graduates are becoming teachers through the formal system, exponentially expanding the pool of bilingual teachers. Many factors have contributed to the success of MLE expansion, including the commitment of government, the building of capacity at the provincial and national levels, and the respectful collaboration of CARE and other development partners, including UNICEF and International Cooperation Cambodia.



*Representatives of MoEYS, TC and CARE at the presentation of the research findings*

The latest round of fieldwork took place in May of 2017, when Prof. Benson was accompanied by ICE MA student Sarah French and Anthropology MA graduate Jessica Garber, both of whom had worked in Cambodia previously, to the provinces of Ratanakiri and Mondulkiri. There the team interviewed stakeholders and conducted an independent writing assessment in Tampuan and Bunong as well as in Khmer, the national language. Results of the writing assessment demonstrated that many MLE learners are able to express themselves in writing by grade 2, but there was diversity by class, indicating that certain teachers need literacy training. At the end of their fieldwork, the TC team was invited to present preliminary findings and background information about MLE to interested staff at the Ministry of Education, Youth and Sport (see photos).

**Carol Benson** is an Associate Professor in the ICE Program.



*(Left to right) Dr. Carol Benson, Mr. Thon Rithy (Director of the Department responsible for MLE), Sarah French and Jessica Garber*

*“The Cambodian context is particularly interesting because the MLE innovation that was initiated through community schools and using unqualified teachers has now been institutionalized in formal primary education.”*



# RESEARCH HIGHLIGHTS

## Global Citizenship Education at ICE



Global Citizenship Education (GCED) may sound like a familiar concept, but it is being revitalized by UNESCO and other international actors in relation to Sustainable Development Goal 4.7, the UN Global Education First Initiative and Education 2030. Felisa Tibbitts, Lecturer in the ICE Program and a recipient of the 2016 Edward O'Brien Award for Human Rights Education, is working with some of her students to support international efforts by developing a Global Citizenship Education Toolkit for the International Bureau of Education/UNESCO.

The GCED Toolkit will be used by a range of potential stakeholders involved in designing or implementing GCED in national education systems. The modules, which will be drafted by the end of the year, address the following areas: national policies; curriculum frameworks; teaching, learning and assessment processes; the whole-school approach; teaching and learning resources; and teacher education.

As an excerpt from the toolkit's introduction explains:

*Schools in the 21st century must cope with new questions and revisit their thinking and action frameworks. These questions perhaps begin with their varied purposes. To what degree shall they prepare learners to give a voice and participate in and shape the societies that they live in – including the global community – and for what purpose? To what degree shall they prepare learners for diversity of jobs and work arrangements that extend beyond their borders? Which knowledge, competencies and methodologies should be emphasized to prepare learners to face and be actively involved in this globalized world? Global Citizenship Education (GCED) is an answer to the new educational, learning and pedagogical challenges that come with globalization.*

The students working alongside Tibbitts are (in order of the modules to which they are contributing) Desiree Halpern, Corinne Counsell, Nivetha Nagarajan, Farah Amalia, Karen O'Reggio and Julianne Parayo, all participants in Tibbitts' Spring 2017 course ITSF 4614 International Organizations Civil Society and Peace

Education. Some lessons from the course are being applied to the toolkit, including taking a critical approach to globalization and education, participation of multiple stakeholders including educators, and bottom-up curriculum design that takes into account the UNESCO GCED curriculum framework. IBE/UNESCO is working closely with the team in providing curriculum examples from all regions and the toolkit is full of interesting examples.

Tibbitts' work on the GCED Toolkit follows her 2016 engagement with UNESCO to analyze the presence of GCED themes in the national curricula of Cambodia, Mongolia and Uganda. In addition to these practice-oriented tasks, Tibbitts is collaborating with researchers at Tel Aviv University on a meta-analysis of scholarship on the presence of GCED in teacher education, which she plans to present at the annual conference of CIES in March 2018.

**Felisa Tibbitts** is a Lecturer in the ICE Program and a recipient of the 2016 Edward O'Brien Award for Human Rights Education.



# RESEARCH HIGHLIGHTS

## Supporting Secondary School Education Reform in the Kyrgyz Republic

In January 2016, Professor Gita Steiner-Khamsi and Dr. Fenot Aklog (EdD, 2005), ICE faculty and co-Directors of the International Center for Restructuring Education Schools and Teaching (ICREST) were awarded a four-year, \$1.5 million grant by the Asian Development Bank (ADB) to provide consultancy services in support of the Strengthening Education System Sector Development Project (SESSDP) the Kyrgyz Republic. SESSDP has four overarching goals: (1) to increase the quality of curriculum and teaching learning materials in grades 10/11; (2) to improve in-service secondary education teacher training; (3) to increase quality of education provided in 30 “innovative schools” located in poor and remote areas; and (4) to build capacity of the Ministry of Education and Science (MoES) in sector and project management. (To learn more about SESSDP see <https://www.adb.org/projects/46537-002/main>).

The ICREST/TC project team is composed of 24 Kyrgyz and international education specialists, including ICE Program alumni Dr. Simon Janashia, (EdD, 2016), Professor Iveta Silova (PhD 2002), and Adriana Vilela (MA, 2000), as well as current ICE PhD candidate Kyle Long and colleague Julia Levin.

To date, the ICREST/TC team has engaged in multiple activities in support of secondary education reform in the country, including:

- creating a Curriculum Coordination Council, a new unit of the MoES charged with evaluating and recommending improvements for standards, curriculum and teaching and learning materials;
- drafting guidelines and manuals for a new National Teacher Development Program, teacher attestation (certification) scheme and continuous professional development (CPD) for teachers;
- developing new grades 10 and 11 learning standards for mathematics, biology, chemistry, physics, geography, Kyrgyz and world history, and human being and society;
- providing legal and procurement advice to the MoES related to textbook development and distribution;
- developing guidelines and manuals for school boards of trustees and minimum service standards for the Project’s 30 innovative schools;
- convening regionally-based winter and Summer Institutes-- the Project’s annual professional development opportunity for teachers and deputy principals in the 30 innovative schools.



Team members (l to r): Kyle Long, Dr. Nurgul Taktogulova (deputy-team leader and director of the ICREST/TC Project Office in Bishkek/Kyrgyzstan), Prof. Gita Steiner-Khamsi, Prof. Iveta Silova and Julia Levin

The 2017-18 school year marks a milestone year for the Project, during which grades 10 and 11 teachers in the 30 innovative schools will pilot test the new subject standards and develop lesson plans aligned with the new standards. Planned ICREST TC team activities include conducting school site visits and focus group discussions to collect pilot teacher feedback data on the standards; develop recommendations for the standards modification/revision; reviewing and publishing pilot teacher-developed lesson plans.

**Fenot Aklog** is an Adjunct Associate Professor in the ICE Program and the Director of Research of NCREST.

**Gita Steiner-Khamsi** is Professor of International and Comparative Education.



(Above) Dr. Simon Janashia leads a session on competency-based learning standards at the 2016 Summer Institute in Jalabad, Kyrgyzstan

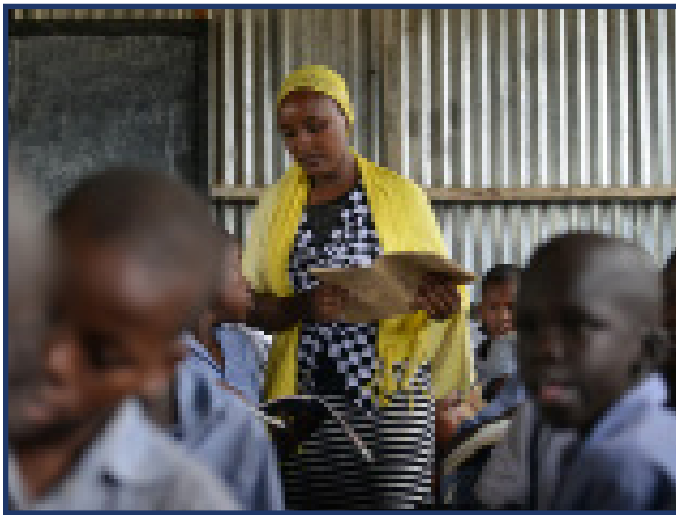


(Left) Dr. Fenot Aklog provides the opening remarks at the 2016 Summer Institute in Osh, Kyrgyzstan



# RESEARCH HIGHLIGHTS

## Teachers for Teachers: Supporting Teachers Working in Extraordinary Circumstances



Chaltu Megesha Gedo confidently teaching in a classroom in Kakuma Camp, Kenya. Photo Credit: UNHCR/Tony Karumba

In May 2016, Dr. Mary Mendenhall and a group of graduate students and alumni in the ICE program launched a continuous professional development program called, Teachers for Teachers. The initiative incorporates in-person training workshops, peer coaching and mobile mentoring for refugee and Kenyan teachers working in Kakuma refugee camp. As of June 2017, Teachers for Teachers reached 130 primary school teachers in Kakuma who in turn reached over 30,000 students. The work of Teachers for Teachers is highlighted in the UNHCR's annual education report (to read UNHCR's report, please visit <http://www.unhcr.org/left-behind/>).

In June 2017, Save the Children, UNHCR and Pearson selected Teachers for Teachers as a promising practice in refugee education (PPIRE) in their efforts to raise awareness about innovative and effective educational interventions for refugees. In addition to publishing a case study with PPIRE, Dr. Mendenhall and the team presented on Teachers for Teachers at a side event held in tandem with the United Nations General Assembly in New York in September. The case study and presentation showcased key findings from the pilot year of Teachers for Teachers. One of the findings that emerged from the program was teachers' strengthened relationships with their students. The knowledge and skills gained in the training encouraged teachers to reconsider the importance of their relationships with their students and to better utilize positive classroom management and discipline techniques. One teacher explains, "The change in advance[d] knowledge is significant to me because it has enabled me to positively interact with all students, creating a safer learning environment where students are able to approach me openly with trust and honesty." To read the full case study, please visit <https://www.promisingpractices.online/teachers-college-columbia>.

While Teachers for Teachers' pilot year was highly successful, Dr. Mendenhall and her team learned a lot about day-to-day program implementation in crisis settings as well as the larger policy issues surrounding refugee teachers in Kenya. Fortunately, the team is able to put their learning into action. With generous support from UNICEF and UNHCR, Teachers for Teachers will expand to reach 420 refugee and Kenyan teachers working in Kakuma refugee camp and the nearby Kalobeyei settlement in Kenya between August 2017-March 2018.

To learn more about this next phase of Teachers for Teachers and how you can get involved, please contact [teachersforteachers@tc.columbia.edu](mailto:teachersforteachers@tc.columbia.edu) or visit our website at <http://www.tc.columbia.edu/refugeeeducation/teachers-for-teachers/>.

*Jihae Cha* is a second year doctoral fellow in the ICE program.

*Danielle Falk* completed the MA in the ICE program in May 2017.

**PROMISING PRACTICES IN REFUGEE EDUCATION**

**STRENGTHENING TEACHER PROFESSIONAL DEVELOPMENT: Local and global communities of practice in Kakuma Refugee Camp | Kenya**

Teachers For Teachers

Location:	Kakuma refugee camp in Turkana County, Kenya
Target population:	Refugee & host country teachers
Intervention type:	Teacher professional development initiative that integrates teacher training, peer coaching, and mobile mentoring
Date started:	Initiated May 2016
Beneficiaries reached:	130 primary school teachers, 33 Global Mentors based around the world, over 30,000 learners reached

Written by Mary Mendenhall, Ed.D. Teachers College, Columbia University.  
Co-contributors: Lauren Bowden, Jihae Cha, Sophia Collis, Danielle Falk, Sarah French, Shanshen Hu, Emily Richardson, Makala Skinner

TEACHERS FOR TEACHERS



## International Assessments of Student Achievement and Public Confidence in Education: Evidence from a Cross-National Study

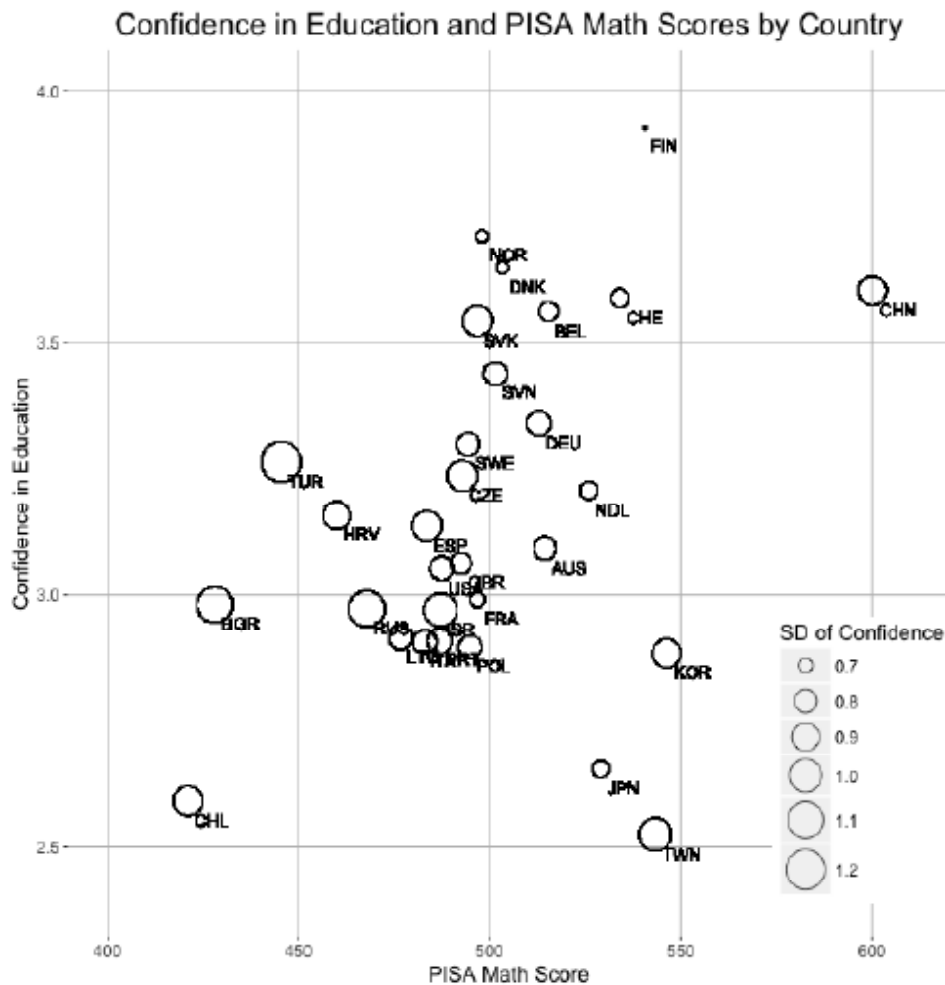


Figure 1. Relationship between confidence in education and PISA math score by country. Nodes are weighted by the standard deviation of confidence in education for that country.

Over the past two decades there has been significant growth in country participation in International Large Scale Assessments (ILSA) worldwide. Results from ILSA, including the Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and the Progress in International Reading Literacy Study (PIRLS) are published every few years. The media, pundits, and scholars then debate the results and the potential impact for their country’s education system. Unfortunately, the public is often left out of this debate and we know little about the relationship between ILSA results and public opinion regarding national education systems.

In this research, we posit that scholars must consider public opinion in order to fully understand the political consequences of ILSA. Examining the relationship between ILSA and public opinion regarding education is important for three reasons: (1) education systems are dependent on public support for legitimacy, (2) public opinion is often integral to the development of public policy, and (3) one of the goals of ILSA are to shape the opinions of stakeholders, and it is important to begin to investigate if and how ILSA impact public opinion.

*Continued on page 13*

Our study explored the relationship between PISA and public opinion across 30 countries. We used public opinion data from the International Social Survey Program (ISSP) 2011 and four different measures of achievement data from each of the domains of PISA 2009 (mathematics, science, and reading). This study began as a paper in Professor Oren Pizmony-Levy's Public Opinion and Education Worldwide course in the fall of 2015. We then joined forces to refine it, and it was recently accepted for publication in the Oxford Review of Education.

Using hierarchical linear modeling (HLM) to control for individual- and country-level variables, we found evidence that national PISA results have a significant and positive relationship with public confidence in education. In other words, people in high-performing countries generally indicated higher levels of confidence in their education system. Figure 1 displays this positive relationship via a bivariate correlation—South Korea, Taiwan, and Japan are exceptions and we discuss this phenomenon in the full paper. It also highlights the fact that, in general, people in countries with lower levels of confidence also have greater variation in their levels of confidence as noted by the size of the nodes.

Our study is the first (that we are aware of) to show that PISA results have a significant relationship to public trust in education. Moreover, it is one of the first to investigate public confidence in education using an international sample. Public opinion is often neglected in the scholarly literature about ILSA; our study suggests that it could be beneficial to include public opinion in the ILSA discourse.

The relationship between ILSA results and public opinion in education is complex and multifaceted. We hope to conduct more research in the coming year that will begin to unpack this relationship and shed more light on the impact that ILSA have on public trust in education and how they shape educational policy discourse.

**Peter Bjorklund Jr.** is an alumnus of ICE (EdM, '15) and is now a second year PhD student in Education Studies at the University of California, San Diego.

**Oren Pizmony-Levy** is Assistant Professor of International and Comparative Education.



For further information about ITS Workshop, contact Professor Oren Pizmony-Levy, Workshop Coordinator, at [pizmony-levy@tc.columbia.edu](mailto:pizmony-levy@tc.columbia.edu)

## ITS Workshop Fall 2017

The Workshop, which celebrates its fifth year, brings together students and faculty from the Department of International and Transcultural Studies (ITS) to discuss work in progress and to further develop our scholarly community. The scope of the Workshop is, by design, deliberately broad and inclusive, ranging from work on large-scale educational policy to the study of micro interactions in the classroom. Meetings are organized around one or a pair of presentations by faculty and graduate students (at all stages of study). The Workshop meets once a month during fall and spring semester, and it is organized by Professor Oren Pizmony-Levy.

An additional feature of the Workshop is the convening of occasional professional development sessions for master's and doctoral students. One session, for example, focused on preparing a paper proposal for academic conferences. Future sessions will address writing and completing dissertations, writing applications for grants and fellowship, and academic publishing.

The fall schedule is as follows:

### Thursday, September 14 (5:00-6:30pm; 305 Russell)

Dr. Katerina Bodovski

*"Childhood and Education in the United States and Russia: Sociological and Comparative Perspectives"*

### Wednesday, September 27 (7:00-8:30pm; 332 Horace Mann)

Dr. Hervé Varenne

*"On the arbitrary, instruction, and consequences: LOL!(...?!)"*

### Wednesday, November 8 (7:00-9:00pm; Location TBA)

Dr. Linda Tsung

*"Building a Chinese Dream: Language Policy and Multilingual Education in China"*

### Wednesday, November 15 (7:00-8:30pm; Location TBA)

Dr. Florian Waldow

*"Different Worlds of Meritocracy? Conceptions of Justice and Assessment in and of Schools in Sweden, Germany, and England"*

### Monday, November 20 (5:00-7:00pm; Location TBA)

Dr. Kevin Jennings

Title: TBA

### Wednesday, December 6 (7:00-9:00pm; Location TBA)

Dr. Rachel Throop

*"The TFA Effect: Neoliberal Logics in the Rise and Fall of an Educational Reform Organization"*

# ICE PROGRAM UPDATES

## Planning for the Unplanned



Group photo of the panelists (left to right): Dr. Mary Mendenhall, Dr. Eduardo Moncada, Dr. Mark Canavera, Dr. Ameena Ghaffar-Kucher, Dr. Hakim Mohandas Amani Williams, Dr. Jacqueline Simmons and Dr. Sandra Schmidt



Panelists at the "Planning for the Unplanned"

On May 3, 2017, the ICE program at TC had the privilege of hosting "Planning for the Unplanned: Research Experiences from the Field," a panel discussion on international research and the challenges and successes encountered in the field. In line with the mission of the Peace Education Network (PEN), the event was conceptualized to provide an interdisciplinary space for students to discuss ethical dilemmas in their research. Additionally, the event aimed to provide a platform to prepare students from ITS and the wider TC community to conduct field research, not only for their Integrated Projects but also later when they go into the field as professionals in the area of international education development.

Along with Dr. Mary Mendenhall, our panelists Dr. Mark Canavera (CPC Learning Network, Mailman School of Public Health), Dr. Ameena Ghaffar-Kucher (University of Pennsylvania), Dr. Sandra Schmidt (TC), Dr. Hakim M.A. Williams (Gettysburg College), Dr. Eduardo Moncada (Barnard College), and Dr. Jacqueline Simmons (TC) discussed topics ranging from photo consent of children to the importance of staying true to our research. The panelists also gave advice on travel safety and things to pack, and shared anecdotes on how to successfully navigate the cultural and language differences we inevitably face while working abroad.

Because this event, the second edition of "Planning for the Unplanned," was so well received, we at PEN along with Dr. Mary Mendenhall and ICE students are planning to integrate it as a staple in the spring semester schedule. We hope that the event will be beneficial not only to ITS students but to all TC students who are considering doing research/fieldwork internationally. We would love to see this event grow to include the wider TC community and multiple disciplines.

We offer our thanks to all of our panelists, faculty, and student attendees, and we hope the event served you well if you spent time in the field this past summer!

**Kelly Case** is a second year MA student in the ICE program and on the board for the Peace Education Network (PEN).

**Sonal Chandrakant** is a MA graduate of the ICE program and former board member for the Peace Education Network (PEN).



Audience at the "Planning for the Unplanned"



Group discussion with the panelists



# ICE PROGRAM UPDATES



TC audience at the "Planning for the Unplanned" panel discussion

## Connecting with ICE Alumni

The ICE program is continuing to think about how we can stay better connected to alumni and create mutually beneficial opportunities for collaboration. Through this effort, ICE has been listening to alumni feedback about ways to strengthen the overall ICE program experience and curriculum for current students. With these goals in mind, we initiated an ICE alumni research project over Summer 2017. This included the ICE Alumni Engagement survey that went out to all ICE program alumni, as well as individual interviews and focus group discussions (FGDs) with alumni who voiced their interest in speaking more in depth about their experiences and perspectives.

From the 319 survey participants, 18 individual interviewees, and 6 FGD participants, the following themes emerged:

Alumni are interested in staying connected with the ICE program in many ways; 72% of alumni are most interested in staying connected through networking opportunities, and nearly 70% are interested in attending professional development events. Alumni are also enthusiastic about supporting current students in various capacities; 56% of alumni would like to attend student-alumni networking events, 52% would like to provide mentoring support, and 42% would like to donate their time as a guest speaker in class.

The survey, interviews, and FGDs revealed that the vast majority of alumni formed meaningful relationships with faculty and peers. Alumni discussed the positive impact that professors had on their experience in the program and shared that their student peers shaped them in multifaceted and positive ways. One alumni said, "I think in many ways I couldn't have imagined how much [my experience in the ICE program] would have exceeded the thoughts I had, the original plans I had going in. I think I got so much more than I could have imagined; like I had no way of knowing...how wonderful the people would be...[I]t totally outstripped my general expectations and went way beyond them."

In addition to these highlights, alumni also recommended ways in which the ICE program can continue to improve and grow. The top three recommendations made by alumni are:

1. The ICE program should provide more comprehensive career support. Alumni suggested many ways that this could be done, such as delivering targeted career counseling, connecting students to internships, and providing greater networking opportunities.
2. The ICE program should increase the amount of research methods and skills-based courses offered. Alumni repeatedly noted the value of the current ICE program research and skills-based courses and felt that providing more opportunities to learn concrete competencies such as monitoring and evaluation, grant writing, and additional research methods would augment student skills sets and assist with job searches upon graduation.
3. The ICE program should enhance academic advising. Alumni stated that making the academic advising process more central to the ICE program structure would further improve the student experience.

We would like to thank those alumni who generously shared their time by participating in the survey, interviews, and FGDs. We are always eager to hear alumni voices and are looking forward to utilizing your feedback to enhance alumni engagement and continue to refine the ICE curriculum. If you are an alumni or current student and have suggestions for how we can improve, please do not hesitate to reach out to Dr. Mary Mendenhall at [mendenhall@tc.columbia.edu](mailto:mendenhall@tc.columbia.edu).

**Makala Skinner** is a second year MA student in the ICE program.

# ICE PROGRAM UPDATES



## “Aluminate”: Bringing Together Alumni and Students of the ICE Community

Last spring, TC's Society of International Education (SIE) organized “Aluminate,” an event where current students in the ICE program had the opportunity to meet alums of the program. The event consisted of a 30-minute panel where a list of topics regarding life after graduation was covered. After the panel there was a reception for students to further learn about professional opportunities in the field.

The idea of creating Aluminate came in response to what we had heard about the lack of interaction between current students and alumni of the program, many of whom have become leaders in the field. Providing a platform for current students to consider their options while still taking courses was thought to be an ideal way to help them better prepare for their chosen career paths.

Our panelists included Jessica Sarles-Dinsick, who is currently Columbia University's Senior Assistant Dean of International Programs, Kellie Leeson, a Consultant with RefugePoint and the Women's Refugee Commission, and our very own Marion Boulton, who was the Director of TC's Office of International Services for many years. Together the panelists shared their tough and exciting journeys toward their TC degrees, discussed how they decided to do what they currently do, and advised that there can never be too much preparation to get ready for what is coming next after TC. They talked about the importance of building relationships while at TC, because in the ICE field you will often find yourselves crossing paths with your TC classmates. The event was attended by a group of about 30 attendees.

The panelists also advised students to take non-required classes that interest them, as TC is a great place to experience a range of education fields. A memorable part of the discussion that made a lot of audience members reflect on their plans was whether doing a doctorate right after receiving the master's degree is the best choice. Dr. Boulton shared the many obstacles she faced as a doctoral student, and said that pursuing a doctoral degree is not for everyone; she advised the audience to do it only when they are fully committed to getting the degree.

Students were encouraged to write on a large poster paper where they think they will be in 10 years. The reception included a raffle and a photo competition where the student that posted the best picture from the event to the instagram hashtags #Aluminate and #TCAlumni each received a TC T-shirt as a prize. The event also promoted books written by ICE alumni. As an end-of-the-year event, “Aluminate” was definitely one of the highlights for SIE.

SIE is a student organization and an academic, professional, and social network for students and alumni at TC who share a special interest in the field of ICE development. We encourage students in the program who are interested to apply for SIE leadership positions at the beginning of each academic year. Please feel free to contact SIE at [sie\\_studentorg@tc.columbia.edu](mailto:sie_studentorg@tc.columbia.edu).

*Rizqarossaa Darni is a second year MA student in the ICE program and the former chair of Professional Development Committee at SIE.*





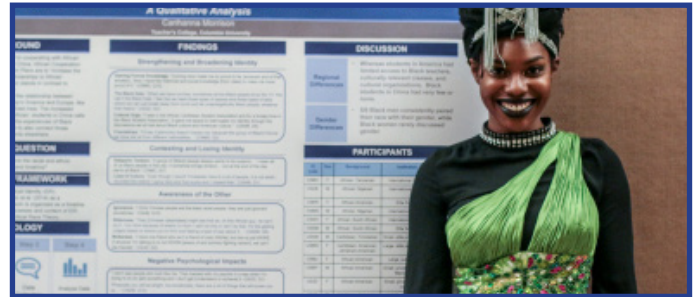
# ICE PROGRAM UPDATES

## ITS Spring Gala 2017

Last Spring, the International and Transcultural Studies (ITS) Department graciously helped to sponsor the first annual department gala. Student Senators Jonathan Carmona and Nathan Mullen helped to secure funding from the Student Senate to supplement the costs.

ITS students decided to form a social committee with the primary aim of fostering stronger bonds among students and faculty. The social committee worked to align our vision with the goals of the faculty, and the idea of a Spring Gala arose from diverse voices with a collective desire to unite the department in a formal and fun way. The social committee met weekly for months in order to ensure that the event would run smoothly.

With over 100 ITS students, faculty members and dates attending the event, the evening was deemed a success by all. The doors opened at 5:30pm, beginning with a research showcase where selected students displayed their work in a gallery for guests to enjoy as they entered. The gallery walk allowed current students to learn about the incredible and inspiring work of their peers, and led attendees into Everett Lounge, where students and faculty gathered in camaraderie to discuss and celebrate a year of hard work and dedication. The event included a delicious assortment of food and decorations, as well as an open bar and a DJ.



*Carihanna Morrison presenting to colleagues during the Gala Gallery Walk, showcasing student research*

At the Gala, distinguished professor Dr. Mary Mendenhall addressed the gathering, inspiring students by reflecting upon the previous year and reminding them of the future impact they will have within the field of education around the world. Graduating MA student Sara Frodge spoke to attendees regarding the importance of our studies at TC and the wealth of resources and knowledge we have within our community. The evening was complemented with “student superlatives,” with the themes of “most likely to...” This provided opportunities for peers to recognize one another for their contributions to the culture of the ITS community. The evening concluded with a night of dancing and celebrating. Dr. Hope Leichter was the true winner of the evening, as she outlasted every student on the dance floor.

There was much to celebrate this year as a program, including the success of the CIES 2017 conference in Atlanta; the new state-of-the-art classrooms and office space renovations; projects and research that took students out of TC classrooms and into school classrooms where our work is most needed; surviving Dr. Oren Pizmony-Levy’s statistics class; and the countless hours spent by our dedicated professors in teaching, guiding, and producing innovative research. We believe that the ITS department is not just a leader within the greater Columbia University community, but in the world. The Gala offered us all a night to put the books away, drink something other than cold coffee, celebrate the notable work that has been going on to better the field of international education, and encourage one another to continue the good fight.

We look forward to working with incoming students to ensure that the ITS Gala becomes a long-standing tradition within our department. I would like to offer big thanks to my colleagues Lauren Bowden, Grace Chung, Rossa Darni, Elizabeth Wilson, and Jonathan Carmona for their fantastic work on the social committee.

Until next year!

**Nate Mullen** is a second year MA student in the ICE program.



*Kevin Nascimento, Erika Kessler, Grace Chung, Nate Mullen, Lauren Bowden and Peter Mccuskey*



## *Current Issues in Comparative Education, Celebrates Twenty Years*

Current Issues in Comparative Education (CICE) is an international online, open access academic journal within the International Transcultural Studies Department at TC. Since its founding, the journal has become a recognized and respected source for cutting-edge debate in the field of comparative and international education, publishing scholarly articles that make clear and significant contributions to the study of educational policy and comparative studies within a variety of academic disciplines.

This year, CICE proudly celebrates its 20th year, highlighting this milestone with a series of commemorative events and activities. CICE will release a special edition version of the journal in Spring 2018, reviewing 20 years of publishing, with a look ahead towards some of the most critical issues impacting comparative and international education in the future.

We're grateful to have reached this stage and could not have done so without the extraordinary contributions of many wonderful authors throughout the years, as well as the dedicated commitment of the CICE editorial board and International Transcultural Studies Department faculty.

For a complete list of contributors, please visit our website: <http://www.tc.columbia.edu/cice/>

Please also follow us on Twitter @TC\_CICE or Facebook at @cicejournal.

**Kevin A. Henderson** is a doctoral student in the ICE Program, and the Editor-in-Chief for CICE.



## 2017-2018 CICE Members

### **Faculty Advisor**

Oren Pizmony-Levy | Assistant Professor in ICE

### **Editor-in-Chief**

Kevin A. Henderson | PhD student in IED

### **Secretary**

Erika Kessler | MA student in IED

### **Outreach Co-chairs**

Douglas Ng | MA student in

Instructional Technology & Media

Tizoc Sanchez-Sanchez | MA student in

Anthropology and Education

### **Publishing Chair**

Soomin Park | MA student in IED

### **Senior Editors**

Sumita Ambasta | EdM student in Comparative and International Education Development

Mariel Halpern | PhD student in Cognitive Studies, Education

Reaz Khan | EdM student in Comparative and International Education, Political Science

Jungmin Kwon | PhD student in Curriculum and Teaching, Literacy

Xiaoxin Lyu | PhD student in Science Education

Rachel McCain | MA student in IED

Yvonne Thevenot | EdM student in Curriculum and Teaching

You Zhang | MA student in IED

### **Junior Editors**

Kay Maria Colon- Motas | MA student in Clinical Psychology, Research Methods & Neuro-Psychology

Cody Freeman | MA student in IED

Julie Halterman | MA student in IED

DooRhee Lee | MA student in Comparative International Education, Sociology

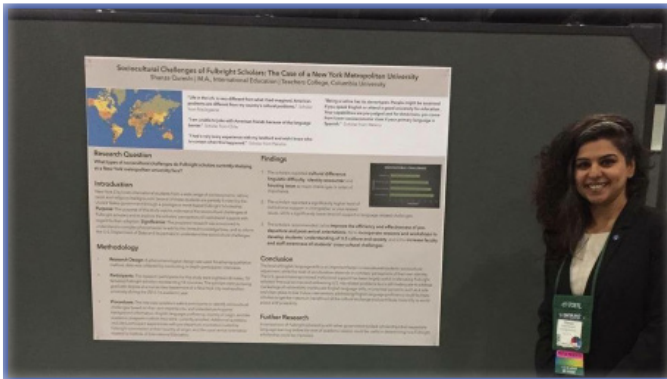
Shengyuan Lu | MA student in IED

Grace Na | MA student in IED, Peace & Human Right Education

Mallory Tyron | MA student in IED, Peace & Human Rights Education

## Research on Sociocultural Challenges of Fulbright Scholars

Shanza Qureshi, a recent MA graduate in ICE, has previously advised students on college admissions, academic exchange and scholarship programs funded by the US Department of State. For her Integrative Project, Shanza conducted a research study to understand sociocultural challenges of Fulbright scholars in New York metropolitan area, and to explore scholars' perceptions of institutional support in regards to their adaptation. Employing qualitative methodology, she conducted eighteen in-depth Fulbright scholar interviews representing fourteen different countries. These scholars reported cultural differences, linguistic challenges, identity questions and housing issues as challenges in order of importance. The scholars reported receiving high levels of institutional support for immigration or visa-related issues, but notably lower levels of support for language-related challenges. Her research findings indicate that although English language skills are an important factor in international students' sociocultural adjustment, their level of acculturation depends on their perceptions of their own identities.



Shanza's IP research further suggests that US government-sponsored institutional support has been useful in alleviating scholars' financial worries and visa-related issues; however, additional support is needed in addressing scholars' vulnerability caused by limited English language skills, or practical concerns such as inadequate housing facilities. Earlier this year, Shanza was selected to present a research paper based on her IP entitled, "Sociocultural challenges of Fulbright scholars: The case of a New York metropolitan university" at the annual NAFSA Association of International Educators conference in Los Angeles CA. She is also scheduled to present this research in a session entitled, "US higher education: Access and adjustment issues for international students and scholars," at the regional NAFSA conference in fall of 2018.

**Shanza Qureshi** is the Associate Director of Communications and Programming at the International Student and Scholars Services of the American University in Washington, DC.

## ICE Program Doctoral Student Participates in World Development Report 2018

LEARNING  
TO REALIZE EDUCATION'S PROMISE



World Development Report 2018 is the first of the World Bank's annual flagship research publications to shine a spotlight on education since its inception in 1978.

Each year the WDR tackles an important aspect of development and provides an in-depth assessment of key issues. The 2018 report focuses on four main themes in education: the promise of education, the learning crisis, effective approaches to improving learning, and ensuring that systems go to scale.

Ji Liu, a doctoral candidate in Comparative Education and Economics, is participating on the WDR team with a focus on learning and skills development through post-basic education and training for young adults. The 2018 WDR is scheduled to be launched by the World Bank in late fall of 2017.

**Ji Liu** is a PhD candidate and doctoral fellow in the ICE program and a consultant on the World Development Report 2018 team.

## ITS Summer 2017 Research Grant Recipients

The Faculty of the International & Transcultural Studies Department congratulate our students who have been awarded the ITS Summer 2017 Research Grant.

**Jihae (Jay) Cha** conducted her research in Kakuma Refugee Camp, which is located in the northwestern part of Kenya. Jay's research explores the changes in female refugee students' academic motivation and psychosocial well-being as a result of their participation in remedial classes, and the role teachers played in students' performance and well-being.

**Darlene Dubuisson's** project is on the reintegration of Haiti's academic diaspora returnees and the cultural tensions that arise as these returnees seek to transfer the knowledge and skills they gained while abroad.

**Cody Freeman**, under the direction of Dr. Oren Pizmony-Levy, has helped collect the school experiences of over 2,000+ LGBTQ students across Western Europe. LGBTQ youth in Belgium, Iceland, Italy, Malta, and Portugal will, for the first time, have the opportunity to share how harassment, bullying, and a non-inclusive school climate has affected their studies, educational aspirations, and overall mental health. This research will determine if providing school supports specific to LGBTQ youth (supportive staff, inclusive policies & curriculum, after-school programs, guest speakers, library & textbooks with accurate and age-appropriate information) creates safer learning environments. A collaboration between Teacher's College, Gay Lesbian Straight Education Network (GLSEN), and LGBTIQ NGOs in each of the five countries have given the ability to advertise the survey to youth through their social media platforms, translate the survey into their country-specific language, and to provide clear data for NGOs to work alongside schools, communities, and governments to advocate for safe schools throughout Western Europe.

**Amanda Earl** traveled to three states in Mexico - Mexico, Puebla, and Quintana Roo - to study how the policies supporting intercultural bilingual education and Intercultural Universities, which are state-supported higher education institutions targeted toward Indigenous communities, are being translated through implementation and practice to affect the experiences of the faculty and students who work at and attend them.

**Miranda Hansen-Hunt** conducted research at a charter school in Washington DC focusing on how classroom management practices are created and enacted.

**Laura Hones** conducted an ethnographic study at a rural high school in the Midwest, aimed at understanding how humanities teachers in majority-white schools interpret and react to the discourse of cultural diversity found in state-sponsored teaching standards.

**Omar Kallon** conducted research on refugees' challenges in Elizabeth, N.J. with a critical look at the concept of self-sufficiency and how can the International Rescue Committee better serve them. The focus group discussions of this study were conducted in Arabic and in English with the refugee families, their children along with IRC caseworkers.

**Samyukta Lakshman** conducted research on how community-operated radio stations, that broadcast in non-standard languages, are a form of public pedagogy for grassroots communities in India.

**Miles Rinehart's** research entailed a collection of interviews and observations of teachers, NGO operators, activists, and specialists associated with the education of students with disabilities in Kyrgyzstan. While the country continues to struggle with economic and political instability, education policy and rights is pushed to the background of development. Kyrgyzstan's legacy of education under the soviet era, which in many ways belittled or ignored the issues of special needs and disabilities, has carried on in the country. The government of the country has chosen to ignore the ratification of the UN Convention on the Rights of Persons with Disabilities leaving contemporary changes of education for special needs and disabilities at a stand still. With the stalling of the government to recognize needed changes in policy many international and local NGOs have taken it upon themselves to fill the gaps of educational needs and services for these students. The interviews collected from these NGO operators and the like, attempt to better understand what programs and projects they are enacting in order to make changes to promote inclusive educational policy that recognizes special needs and students with disabilities.



*Soviet era glass tile mosaic representing the importance of education and care taking, in Bishkik Kyrgyzstan*



## ITS Summer 2017 Research Grant Recipients

**Corinne Kentor** conducted research on the experiences of undocumented and asylum-status parents in South Central Los Angeles. Her research utilized methodology drawn from sociology, linguistics, and legal anthropology to explore the formation of parent advocacy groups in formal and informal educational spaces. Her research was contextualized by an analysis of community-based non-profit organizations, as well as an exploration of demographic change in Los Angeles since the 1980s.

**Doo Rhee Lee** conducted his research in Palembang, Indonesia, which is the capital city of South Sumatra province. His research seeks to understand how the roles of languages are perceived by the Muslim college students in Indonesia and how their perception reflects their responses to the current issues involved with their identity as Muslims in today's world.

**Kyle Long's** dissertation research explores how the independent, self-identifying 'American' university abroad emerged as a rationalized model of higher education institution.

**Mirka Martel's** doctoral research focuses on Intercultural Bilingual Education (IBE) policies in Peru and Ecuador and education equity issues related to Indigenous and non-Indigenous students.

**Asami Nei** conducted research on the integration of Syrian refugee children into Turkish host communities and public schools from the perspective of community based non-formal education settings.

**Dramane Ouedraogo** investigated the provision of civic education to students' parents by the Ministry of Human Rights in Burkina Faso.

**Ji Liu** is grateful to ITS department for the financial support he received for his dissertation through the department's Summer Research Grant program. In light of a global challenge to staff schools with high quality teachers, Ji's dissertation draws on the economic approach to understand how shifts in relative wage distributions influence the quality and supply of teachers, and its relevant implications for student learning. A 30-fold expansion of real GDP since 1978 has drastically shifted the underlying labor market conditions in China. Ji's research documents the magnitude and consequences of teacher to non-teacher wage gap in a large developing country and contributes to the growing literature on teacher recruitment and retention policies in developing contexts. In detail, this study relates gaps in wage growth to labor quality trends, and investigates occupational choice dynamics in teacher labor markets.

**Iman Sebunya** researched Daara education and its role in promoting social cohesion and/or positive outcomes in rural and urban Senegal, conducting a comparative case study of Mboro and Dakar.

**Brittany Vaslavik's** research investigates high school districts' efforts to understand and remediate stress among students through a case study in Northern New Jersey.

**Julianne Parayo** conducted an ethnographic research on choral music as a dialogical and peacebuilding medium addressing political violence in the Philippines. During her month abroad, Julianne interviewed fifteen student members and five music educators from various Metro Manila university-affiliated choral ensembles on music's role in citizenship formation, activism and conflict, and their musical practices within formal and informal educational settings. She also carried out iterative participant observation sessions in music rehearsals to understand how choral conductors pedagogically impact music education and practices as socially responsive literacy for their students. To gain further contextual knowledge for her study, Julianne attended ethnomusicological workshops, consulted various experts on the current musical landscape of the Philippines, and participated as an active listener in the Philippine Choral Directors Association's first summer choral institute, featuring internationally renowned music pedagogue, choral clinician, and Yale University Professor Emeritus Simon Carrington. She presented her summer research findings and sharing her progress at the Coordinated Management of Meaning (CMM) Learning Exchange in London as an AC4 Fellow in October 2017.



Photo from the first summer choral institute hosted by the Philippine Choral Directors Association. The conductor in the picture is choral clinician and Yale University Professor Emeritus Simon Carrington.

# STUDENT SPOTLIGHT

## AC4 Fellowship Recipients

The Advanced Consortium on Cooperation, Conflict, and Complexity (AC4) is a consortium for research, practice, and scholarship at Columbia University. It is part of the Earth Institute, Columbia University, and is committed to advancing knowledge and best practices in the areas of conflict, violence, peace-building, and sustainable development from an interdisciplinary perspective.

### Rethinking #Fallism as Public Pedagogy

Clenched fists raised above their heads, the cast of *The Fall* occupy the black, naked stage bathed in light. Their lips are covered with masking tape, their eyes filled with recalcitrance. Art is imitating life, imitating art. Seven University of Cape Town graduates in South Africa relive their experiences as members of the #RhodesMustFall (RMF) student movement during a theatre production in Cape Town in August 2017. The movement started when a student at UCT took a bucket of feces and threw it against a bronze statue of Cecil John Rhodes on March 9, 2015, located on the university's campus. Rhodes, who was recognized as a British imperialist and racist, became a symbolic focal point for #RMF, a radical student movement centered on the decolonization of education.

For #RMF, decolonization involves confronting questions of institutional racism, access to education, and reform of the university curriculum. The defacing of the Rhodes statue sparked national protests at universities across South Africa, expanding #RMF into the #FeesMustFall movement which has demanded free, quality, decolonized higher education. What *The Fall* conveys unequivocally is that the #RMF movement had an important pedagogical dimension; it was a moment of learning. When feces were thrown onto the Rhodes statue by student protesters, and buildings were occupied, and art was burnt, these acts of disruption constituted moments of learning.



While we tend to associate learning, which is often procured at significant cost from a university, with innovation and creativity, pedagogical practices have largely remained anachronistic within the ivory towers. The corporatization of universities compels professors to spend most of their time publishing papers in peer reviewed journals and securing research grants. There is little incentive to teach; let alone be a good teacher. While watching *The Fall* during my PhD dissertation fieldwork funded in part through the AC4 grant, I learnt more about patriarchy and decolonial thinking than I did during several years of law school. Even if we may not agree entirely with the disruptive tactics employed by the students, their actions compel us to think critically about symbols and their meaning-- symbols we may have otherwise accepted as incongruous vestiges of our colonial past, like the Rhodes statue.

Adopting the conceptual framework of public pedagogy, the #RMF movement which has also been referred to as the Fallist movement, can be reimagined as interlocking moments of knowledge creation that simultaneously challenge the academy's epistemological deference to Euro-American knowledge. Fallism is, however, not only about the destruction of old symbols, but also predicated on the creation of new knowledge and ideas which enable the humanization of black bodies.

As darkness slowly envelops the intimate theatre, pierced by the defiant glow of a few mobile phones, the audience comprised primarily of young black and white South Africans rise enthusiastically to applaud the sold-out performance. The rise of Fallism as an epistemological orientation, not only in South Africa but also on campuses across the world, demands that we rethink our understanding of what constitutes knowledge. It compels us to center Black Pain and creates opportunities for new ways of learning and being. As Fallism rises, so must we.

**A. Kayum Ahmed** is a doctoral fellow in ICE.



## Rights in Action: Exploring the Role of Transformative Human Rights Education in Preventing Violent Extremism in Indonesia

Augmenting the role and importance of the national security apparatus has become a heavily relied upon method of countering the spread of violent extremism (VE) across many countries; however, recent studies on preventing, rather than countering VE, are calling for stronger attention to education. They argue that although young people are regarded to be most vulnerable to radicalization, there is not enough emphasis on the significant role of schools and families in the effort to fight extremist views. If we recognize the role of both cognitive and behavioral processes in committing a violent act motivated by extremist ideology, a form of education that addresses both ideas and behavior would be necessary to help prevent the spread of VE among youth.

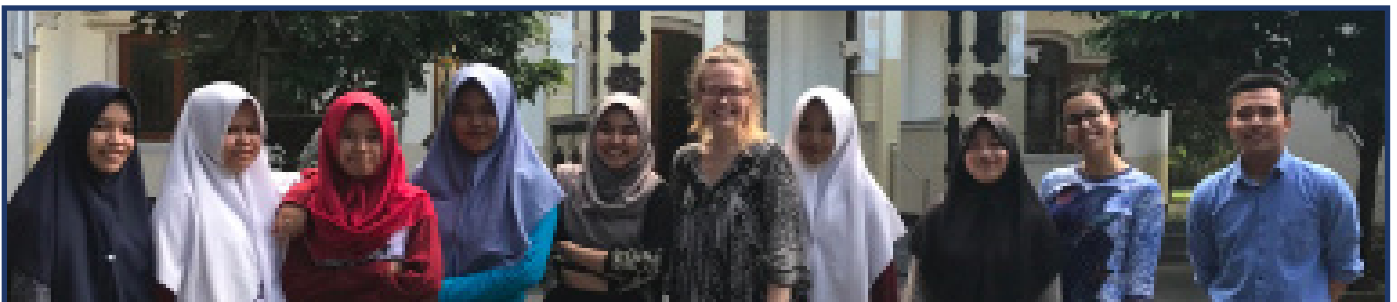
In Java, the world's most populous island, less inclusive attitudes towards religious diversity threaten values of tolerance and suggest a need for educational programs that can provide a space for the discussion of issues relating to diversity and tolerance. A number of studies have focused on the causes of VE and the countermeasures of the Indonesian government; however, existing research provides limited insight into what Indonesian students currently understand about issues related to extremism, such as grievances over social justice and human rights issues. Preventing VE necessitates the examination of current practices in education in order to inhibit the development of extremist views among Indonesian youth. As Graduate Research Fellows of the Advanced Consortium on Cooperation, Conflict, and Complexity (AC4), we conducted fieldwork in Summer 2017 to explore the potential role of transformative human rights education (HRE)--which encourages activism and social change--in preventing VE, through a dual-level mixed-methods case study conducted in Yogyakarta, Indonesia.

The practical component entailed collaborating with a local youth-led organization to pilot a non-formal HRE curriculum among high school students at an Islamic boarding school. Our curriculum consists of ten lessons that incorporate the creative and expressive arts, small and large group brainstorming and discussions, and activities that foster skills and attitudes

for increased community advocacy. After engaging with and localizing lessons on peace and human rights, social (in)justice, and (violent) civil resistance, our class of fifteen students created their own organization called Yogyakarta Bersahabat (Friends of Jogja) in support of local street children. The research component explored relationships between human rights, diversity, violence, attitudes towards localized social action, and Locus-of-Control (LOC)--the perceived extent to which outcomes are contingent upon one's actions. To measure this, we collected data from pre- and post-program surveys, semi-structured individual interviews, focus group discussions, and class outputs over the course of the four-week workshop, entitled Rights in Action.

Initial analysis of survey data indicates that some students were more inclined to view outcomes in the world as primarily being a result of chance, rather than as a function or consequence of their own actions. The qualitative data help interpret and refine this finding. Students tended to respond with passivity or acceptance to issues they were displeased with, and justified the use of violence by authority figures, such as a parent or teacher, if it was disciplinary. This highlights the cultural influence of collectivism and high-power distance in Javanese youth's perceptions of human rights and their own ability to effect local social change as related to their respect for and deference to authority figures. Considering our experience in the field, we argue that transformative HRE is a beneficial strategy for Indonesian youth to develop the capacities necessary for collective efficacy. This strategy allows youth to leverage strengths of their cultural context, such as a sense of responsibility to the collective, while taking on more ownership for local-level social change. We expect that our findings will be a valuable contribution to the limited breadth of literature on how transformative HRE can be used as an educational strategy for preventing VE.

*Farah Amalia, Jaspas Leahy, and Rebekah Nelson are pursuing MA degrees in IED. Their fieldwork was funded by a 2017 Graduate Research Fellowship from the Advanced Consortium on Cooperation, Conflict, and Complexity at The Earth Institute.*



*Farah (middle left), Rebekah (middle right), Jaspas (second from right) and Fauzan (co-teacher, far right) with some students of the Rights in Action Workshop*



# STUDENT SPOTLIGHT



*A student leads a group brainstorming activity during a lesson on advocacy strategies in Indonesia*

## EPSA Dissertation Fellowship Recipients

The Education Policy Dissertation Research Fellowship is open to matriculated TC doctoral students, in all TC departments and programs, whose dissertation research has the potential to inform societal efforts to improve educational opportunity, achievement, or equity. This research should be focused on an important policy issue at any level of government, reflect potential for policy utility, and show a strong likelihood of being accepted in the most well-respected journals. Our view of policy relevance is a broad one, encompassing research that affects policy indirectly by shifting public understanding of societal challenges and opportunities for effective intervention. Two students of our ICE program, Amlata Persaud and Marlana Salmon-Letelier, were awarded this prestigious EPSA Dissertation Fellowship this year and share their research with us.

### Exploring the Promotion of Democratic Values and Peace through Higher Education in Nigeria

Marlana Salmon-Letelier is currently conducting her dissertation research project that asks how, or whether, Federal Unity Colleges (FUCs) established by the Nigerian government contribute to their stated goal of constructing solidarities that bind students together across ethnic, linguistic, and religious divisions within the Nigerian state, thereby promoting democratic political processes, economic stability, and peaceful resolution of grievances.

Nigeria is a unique nation with FUCs— secondary boarding schools that utilize a nationwide quota system to ensure an ethnically representative student body— allowing for the rare case of a long-term intimate community made up of people embodying overlapping and conflicting notions of belonging within a setting that is upheld by the nation-state and under which they are supposed to “unite.” This exploration will give us further insight into how a diverse young people work together to create differences and unity in a school context where differences are reinforced across multiple levels and “unity” is an ambiguous concept that pervades the media, political and educational life. This will provide insight into the relationship between state and society, and schools’ role in shaping social relations. By critically analyzing the Nigerian state’s effort to build lasting peaceful

relations through FUCs, this research will expand considerations that should be made in policy and practice around integrating young people in a setting with contentious group relations, particularly in areas suffering from violent religious extremism. It will also provide deeper insight into intergroup relationships and national unity efforts within Nigeria.

Her mixed-methods research involves surveys, interviews, observations, and visual methodology using cameras. It has been informed by two previous visits to Nigeria. The first involved seven weeks in May-July 2015 during which she spent time visiting schools, networking, and connecting with the Federal Ministry of Education of Nigeria to get permission to do the project. The second was during May 2016 with the support of the TC Dean’s Grant for Student Research and the AC4 Fellowship to conduct a three-week pilot study with 170 students.

She has many people to thank for her current progress including her advisor Professor Garnett Russell, Professor Oren Pizmony-Levy, Professor Naomi Moland, and her husband Matias Salmon-Letelier.

*Marlana Salmon-Letelier is a EdD candidate in IED.*

# STUDENT SPOTLIGHT

## Early Childhood Development and Policy Collaboration Across Sectors



Amlata Persaud, a doctoral candidate in the ICE program, is one of the recipients of the prestigious EPSA Education Policy Dissertation Research Fellowship for 2017-18. The award will support Amlata's dissertation research on the issue of collaboration in national Early Childhood Development (ECD) systems.

Amlata's work emerged from past academic and professional experiences that continually highlighted the need to examine the intersections between educational practice, policy and the wider development agenda. She notes that in the field of international development, the necessity of working across boundaries and sectoral "silos" has received renewed attention in the post-2015 Sustainable Development Goals (SDG) agenda. For those of us working in international education development, this signals that greater attention should be directed to interactions with other sectors to identify potential areas of mutual cooperation and benefit.

Amlata's primary research interest is in integrated forms of planning, and multi-sectoral approaches to development. She views working across sectors as being imperative for development, but also fraught with challenges given the need to bridge physical, conceptual and operational boundaries to achieve joint outcomes. She wrote a background paper on this subject for the 2016 UNESCO Global Education Monitoring (GEM)

Report, and explores related issues in Persaud (forthcoming) "Integrated Planning for Education and Development" in the *European Journal of Education* (<http://onlinelibrary.wiley.com/doi/10.1111/ejed.12233/full>).

Amlata identifies Early Childhood Development (ECD) as one of the clearest illustrations of the need for "joined-up" or coordinated actions between education and other sectors. A key governance issue in ECD is reconciling the fragmented nature of various sectors/entities that comprise the field. Responsibility for different domains of development often lies with different government agencies and sectors. Policies and actions (or lack thereof) in one sector have an impact on other sectors, and ultimately on the nature and quality of holistic child development. Understanding ECD in a comprehensive way requires an integrated perspective in policy design, implementation and analysis. The Early Childhood Development field is one from which much has been learned, and where there is much to be learned regarding collaboration between actors and institutions in different policy areas.

Amlata's research seeks to understand how national agencies and actors conceptualize and operationalize collaborative approaches in ECD systems. The dissertation will explore different conceptions of ECD and collaboration across the multiple sectors that constitute the field (for example, health, education and social protection), analyze how actors and agencies currently interact with each other, identify the different factors that facilitate or hinder collaboration in the ECD field, and probe how collaboration in ECD systems affects ECD systemic outcomes. Her research study utilizes a mixed-methods approach to compare collaboration in ECD systems in two countries in the Commonwealth Caribbean: Guyana and Jamaica.

Amlata is grateful to everyone who has facilitated her research thus far: the EPSA Dissertation Fellowship Award Committee for their favorable consideration of her proposal; her advisor, Professor Regina Cortina for her steadfast commitment, along with members of her Dissertation Committee – Professors Sharon Lynn Kagan and Jeffrey Henig-- for their excellent guidance in the process; Professor Oren Pizmony-Levy for his advice and assistance; ICE Faculty and colleagues for their continual encouragement; and her family and friends for their unwavering support.

**Amlata Persaud** is an EdD candidate in IED.

## Adam Jacobs | MA, 2006

*Executive Director, Kids Creative NYC*



**Before TC:** My career has developed organically, including my decision to attend TC. I moved to New York City for college, figuring it was a great launching pad to work in international relations, but I fell in love with this amazing city and have stayed here ever since. I became an Executive Director by default. While still

in undergrad at The Joint Program between Columbia University and The Jewish Theological Seminary, my older brother asked me to join him in starting a summer camp creating plays with kids. As a college student looking for a summer job, the camp sounded like an excellent distraction while looking for jobs in international relations. In just 2 weeks, with a group of 12 kids in a studio apartment in Midtown Manhattan, we created the epic musical “The Adventures of 00-Chicken, 00-Duck, Secret Agent Spies”. The summer was a blast and we decided to repeat it again the next summer, this time in a theater with more kids.

Then 9-11 rocked the world. My brother was running after school programs, and his students were looking for ways to understand the tragic events. We began to see themes of war, conflict, hope, resiliency and much more emerging from story brainstorming with the kids, even when they were masked as aquatic superheroes, donut-brain aliens, and princesses from various lands. The skills and results I was seeking in international politics--peacebuilding and conflict resolution--were actually emerging in front of me with the kids. Every time we created a new story, kids were resolving conflicts, both in the stories and between each other. My brother told kids and adults alike, “All ideas are good”, challenging us all to creatively resolve conflicts in a way that respected other voices in addition to our own. Creating plays with kids was so compelling and effective that I left my job in consulting for nonprofits and began teaching and working to expand it into the nonprofit organization Kids Creative. We also formed The Dirty Sock Funtime Band, a band to perform the music we wrote for the kids, and even wrote a TV show pilot.

While we were expanding Kids Creative programs, I knew there was more that could be accomplished with the curriculum, so I sought out ways to increase our capacity for conflict resolution and peacebuilding. I decided to go back to school, made a list

of what I wanted to study and quickly found out that TC Peace Education was the perfect (actually only) program that had it all: the ability to study conflict resolution, arts education and the pursuit of peace in one place, where I could combine my undergrad degree in International politics with the work that I had been doing at Kids Creative.

**While at TC:** My first TC class, Fundamentals of Peace Education, shaped the rest of my time at the school. While the class offered a great introduction into the intellectual body of work that makes up peace education, from Betty Reardon to Paulo Freire, the most influential part of that class (and the rest of my time at TC) was the group of individuals from all over the globe interested in exploring peace education and conflict from a variety of angles. We explored human rights, the origins of conflict, and together began to define the amorphous concept of peace from individual and collective perspectives. I attended TC part time while building Kids Creative into a functional organization, so I was able to incorporate some of my work in “real time”. A fellow student and I wrote a curriculum expanding the Kids Creative model to teenagers. During a class in arts education research, I developed strategies for researching the effects of Kids Creative programs, and in the course Development of Creativity, I explored Augusto Boal and Theater of the Oppressed within the context of creativity and Kids Creative. Some classmates from TC continued on to pursue doctorates in education while others started nonprofits, worked for the UN, and even produced a TV show.

**After TC:** After my studies at TC, I have been able to challenge the way that Kids Creative approaches education in New York City and how we engage students and families. We have grown the organization to offer “peace and arts” programming to over 1,800 youth ages 4-18 in the NY Metro area. We call ourselves a “Peace Education” organization, prompting many conversations about how to educate for peace, conflict resolution and social justice. I am curious to see where the future takes us, many thanks to TC. I didn’t initially see working with children as my future, but studying International Education has helped bridge my many interests. My ultimate goal is to expand the way that people communicate and explore conflicts using the concept “All ideas are good”.

**Advice for Students:** Have fun! I had an idea of what I wanted to learn at TC, but didn’t realize how much I would learn from the other students. Take a variety of classes, meet new people, ask questions and pursue questions you want answered. I took classes in Peace Ed, Education and Economic Development, Human Rights Education in Turkey, Development of Creativity and Fundamentals of Conflict Resolution. I still use pieces from each of those courses in my work today.



## Tali Yariv Mashal | PhD, 2004

General Director, Beracha Foundation, Jerusalem



**Before TC:** I arrived in New York from Israel in the summer of 1999—yes, during the previous century! The time in Israel was dramatic: Prime Minister Yitzhak Rabin had been murdered after achieving agreements with the Palestinian leadership. The political atmosphere was tense, and issues of civic involvement, diversity and education for

democratic citizenship in Israel were intensely discussed and questioned. Along with my work as a lawyer, I had become involved with various civic organizations that dealt with these matters, and was occupied with the practice of education for democracy and with questions of civic involvement, the roles of governmental and non-governmental organizations in a young democratic state, and much more.

*“Throughout my five years of doctoral studies as an international student at TC, I felt I was given an opportunity to deepen and widen my academic as well as my practical experience. It was clear to me that I should actively look for opportunities that would enrich my academic experience.”*

**While at TC:** My first course at ICE marked an important beginning of my academic journey at TC. It was a summer course with Professor Gita Steiner Khamsi that opened my eyes to so many things that would later become part of what I perceive as the core of my professional identity. The course was a special course that Gita developed in partnership with the TC library, and it was intended to give students an opportunity to delve into the archives of TC’s international education activities at the beginning of the 20th century. What an experience! Reading the fascinating diaries of Paul Monroe, William Russell and Isaac Kandell and their outlook on the Middle East allowed me

to reflect on my personal and national history through so many new lenses: those of academic research, those of American-Western beliefs, and those of national, cultural and religious identities. The actual act of sitting in the archival rooms, opening the diaries, searching and finding so many treasures, formed in me a deep appreciation not only for historical research but also for ethnographic research and the importance of integrating academic research with practical social-educational activity.

Throughout my five years of doctoral studies as an international student at TC, I felt I was given an opportunity to deepen and widen my academic as well as my practical experience. It was clear to me that I should actively look for opportunities that would enrich my academic experience. Indeed, they were many: editing CICE, working as a TA in Professor Steiner-Khamsi’s core course in Comparative Education, working as a research assistant to Professor Antonio Nóvoa during his visiting year at TC—and then writing and publishing articles with him, working as a research assistant at Human Rights Watch, and more. I seized every opportunity to develop and to make the best of my limited time at TC.

**After TC:** I returned to Israel after completing my PhD, and have had an interesting and varied career ever since, reflecting my various interests and also my continued belief in the power of social and civic involvement. I also believe in the power of education, and in the need to integrate academic and practical work. As a professor at the Hebrew University in Jerusalem, I opened an international MA program for NGO activists; I created an “excellence” MA program in Education for Jewish and Arab teachers on education in multicultural settings; I followed various NGOs in their educational activities (mainly on issues of civic and democratic leadership); and in the past 7 years I have been the director of a philanthropic foundation that is involved in issues of education, culture and environmental policy in Israel, promoting social and cultural justice among all citizens.

My experience as a doctoral student in ICE, the development of both my academic abilities and my practical work experience in NGOs during my time at TC and, of course, the opportunity I was given to reflect on and deepen my understandings and beliefs of my personal and national identities—all have to do with the choices I have made throughout my career.

*“I seized every opportunity to develop and to make the best of my limited time at TC.”*

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is a newsletter for students, alumni, and faculty  
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