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TC Faculty Panel at CIES Northeast Regional Conference



From left to right: Garnett Russell, Carol Benson, Daniel Levy (UAlbany-SUNY, moderator), Regina Cortina, Gita Steiner-Khamsi, Mary Mendenhall at CIES Northeast Regional Conference in Albany, October 26, 2018.

ANNOUNCEMENT



**EDUCATION FOR
SUSTAINABILITY**

**CIES 2019
San Francisco
April 14-18, 2019**

On October 26-27, 2018, the Comparative and International Education Society held its Northeast regional conference in Albany, New York. The conference, co-sponsored by SUNY Albany and Teachers College, was based on the theme, "Rethinking the Purposes of Education and Lifelong Learning in the 21st Century."

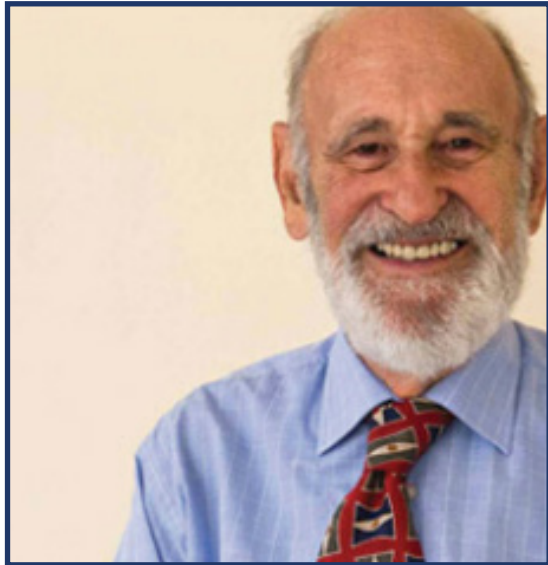
Amongst the various thought-provoking and interactive sessions, many of which were presentations by graduate students, one stood out in particular: "Trends Shaping the Field of International and Comparative Education: A Multi-Perspective Critical Debate among Scholars," a highlighted session featuring some of our very own International and Comparative Education faculty members, Professors Carol Benson, Regina Cortina, Mary Mendenhall, Garnett Russell and Gita Steiner-Khamsi. Less of a debate and more of an opportunity for generating dialogue, the session asked each

professor to discuss how her areas of interest correspond to current trends and topics shaping the field of Comparative and International Education. Some common themes that emerged from the engaging dialogue included international testing and assessment, creating more space for theories originating from the South, and the state of education in emergency settings.

Dr. Carol Benson opened the floor with her thoughts on international large-scale assessments (ILSAs), such as EGRA (Early Grade Reading Assessments), and the 'dangerous' trends and implications such assessments have on multilingual learners in low-income countries. She questioned the effectiveness of using EGRA in terms of educational quality, as under its implied curriculum, teachers are teaching students to decode faster rather than focusing on content knowledge. She voiced

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In Honor of Professor Emeritus Harold J. Noah



“Comparative education needs to start with the questions: “Where do I want to go?” and “How will I know when I have arrived?” for the answers point the way toward an influential, intellectually cogent, and elegant science of comparative education.”

from Toward a Science of Comparative Education (1969)

Harold J. Noah (Ph.D. '64), Professor Emeritus and former Dean of the College, and a giant in the fields of comparative education and education economics, passed away earlier this year at age 94.

Drawing on President Bailey's remarks in January to the Teachers College community, he stated: *“Dr. Noah's monumentally influential 1969 book, Toward a Science of Comparative Education, coauthored with his frequent collaborator, Max Eckstein (they met as TC doctoral students), helped to shift the field toward quantitative methodologies drawn from political science, economics and sociology that could be used to explain and predict phenomena rather than simply describe them. Dr. Noah also pioneered the use of cross-national comparisons among multiple nations. He was instrumental in launching the field of international large-scale assessment, which now encompasses global evaluations such as Trends in International Mathematics and Science Study (TIMSS) and Program for International Student Assessment (PISA). His ultimate goal was to develop generalizable theories that could be applied across cultures and nations.*

He was present at the first meeting of the Comparative and International Education Society (CIES) in 1956, at which the election of officers was conducted by a show of hands. He would later become president of the organization, which today boasts thousands of members. For many years, he also served as editor of the Comparative Education Review and the World Yearbook of Education.”

Dr. Noah left an indelible mark on the field and his legacy will live on for many generations to come. As we reflect on his work, we encourage you to watch a video recording of a panel discussion with Harold Noah and Max Eckstein in 2005 about the field of comparative education (please contact Mary Mendenhall at mendenhall@tc.edu to request the URL). Professor Gita Steiner-Khamsi developed this video project, with support from then doctoral students Wairimu Kiambuthi and Eric Johnson. Additionally, you can read an interesting interview of Harold Noah (by Gita Steiner-Khamsi) published in the *European Education* journal in 2006. The title of the article is U.S. Social and Educational Research during the Cold War (volume 38, no. 3). In this interview, he shares how his love for the Russian language and his academic training as an economist brought him to the field of International and Comparative Education as he did research on the United States' social and educational research during the cold war.

We will honor his life and legacy through a variety of tributes both on campus and through the Comparative and International Education Society. If you are attending the annual conference in San Francisco, please join us for a memorial event on Tuesday, April 16, from 3:15 - 4:00, at the Hyatt Regency, Atrium (Level 2), Waterfront.

Faculty Panel continued from page 1

concerns about the possible homogenizing effects of ILSAs and how they may impede educational development, particularly with regard to languages of instruction. Meanwhile, she acknowledged one positive effect of EGRA in drawing attention to using the languages of learners.

In a similar vein, Dr. Gita Steiner-Khamsi stated that the rise of results-based aid as the new norm is problematic, particularly for non-native speakers and vulnerable populations, as test-based accountability encourages governments to focus more on teaching to the test and less on the quality of education. She also expressed concern with regard to the alarming trend of using unsuitable homogenized test results to assess quality. She advocated for more emphasis on the quality of education as countries gradually move from being fragile states to more stable ones.

Dr. Regina Cortina asserted the significance of creating more space for theories from the South. She further elaborated on the importance of allowing for more theories from the South to shape programs and policies and turning to non-conventional approaches to higher education from the South that do not perpetuate inequality. These sentiments were shared by Dr. Garnett Russell, who highlighted South Africa's *Rhodes Must Fall* movement and its calls for the decolonization of higher education.

As the tentacles of globalization expand further into developing countries, the field of Comparative and International Education is evolving in both positive and negative ways. According to Dr. Russell, the effects of globalization are causing tensions

between nation states and global goals, where global models are adopted, translated or rejected. Meanwhile, creation of the Comprehensive Refugee Response Framework (CRRF) and the Global Compact on Refugees were offered as positive examples of globalization by Dr. Mary Mendenhall. She views the formation of CRRF and the Global Compact as steps in the right direction in calling for more international solidarity and burden-sharing amongst countries in the context of refugees.

Dr. Mendenhall further called for a more inclusive national education system that provides adequate support for refugee teachers who face barriers due to their legal status and other challenging circumstances. Dr. Russell and Dr. Mendenhall collectively raised particular attention to the pressing issue of addressing the human rights of out-of-school youth because of forced displacement and the low quality of education that is available to refugee students.

The whole panel asserted the need for more localized initiatives that engage directly with local agencies and actors. As comparative and international educational researchers, we must work towards bridging the policy and practice gap and actively promoting dialogue between North and South. Dr. Regina Cortina closed the session by encouraging master's and doctoral students to write about and address these important issues and to take a critical perspective.

Jane Lee is a first year MA student in IED.

Tenzin Arya is a first year MA student in IED.

CIES 2018 in Mexico City

On March 25-26, 2018, CIES 2018 was held in Mexico City, Mexico led by Professor Regina Cortina, who has served as the President of CIES for the 2018-2019 year. The conference was organized around the theme of "Re-Mapping Global Education: South-North Dialogue." It was the third time in the history of CIES that the conference was held in Mexico.

The conference attracted over 3,000 registered participants from 117 countries. It created a space for practitioners and researchers in the field of International and Comparative Education to discuss 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.

As Professor Regina Cortina's presidential term comes to an end, please look forward to her CIES Presidential Address, entitled "The Passion for What is Possible in Comparative Education" at CIES 2019 in San Francisco, on Tuesday, April 16, 6:45 to 7:45pm, at the Hyatt Regency, Grand Ballroom A (Level 0).

We thank Professor Regina Cortina and her team for their wonderful work in making the 2018 conference possible and emphasizing the importance of bringing the voices and knowledges of the Global South to the foreground in our academic and practice-related communities.

Photos of the event are on the next page!

CIES 2018



Panel session at CIES 2018.
Photo: Courtesy of Regina Cortina



President-elect Regina Cortina with Gustavo Esteva, one of the presidential panelists.
Photo: Courtesy of Regina Cortina



The organizers, from left to right: Lucía Caumont-Stipanovic, Mariel Rivera Nieves, Regina Cortina, Amanda Earl, Grace Chung.
Photo: Courtesy of Regina Cortina



El Consejo de la Nación Otomí (Council of the Otomí Nation), a group representing the traditional authority of the Otomí-Tolteca peoples, led by Dabadi Thaay Agustín Rancho Márquez.
Photo: Courtesy of Regina Cortina



Opening reception at Franz Mayer Museum.
Photo: Courtesy of Regina Cortina



President Noah Sobe's Presidential Address.
Photo: Courtesy of Regina Cortina

Human and Social Dimensions of Peace Event



Resilience and Refugee Experience Workshop.
Photo Credits: Carolina Cambronero-Varela

Sometimes the most important things in life are hard to define, claim or see. Peace is not a thing that can be easily defined in a couple of words. It is a complicated human affair that can be portrayed in multiple ways. People have their own definition of peace and their own ways of finding inner peace. Peace is not a thing that can be claimed. Mutual support and love are essential when it comes to achieving true peace. Peace is not visible or tangible; it has a soul that connects people's hearts. Achieving peace is not easy. However, it is not impossible either.

On April 10, 2018, Professor Felisa Tibbitts' ITSF4603 course students organized in partnership with the student organization Peace Education Network (PEN) the second annual Human and Social Dimensions of Peace event to explore the multiple ways one could achieve inner peace, such as learning about empathy and how to foster communities. As a student of this course and a member of the larger TC community, this event taught me the different ways in which we all define peace. But most importantly, it taught me how to navigate my own "peace" journey to find happiness.

At the Human and Social Dimensions of Peace event, I was in charge of the "Resilience and Refugee Experience" workshop with my classmates Omar and Olivia. Our interactive workshop connected Omar's refugee experience with Olivia's therapy exercise. My discussion questions were used to guide the participants to cultivate empathy, resilience and inner peace. The workshop was composed with many elements studied in class such as identity crisis, othering versus belonging and social justice.

The purpose of the workshop was to raise awareness on refugee issues and experience the identity crisis of marginalized people through storytelling, imagery, and therapeutic exercise. The most important message that we were seeking to deliver during the workshop was about "finding peace in our community." Other workshops were on meditation and yoga, and Human Rights and Peace Campaign Building.

Through organizing and facilitating the event, I learned more about peace and myself – the important life values I want to live by. Omar's refugee experience reminded me of my work with North Korean refugees. Before coming to Teachers College, I used to work with North Korean defectors, helping them adapt to South Korea. My organization always reminded us to work on the principle of "empathy." Reflecting on my own experience with North Korean defectors, cultivating empathy was very important when it came to supporting marginalized groups of people to feel empowered and accepted in their new country. In this sense, the workshop was meaningful for me to reflect on my personal experience with North Korean refugees. It also reminded me how building empathy is an important element of peacebuilding.

Moreover, I learned that storytelling is an effective method of learning and teaching in sensitive situations. Sharing experiences with one another other through storytelling helps understand difficult issues such as racism, social segregation and identity crisis. Being open to various opinions and opening oneself to the public make people more aware of human rights issues. In this sense, Omar's storytelling workshop was a powerful way of fostering a teaching and learning environment conducive to urgent and sensitive topics of identity. I am very glad that I learned how to facilitate difficult discussions in such tangible, and creative ways at the Human and Social Dimensions of Peace event, and thank Omar for sharing his personal experience.

Identity crisis is an ongoing and imminent issue that affects all of us. All human beings are entitled to their own unique, invaluable and beautiful identities. Differences in ethnicity, religion, political belief, social class or gender must not justify any judgment or biases. In conclusion, the second annual Human Social Dimensions of Peace event was a successful embodiment of a communal practice of love, humanity and peace. A practice that is very much needed today.

Vivian Hyunji Lim is a first year MA student in IED.

(UN)spoken: A Celebration of International Mother Language Day

International Mother Language Day is celebrated annually on February 21 to promote awareness of linguistic and cultural diversity and multilingualism. First announced by UNESCO on 17 November 1999, it was formally recognized by the United Nations General Assembly in its resolution establishing 2008 as the International Year of Languages. Historically, February 21 corresponds to the day in 1952 when four Bengali students were brutally shot by the police. These four students were demonstrating for the recognition of Bengali as a national language of East Pakistan, where the majority spoke Bengali rather than the official language Urdu. In 1971, Bangladesh gained independence from Pakistan. This year in particular, was important to celebrate International Mother Language Day, as 2019 is also the International Year of Indigenous Languages. In recognition of this historical event, the International and Comparative Education Program at Teachers College and the Society for International Education (SIE), held the event (UN) Spoken: A Celebration of International Mother Language Day with the hope of amplifying the message of multilingualism and cultural diversity on TC campus and beyond.

This was the fourth year that we, students and faculty at the International and Comparative Program, received a Diversity and Community Initiatives (DCI) grant to organize (Un)Spoken: A Celebration of International Mother Language Day at Teachers College. This year, the Society for International Education (SIE), one of the student organizations was the recipient of the DCI Grant. Home to a wide range of languages and cultures, and surrounded by the multicultural, multilingual community of Harlem, TC is uniquely placed to celebrate the diversity of languages, and recognize how language is a right as well as a wonderful resource to communicate with one another.

Our celebrations took two major forms, both held on International Mother Language Day, on Thursday, February 21, 2019. The first was a daytime awareness-raising activity in front of Everett Lounge from 9:00am to 5:00pm, where members of the Teachers College community wrote their names and languages on a badge they could wear around campus to raise awareness of their multilingualism, and where they created a multilingual mural of post-its with greetings and favorite phrases, words, pictures and stories in their languages. The second was the actual (Un) Spoken event that evening from 5:45-8:30pm, where members of the TC community and greater New York City networks, along with other collaborating educational institutions, shared their

languages and cultures via a range of creative forms through a multimodal artistic showcase and interactive exhibition.

Presentations from the 2019 (UN)Spoken event by participants included a vast array of poetry in various languages, a Moldovan song, self-composed prose, a presentation of Bahasa Indonesia structure, Kazakhstani traditions with children, haikus in three languages, and Mongolian language meaning and history. Additionally, keynote speakers engaged audiences with their in-depth academic passion for languages. Juan Carlos Reyes, from Teachers College presented about his culture and language history and Harvard University doctoral student Maung Nyeu, presented the history of International Mother Language Day along with the controversy that surrounds it. An Indigenous person from the Chittagong Hill Tracts in Bangladesh whose community is being persecuted by the Bengali government, he presented the irony of how a country, once a champion of linguistic rights, is now, in turn, oppressing the Indigenous populations of Bangladesh by denying them their rights to be educated in their own languages. Mekki Elbadri, Arabic translator at the United Nations shared with us what learning languages meant to him, and the New York Sudanese Community entertained us with regional songs and dances from Sudan. As it has done each year since 2016, the “(UN)Spoken” event allowed many voices from within and outside the TC community to bring to light the cultural relevance and importance of recognizing the diversity of languages present in the world today.

Mary Margaret Gilliam is a first year MA student in IED.



Group Photo. Photo Credits: Mary Margaret Gilliam

Felisa Tibbitts appointed UNESCO Chair in Human Rights in Higher Education



Felisa Tibbitts
Photo: Courtesy of Felisa Tibbitts

Dr. Felisa Tibbitts has been appointed UNESCO Chair in Human Rights in Higher Education in conjunction with her part-time research position at Utrecht University (Netherlands). Launched in 1992, the UNITWIN/UNESCO Chairs Programme, which involves over 700 institutions in 116 countries, promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work.

“I am truly delighted to be appointed in this UNESCO Chair position,” says Dr. Tibbitts, “as it will allow me to strengthen the international dimension of my research on human rights and higher education. This is a challenging time for higher education in different parts of the world as institutions grapple with issues of accessibility and inclusion.”

UNESCO Chairs are in title only, but they are very important for legitimizing focused areas of scholarship. The objectives of the Chair in Human Rights in Higher Education are specifically to:

1. Promote understanding of current practices and aims for HRE in higher education, for example in the training of teachers, social workers and

psychologists, and produce scientific evidence of any impacts on such practices.

2. Coordinate a cross-national study and foster cross-regional sharing on structures and strategies for higher education transformation. This intersects with a human rights-based approach to higher education and is associated with economic accessibility, diversity, historical accountability and inclusion, including a gender dimension.

3. Carry out teaching and public lecturing that spreads this know-how, both within and outside of academia.

4. Develop relevant materials that can be used as HRE resources in higher education.

As part of her position as a UNESCO Chair, Dr. Tibbitts plans to facilitate international inter-university cooperation, including with colleagues at Teachers College, as well as faculty in universities in the Netherlands, South Africa and Sweden. “Together I hope that we can create a collaborative network where we can share research, training, information and documentation on human rights education and human rights-based approaches within universities.”

Felisa Tibbitts is a Lecturer in the International and Comparative Education Program.

Faculty Interviews by Students

At the beginning of the academic year, a group of several newly enrolled master’s students wanted to learn more about their faculty members. Over the year, they conducted interviews with their advisors and asked them what brought them to the research they currently do, academic life, and more broadly the International and Comparative Education field. They also asked for some advice to make the best use of their time while at school. Here are some for you to get to know them better and please stay tuned for more faculty interviews in the next Global Update issue!

FACULTY HIGHLIGHTS

Fenot Aklog, Adjunct Associate Professor



Dr. Fenot Aklog is the Director of Research and Development at the National Center for Restructuring Education, Schools & Teaching (NCREST) and Co-Director of ICREST, its international branch. She is also an Adjunct Associate Professor in the International and Comparative Program at TC.

Dr. Aklog began working as a research assistant at NCREST, a Teachers College-based research and design organization, during her first-year of doctoral studies in the International and Comparative Education program, and progressed in her role over the years. NCREST supports teachers, schools, and systems that work with underserved students. Professor Aklog's core intellectual interest is in bridging the gap between research and practice, and says that NCREST gives her a role in making those connections.

Dr. Aklog says she was never interested in becoming a full-time professor, but she enjoys teaching the Introduction to Research Methods course. A lot of what she knows about research, she learned on the job so her approach to the methods class is to make students' beginning years in research "a little bit less challenging" than hers were. She strongly believes that students should get a good grip on the fundamentals, especially developing good, solid research questions before rushing out to collect data or do data analysis. Over the years, she has come to love teaching the course for a host of reasons. One big reason is that she loves to see how students evolve. Even though they have no prior experience in conducting social science research, many students come in with common misunderstandings, so she feels that part of her job is to completely debunk the myths, demystify the process and get students to a point where they can have open minds about research. To the extent she is successful with that, judging by the quality of students' work at the end of the semester, is very rewarding. Moreover, through the research that students do in her class, she learns so much about educational systems around the world. This is why she continues to teach this course, despite her busy schedule.

Dr. Aklog's advice for students is to take research methods courses, because she feels that as an educator, whatever your role is, it is essential not only to produce research but also to be a thoughtful consumer of it. "As professionals in this field, you are continually going to be in decision-making positions and hopefully, your decision-making will be informed by a body of literature and evidence." Further, she feels it is also essential to become an expert in a particular topic, depending on what you want to do. "I think it's important as a student to be well-rounded – grounded in theory, grounded in topical areas and grounded in methods."

Eti Chordia is a first year MA student in IED.

Carol Benson, Associate Professor

Dr. Carol Benson initially did not plan to work in academia. However, her passion for language advocacy work drew her back to the university, where she continued to grow in knowledge of the field of Multilingual Education. Her various experiences have led to a unique practitioner and researcher dynamic in her career, which Dr. Benson describes as "keeping one foot in academia and another foot in practice." Before coming to Teachers College, Dr. Benson had connections with Professors Gita Steiner-Khamsi and Lesley Bartlett, and many other professors and students in the ITS department through the Comparative and International Education Society (CIES). When asked about her favorite part of teaching, Dr. Benson expressed that she enjoys working with individuals who come from different backgrounds and experiences, but also share a similar focus - the importance of language in education. Some words of advice? Dr. Benson shared that graduate school is a season in life that can help people understand their own values and decide how to live out their passions and commitments. She concluded with a gentle reminder to highlight the importance of self-care and taking the time to rest in this busy season of graduate school life!



Woo-Jung Amber Kim is a first year EdM student in IED.

FACULTY HIGHLIGHTS

Henan Chang, Adjunct Assistant Professor



After witnessing the rapid economic development in China in the past thirty to forty years and the effects of it, Dr. Henan Cheng switched fields from engineering to education because she was and still is convinced that education is important for social transformation. Before coming to Teachers College, she taught at a university in China where she realized that teaching at a college level gave her the privilege to exchange ideas with young adults who are the future leaders. She went on to get her doctorate at Teachers College and worked with colleagues at the Center of Chinese Education to promote educational opportunities for migrant children in the Yunnan Province in China, where there is huge disparity in education between developed and developing regions. Dr. Cheng enjoys sharing with her students the history of China so that they understand different perspectives. She also noted the importance of critical and new perspectives to promote educational change in China because “meaningful change doesn’t always happen easily from the inside, sometimes outsiders need to provoke change to get people thinking.” Her advice is to take advantage of resources and opportunities here at Teachers College. “Hang out with students from different backgrounds because that is how you open up your mind and your

horizons.” She challenges students to step out of their comfort zone both socially and intellectually so they will have the opportunity to think about social topics from different perspectives. She ended the interview with a reminder that graduate school is only two years so take advantage of it all.

Ho-Hsuan Lai is a first year MA student in IED.

Regina Cortina, Professor

Dr. Cortina is Professor of Education and President of the Comparative and International Education Society (CIES). Her research interests within Comparative and International Education lie in gender and education, the employment of teachers, public policy in education, and education in Latin America, the Caribbean and the United States. Her early research was predominantly on gender and education, and she has been teaching a class on gender and international education development for many years. She has co-edited two books on this topic: *Women and Teaching: Global Perspectives on the Feminization of a Profession* (with Sonsoles San Román, Palgrave MacMillan, 2006) and *Distant Alliances: Promoting Education for Girls and Women in Latin America* (with Nelly Stromquist, Routledge Falmer, 2000).



When she first came to New York, she taught at NYU, during the first big wave of migration from Mexico to the East Coast, which sparked her interest in how the immigrants were received in the schools in New York City. Since then, she has been involved in research on Latin American and Caribbean migration to the East Coast. Dr. Cortina came to Teachers College in 2007.

In recent years, her research on Latin America focuses on improving the educational opportunities for Indigenous children and youth. In 2017, she edited another book called *Indigenous Education Policy, Equity, and Intercultural Understanding in Latin America* (Palgrave MacMillan) about how Latin American countries have changed their constitutions to become countries that are multilingual and multiethnic. In her analysis, she explores this policy shift toward quality education for all Indigenous peoples at the level of the school.

Dr. Cortina always encourages MA students to do internships to gain experience that may lead to their IP research. Moreover, a number of her students have obtained their first jobs through their internships.

Eti Chordia is a first year MA student in IED.

FACULTY HIGHLIGHTS

Mary Mendenhall, Associate Professor of Practice & Program Director



Dr. Mary Mendenhall, our Program Director, has been interested in refugee education for over 14 years. It was actually during her doctoral studies at TC that she changed jobs and careers and started working for the Inter-agency Network for Education in Emergencies. The education policies and practices that are developed and implemented (or not) in the humanitarian sphere are equally fascinating and frustrating to her. The fact that so many children, adolescents, and youth are displaced and yet still strive to access education (in most, though not all cases) is laudable and encourages her to find relevant research topics that bridge theory and practice and make a difference to the field of education in emergencies.

Initially a 'reluctant academic' and committed to being a practitioner and making a direct impact in the field, Dr. Mendenhall became interested in being an academic once she started teaching her own course, Education in Emergencies, and was drawn to the dynamic nature of being a professor as well as the opportunities for involvement in various aspects of university life – teaching, research, projects, administration, committees, and more. Her favorite part of teaching is watching students get exposed to a whole area of study they did not know existed and is thrilled to witness the evolution, perseverance and commitment of students becoming promising practitioners or scholars. When asked how she sees her research interests fitting into the program, she stated that she brings the humanitarian perspective to the mix (in complement to Prof. Russell's post-conflict work) and helps our program's students feed into this area of work and research.

As a graduate of this program, Dr. Mendenhall offers some advice to current students: Use the very diverse program and diverse faculty expertise to piece together the type of experience you want. Get involved in paid and unpaid research opportunities and/or other professional experiences when you can, especially since a lot of learning happens outside of the classroom. Seek counsel from different individuals to ensure that you are looking at the possibilities from an informed perspective. Lastly, count on the support of friends in the program who are 'absolutely one of its best assets'!

Jane Lee is a first year MA student in IED.

Garnett Russell, Assistant Professor

During her time as a PhD student, Dr. Garnett Russell became interested in the African context through exposure from Save the Children Malawi and was able to visit Rwanda which allowed her to look into the post-genocide context. In Rwanda, the data she collected changed her perspectives and led her to shift from international development work to become a professor. At Teachers College, she focuses on the relationship between education, conflict and peace building, especially in post-conflict settings through a sociological perspective using mixed methods research. Her favorite part about teaching at Teachers College is the students because of the different perspectives and rich experiences they bring from outside the classroom. Dr. Russell's advice to students is to follow your passion; her professor once told her to "pick a dissertation topic you want to wake up to every morning," something that makes you excited! She said to be open to research opportunities and internships. "You will never know what can happen when you try new things, that's how I ended up here at Teachers College," she concluded.



Ho-Hsuan Lai is a first year MA student in IED.

FACULTY HIGHLIGHTS

Felisa Tibbitts, Lecturer



As an international citizen who grew up in different countries, Dr. Felisa Tibbitts was influenced by diverse cultures. She developed her interest in peace studies as an undergraduate student and wanted to pursue a career in promoting peace internationally. When she began her doctoral studies, she delved into democratic citizenship education research. It was at that time that the Berlin Wall came down. Later, she was approached by the Netherlands Helsinki Committee (NHC) to help bring Human Rights education to the schooling sector in the post-conflict environment, like Romania. Since then, she started her career in Human Rights education. Due to her focus on practical work, she decided to withdraw from her doctoral studies. Based on her experience, her advice to students is (1) to recognize the historical moment you are in and connect your drive with that, in your home country or other places, to see where you can throw yourselves into in education work. This experience will be important, unique, and lasting. (2) “Don’t let your studies get in the way to do the real work”. She withdrew from the PhD program and focused more on the fieldwork enriched her life and she was able to establish her own NGO and help establish the field of peace and human rights education.

After making progress in the “real work”, she was invited to teach short courses on Human Rights in Education at Harvard Graduate School of Education and University for Peace in Costa Rica. During her time teaching short courses, she was inspired by these students and developed her passion for teaching. After getting her doctorate, she came to TC to help coordinate the Peace and Human Rights concentration in IED. Some of her research interests include global citizenship education, curriculum reform, human rights education in higher education. Recently, she was appointed as the UNESCO Chair for Human Rights Education in higher education and she is hoping to start research in this area soon.

Yifei Sun is a first year MA student in IED.

Book Review

Cortina, R. & Lafuente, C., (Eds). (2018). Civil Society Organizations in Latin American Education: Case studies and perspectives on advocacy. New York: Taylor and Routledge.

This volume, edited by Teachers College’s professors Regina Cortina and Constanza LaFuente, offers an overview of civil society organizations (CSOs) in Latin America. It blends traditional approaches to and definitions of CSOs with the contextual specificity of Latin America and in so doing, takes a broad approach to providing an overview of the issues facing education-related CSOs in Latin America today. The volume will be of interest to scholars interested in the role of CSOs in education policy reform, the process of education reform in several Latin American countries, or both.

The scholarship on CSOs can be divided into at least two streams. The first has generally focused on how CSOs emerge and grow in various contexts, while the second looks at CSOs’ strategies for

survival. This volume aims to take a slightly different approach by looking at CSOs as organizations. In the introductory chapter, the editors argue that CSOs have moved beyond the traditional roles of being either service providers or funders and are now playing a more active role in education policy debates. Using a “firm” analogy leads the editors to frame the chapters in terms of how CSOs define their goals and activities, and in what ways they use partnerships to further their aims. What are their survival strategies? How do they differ in tactics and agendas? How do they differ in scope and in operational capacity? How do they navigate the unique political contexts in which they operate? In this context, the chapter provides a useful typology for understanding the advocacy strategies of CSOs. This approach is thoroughly outlined in the last chapter, by Dr. LaFuente, which

FACULTY HIGHLIGHTS

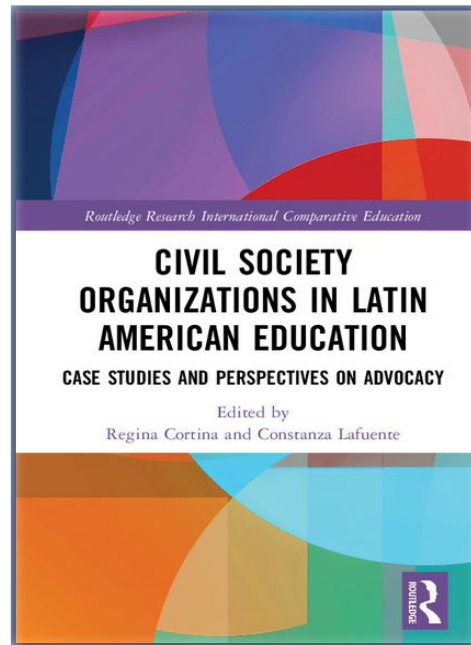
which offers a detailed conceptualization of education advocacy and of the practices that help support education advocacy by CSOs, again following an organizational framework. Readers are encouraged to read this last chapter after the introduction, as it provides an excellent framework for approaching the middle chapters of the book.

The subsequent chapters present a series of diverse case studies that showcase a range of CSO advocacy efforts, including those of the organization Mexicanos Primero in Mexico; the social movement by students in Chile; the Círculos de Aprendizaje program in Colombia; and an Ecuadorian NGO (which is unnamed) that works with refugee youth. The case studies provide interesting stand-alone analyses of the successes and constraints that each of these organizations faces in their unique environments. Each chapter is organized independently, however if there is one common factor that runs through the chapters it would be the role of money in advocacy. Whether it is support from the business community, as in the case of Mexicanos Primero, or the effects of neoliberalism broadly conceived in both the Chilean and Ecuadorian cases, the volume highlights the role of money and the market in shaping both the abilities and the agendas of education CSOs.

Future work would benefit from a longer discussion of the definitions of education CSOs, and how they differ from, for instance, NGOs, foundations, faith-based organizations, or other membership organizations. It would also have been interesting to have an analysis of whether the CSOs in this volume had

developed strategies specific to the education sector and if so, whether certain strategies were more effective than others in reaching advocacy goals. Future work could take up these questions, to help specify the mechanisms that are particular to successful education strategies.

Nancy Green Saraisky is an Adjunct Assistant Professor in the International and Comparative Education Program.



Recent Publications by Gita Steiner-Khamsi

Dr. Gita Steiner-Khamsi is the senior advisor of a five-country comparative study on “Policy Knowledge and Lesson-Drawing in Nordic School Reform in an Era of International Comparison,” which involves a social network analysis of school reforms in Denmark, Finland, Iceland, Norway, and Sweden. This project is funded by the Norwegian Research Council and lasts for four years. Dr. Oren Pizmony-Levy and doctoral student Chanwoong Baek from our program are also part of this research team. The first article on the findings was published in the spring of 2018. The second publication, written by Dr. Steiner-Khamsi with Dr. Berit Karseth (University of Oslo) and Chanwoong Baek (Teachers College) will be published in 2019.

As Director of the Network for International Policies and Cooperation in Education and Training (NORRAG) in Geneva,

she spearheads research, policy and training initiatives related to global governance, philanthropy in education, and public-private partnership. Two examples illustrating the scope of the work are: First, NORRAG has been supporting the drafting of the Guiding Principles on the State’s Obligation towards free, public, equitable education for all. International Humanitarian Rights lawyers are working to specify the legal issues that governments need to account for when they collaborate with the private sector. Second, Dr. Steiner-Khamsi is collaborating on a research project on Innovative Financing in developing countries funded by the Swiss National Science Foundation (COFER/SUDAC) being carried out by three universities in Switzerland, the Tata Institute of Social Sciences in Mumbai, Bertha Centre for Social Innovation at the University of Cape Town, Beijing Normal University, and the Universidad Nacional de General Sarmiento

FACULTY HIGHLIGHTS

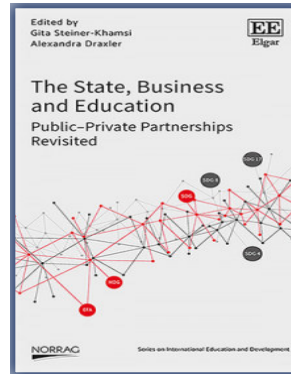
(Argentina). This project, which will produce teaching materials on innovative financing and new philanthropy in education and reflect on the opportunities and risks of these new funding modalities, involves two TC alumna: Dr. Arushi Terway, as the project director, and Dr. Cathryn Magno, University of Fribourg, as the head of research collaboration.

Dr. Steiner-Khamsi's recent publications are listed below.

Gita Steiner-Khamsi is a Professor in the International and Comparative Education Program.

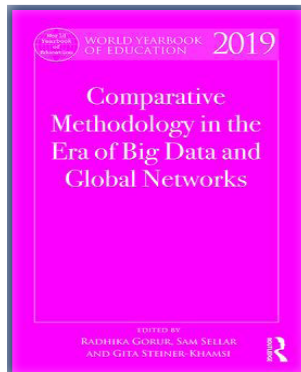


Steiner-Khamsi, G. & Waldow F. (Eds). (2018). Special Issue: PISA for scandalisation, PISA for projection: the use of international large-scale assessments in education policy making. *Globalisation, Societies and Education*, 16:5, 557-565.



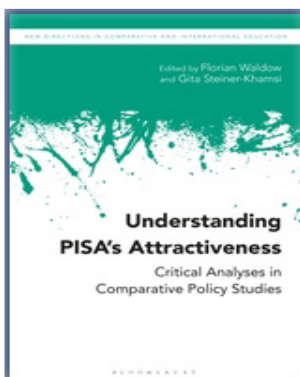
Draxler, A. & Steiner-Khamsi, G. (Eds.). (2018). *The State, Business and Education. Public-Private Partnerships Revisited*. NORRAG Series on International Education and Development.

<https://www.e-elgar.com/shop/the-state-business-and-education>



Gorur, R., Sellar S., & Steiner-Khamsi, G. (Eds). (2018). *World Yearbook of Education. Comparative Methodology in the Era of Big Data and Global Networks*. New York: Routledge.

<https://www.routledge.com/World-Yearbook-of-Education-2019-Comparative-Methodology-in-the-Era-of/Gorur-Sellar-Steiner-Khamsi/p/book/9781138550728>



Steiner-Khamsi, G. & Waldow, F. (Eds). (2019). *Understanding PISA's Attractiveness: Critical Analyses in Comparative Policy Studies*. London: Bloomsbury.



Parreira do Amaral, M., Steiner-Khamsi, G., & Thompson, C. (Eds.). (2019). *Researching the Global Education Industry — Commodification, the Market and Business Involvement*. New York and London: Palgrave.

Understanding Teacher, Student and Community Well-being in Crisis and Displacement Contexts



*Gifty Apoko lives with grandmother student at Aywee Nursery and primary school Palabek Settlement, Uganda.
Photo Credit: Emmanuel Museruka*

Over 60 million children are out of primary school, over 200 million are out of secondary school, and approximately one-third of these children and youth live in conflict-affected countries.¹ Beyond educational exclusion and disruption, conflict and crisis harm the psychosocial well-being and emotional development of affected children.²⁻³ In the face of these heightened insecurities, attending school can restore a sense of normalcy and provide physical, cognitive and emotional protection for displaced youth.⁴⁻⁵

Responding to the urgent needs of children, youth, and teachers in crisis and conflict has highlighted the need for new partnerships between humanitarian, development, and academic actors. As part of this effort, Dr. Mendenhall has joined the European Commission's Building Resilience in Crises through Education (BRiCE) consortium as the lead researcher for a project supporting refugees and internally displaced persons through accelerated education for learners and professional development for teachers in Uganda and South Sudan. In the last four years, more than 3.1 million people have left South Sudan with over 1 million seeking refuge in Uganda.⁶ More than half of the population are school-aged children, of whom approximately 54% are out of school.⁷ For those who have remained in South Sudan, nearly

2 million are displaced and face tremendous barriers accessing school.⁸

Led by Oxfam IBIS,⁹ the Resilient Learners, Teachers and Education Systems in South Sudan and Uganda project will support thousands of learners and hundreds of teachers through multiple interventions focusing on enhancing their psychosocial and physical well-being and social, emotional, and cognitive development. Two of the key interventions include an accelerated education (AE) program and teacher professional development (TPD). Dr. Mendenhall and a team of TC graduate students will employ a participatory mixed-methods approach to examine the contributions that the AE and the TPD interventions are making to enhance the resilience and well-being of these learners and the teachers who are working with them. The study is a unique opportunity to better understand how these interventions and their impacts differ among refugees and internally displaced persons in Uganda and South Sudan, respectively.

The team will look beyond academic achievement to examine the ways in which students and teachers contribute to one another's well-being, a construct of particular significance and complexity in crisis contexts. The study will also consider the way that their well-being interacts with, and is influenced by, the broader community. By closely examining the well-being of students and their teachers, the study's findings will lend themselves to offering insights about opportunities and challenges to consider when implementing similar education programs and how those implications differ through cross-border comparisons of findings.

Danielle Falk is a first year doctoral student in the International and Comparative Education program and a Graduate Research Assistant for this project.

Daniel Shephard is a first year doctoral student in the International and Comparative Education program and a Graduate Research Assistant for this project.

1 World Bank. (2018). *World Development Report 2018: Learning to Realize Education's Promise*. Washington, DC: World Bank.

2 Riggs, D. & Davison, L. (Eds). (2016). *Psychosocial support and social and emotional learning for children and youth in emergency settings*. New York, NY: The Inter-Agency Network for Education in Emergencies.

3 Betancourt, T. S., & Khan, K. T. (2008). *The mental health of children affected by armed conflict: protective processes and pathways to resilience*. *International Review of Psychiatry*, 20(3), 317-328.

4 UNHCR. (2016). *Missing out: Refugee education in crisis*. Retrieved from <http://www.unhcr.org/57d9d01d0>

5 Nicolai, S., & Triplehorn, C. (2003). *The role of education in protecting children in conflict*. *Network Paper: Humanitarian Practice Network (HPN)*, 42, 1-36.

6 UNHCR. (2018). *South Sudan Regional Refugee Response Plan: January -- December 2018*. UNHCR.

7 Ibid.

8 OCHA. (2017). *Humanitarian Response Plan South Sudan: January -- December 2018*. OCHA.

9 The Danish member organization of Oxfam global.

Global Inequality: The Structure of International Assessments

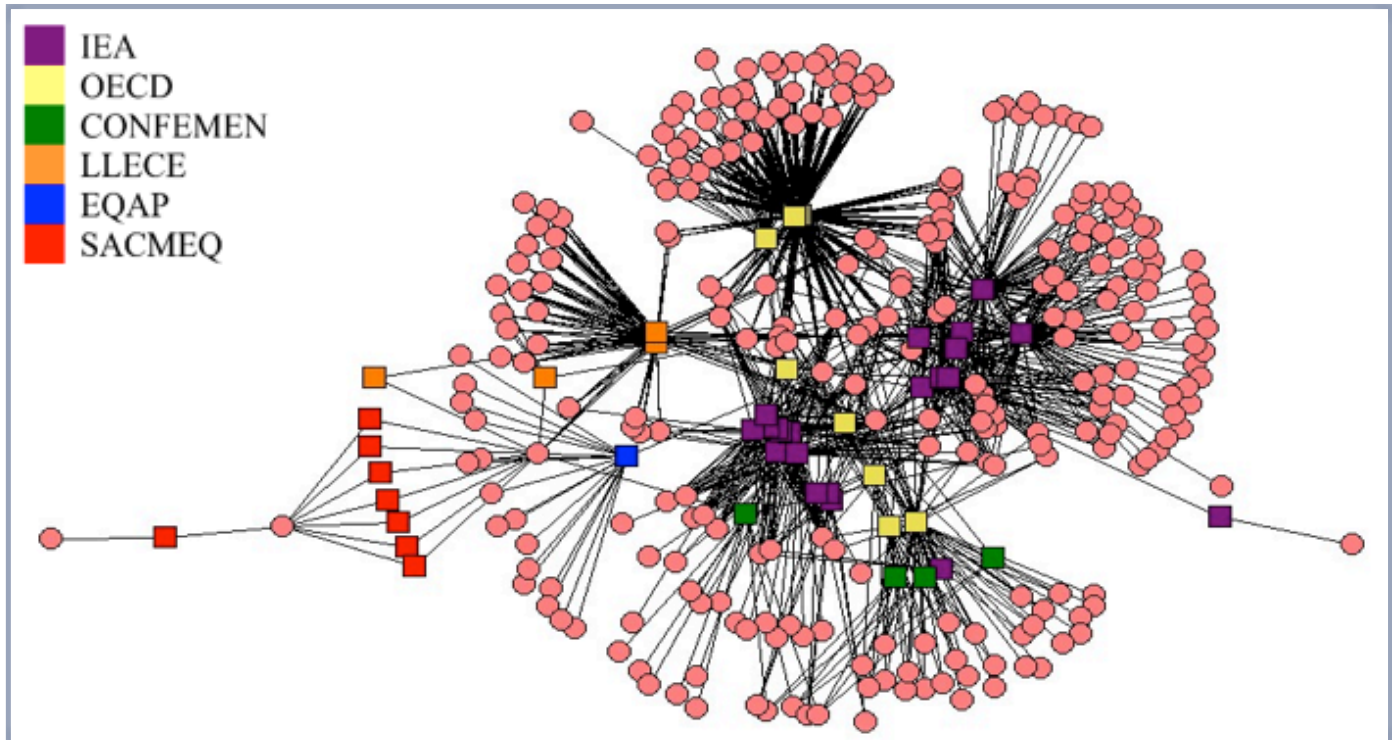


Figure 1. Two-mode network of institutions and ILSAs events

CIES scholars have documented the rise of international large-scale assessments (ILSAs) over the past two decades. These assessments include global projects such as the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), as well as regional projects such as the Latin American Laboratory for Assessment of the Quality of Education (LLECE) and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). Research about the implications of ILSAs to policymaking and the secondary analysis of data produced by these assessments is very common in academic journals and at the CIES Annual Meeting. However, scholars have mostly overlooked the organizational structure of ILSAs. This project seeks to begin addressing this gap.

The idea for this project emerged when Stephanie took Dr. Pizmony-Levy's course titled ITSF 5035 Social Analysis of International Assessments. The course provides students with a comprehensive curriculum on ILSAs including: (a) the methodology behind international assessments; (b) history of international assessments and conditions that facilitated their emergence and diffusion; and (c) critical analysis of the ways in which stakeholders – scholars, media, and policy makers – use data

from international assessments. After working for the Australian Council for Educational Research (ACER), which is involved in different ILSAs (e.g., PISA and ICCS), Stephanie was interested in exploring which other actors are driving this organizational field.

In order to describe the organizational structure of ILSAs, we used descriptive statistics alongside social network analysis. Specifically, we collected data on the individuals and institutions involved in developing ILSAs for the following organizations: OECD, IEA, LLECE, CONFEMEN, SACMEQ, EQAP and NEQMAP. For each organization, we coded publicly available reports (a total of 49) related to the assessment and published by the organization itself. For example, we coded information from the acknowledgements sections of reports. This information allowed for the creation of datasets and matrices that form the basis of our analysis.

What did we find? Across all documents, we identified 872 individuals and 273 institutions that are involved in ILSAs. These institutions are based in 103 countries. Although ILSAs are presented as a “global project,” a large number of organizations involved in this work are situated in the Global

RESEARCH HIGHLIGHTS

North. The United States, for example, has the largest number of institutions represented in the network (30 institutions, 11%), followed by Germany (13 institutions, 4.8%), and the Netherlands (13 institutions, 4.8%). Figure 1 illustrates a two-mode network of institutions (circles) and the ILSA documents to which they are connected (squares). Documents are colored according to the organization commissioning the assessment. A considerable number of institutions are involved in both IEA and OECD assessments. The regional organizations are more distant from the center of the network.

What is next? Our initial findings are promising. We are now extending the analysis to explain variation across countries.

Oren Pizmony-Levy is an Assistant Professor in the International and Comparative Education Program.

Stephanie Templeton is an alumnus of the International Comparative Education Program. She is currently a Junior Research and Evaluation Associate at School-to-School International.

UNESCO-TC Link on Global Citizenship Education

The International and Comparative Education Program has for several years collaborated with UNESCO in providing guidance to governments to “reposition” their curriculum according to core values of the United Nations. Since its foundation, UNESCO has sought to promote the aspirations of all people to strive for the realization of shared universal values, such as tolerance, pluralism, the respect of human rights, freedom and dialogue. In recent years, the organization has advocated for the implementation of Global Citizenship Education (GCED) as part of the UN Global Education First Initiative and Education 2030, and in keeping with Sustainable Development Goal 4.7. UNESCO’s focus on education for global citizenship goes hand in hand with a broader commitment to build democratic institutions, encourage the active participation of all people, including young women and men in decision-making and development processes and in the protection and promotion of human rights.

In 2017, a group of students worked with Dr. Felisa Tibbitts in developing a GCED Toolkit to assist national actors in infusing GCED themes and pedagogical approaches within the curriculum of education systems. This curriculum development resource is available online at: <https://unesdoc.unesco.org/ark:/48223/pf0000366288?posInSet=1&queryId=8362eb48-91e4-45f4-87b6-f01b5d526dac>.

In 2018, Dr. Tibbitts was asked to work with UNESCO in developing policy guidelines for just one aspect of GCED: Rule of Law (ROL). This focus reflects a new partnership between UNESCO and the United Nations Office on Drugs and Crime (UNODC).

According to the United Nations, the ROL is “a principle of governance in which all persons, institutions and entities, public and private, including the State itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human

rights norms and standards.”¹ The ROL is both an ideal to which states and individuals can aspire and a principle of governance. Advancing and modelling the ROL and a culture of lawfulness starting at the early stages of formal education are viewed as vital to nurturing constructive and empathetic citizens who act with integrity, have a strong sense of justice and act in ways that respects the dignity and human rights of all.

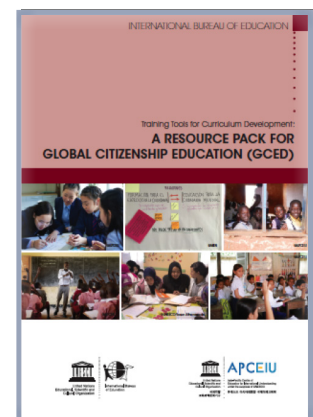
Dr. Tibbitts was initially concerned that a ROL approach would be narrowly focused on crime prevention! However, she has worked closely with UNESCO in developing guidelines that are sensitive to the genuine challenges some schools face in the level of rule of law and that promote a framework that potentially works across different educational contexts in promoting pro-social behavior and ethical behavior. Dr. Tibbitts involved TC student Charles Bradley in the literature review for the policy guidelines, which can be found here: <https://unesdoc.unesco.org/ark:/48223/pf0000366771>

Stay tuned for more information about the UNESCO-TC collaboration!

Felisa Tibbitts is a Lecturer in the International and Comparative Education Program.

Image of IBE UNESCO Resource Pack for GCE.

<http://inprogressreflections.ibe-unesco.org/4561-2/>



¹ <https://www.un.org/ruleoflaw/what-is-the-rule-of-law/>

PROGRAM UPDATES

ITS Workshop 2018-2019

The ITS Workshop, which celebrates its sixth year, brings together students and faculty from the Department of International and Transcultural Studies (ITS) as well as researchers from other institutions to discuss work in progress and 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, guest speakers, 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 fellowships, and academic publishing.

The fall 2018 schedule was as follows:

Tuesday, September 25, 5-6:30pm

Dr. Marlaine Lockheed, Princeton University
Title: "Facing forward: Schooling for Learning in Africa"

Tuesday, October 9, 5-6:30pm

Amlata Persaud, Teachers College
Title: "Exploring Collaboration in National Early Childhood Development Systems: Comparing the Cases of Jamaica and Guyana"

Thursday, October 18, 1-2:30pm

Jaakko Kauko, University of Tampere
Title: "Politics of Quality in Education: A Comparative Study of Brazil, China, and Russia"

Tuesday, October 23, 5-6:30pm

Ellen Meier, Teachers College
Title: "Technology Innovation and Educational Change in Diverse Contexts: A Bulgarian Case Study"

Tuesday, November 6, 5-6:30pm

Jennifer Skaggs and Ted Purinton, American University in Cairo
Title: "American Universities Abroad"

Tuesday, November 13, 5-6:30pm

Dana Burde, New York University
Title: "The Effect of Aid to Education on Perceptions of Government Legitimacy: Evidence from a Randomized Controlled Trial in Afghanistan"



The spring 2019 schedule is as follows:

Tuesday, February 26, 5:00-6:30pm

Dr. Regina Cortina, Teachers College
Title: "Theories of the South: Revisiting my Work in Comparative and International Education"

Tuesday, March 12, 5:00-6:30pm

Dr. Cally Waite, Teachers College
Title: "Mellon Mays Program and its Activities in South Africa"

Tuesday, March 26, 5:00-6:30pm

Joe Gebbie, Teachers College
Title: "Practice Your Elevator Pitch"

Tuesday, April 2, 5:00-6:30pm

Dr. Oren Pizmony-Levy, Teachers College
Title: "Present Like A Pro"

Friday, April 5, 5:00-6:30pm

Dr. Sylvain Aubry, Global Initiative for Economic, Social and Cultural Rights
Title: "The Abidjan Principles - Regulating Private Involvement in Education"

Monday, April 29, 5:00-6:30pm

Dr. Jasone Cenoz & Dr. Durk Gorter
Title: Pedagogical Translanguaging in Multilingual Education

Tuesday, April 30, 5:00-6:30pm

Dr. Alejandro Adler, Earth Institute, Columbia University
Title: TBA

For further information about the ITS Workshop, contact Professor Oren Pizmony-Levy, Workshop Coordinator, at pizmony-levy@tc.columbia.edu

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. Benjamin Steiner and Rachel Kirk were recipients of this fellowship.

Human Rights Education in Myanmar

In the summer of 2018, I traveled to Sittwe, Rakhine State, Myanmar as an AC4 Peace Fellow to support the implementation of a Human Rights education curriculum I wrote in cooperation with the Peace and Development Initiative (PDI), a local civil society organization in Rakhine State. The general contours of the 2017 Rohingya crisis in Rakhine — which the United Nations referred to as a “textbook genocide” — are well documented; hundreds of thousands displaced, untold numbers killed, Rohingya villagers shot in the back as they fled to the border with Bangladesh. Sittwe bares the open scars of the conflict. The ashes of Muslim homes settle underneath incongruous patches of tall grass in the city. The only remaining mosque — saved only because of its relative antiquity — is gated and guarded day and night by soldiers. In town, standard hallmarks of muslim garb are nowhere to be found, save for behind the barbed-wired walls of a heavily patrolled neighborhood where the last of Sittwe’s Rohingya population is confined. In this context, the Peace and Development Initiative is the only local organization attempting to provide social cohesion programming and comprehensive Human Rights Education.

I arrived in Sittwe with several copies of the curriculum I drafted, neatly bound in Columbia University binders, and a variety of teacher training materials. I was based at the Akyab Institute of Social Studies (AISS), PDI’s flagship institution where the curriculum would first be piloted. The school serves a cohort of 30 mostly ethnic Rakhine pre-college adults. The organization intends to open a second school in a nearby internally-displaced persons camp, which will implement the same curriculum with Rohingya youth. In the still-conflicted northern region of Rakhine State, PDI offers abbreviated programming coupled with social cohesion courses for Rakhine and Rohingya youth. Pending successful piloting of the curriculum I produced at AISS this coming year, it will be adapted and implemented at all of PDI’s programming locations.

While there, I conducted a three-stage curriculum implementation process. First, I led a 5-day basic training of trainers (ToT) to prepare the junior teacher core group at the Peace and Development initiative to implement the curriculum. Following the training, I worked with a select group of aspiring Human Rights educators selected from the ToT to conduct an in-depth

review of the curriculum materials. Participants were invited to review each individual module and rate it for its relevance and effectiveness, provide suggestions, and contribute feedback and stories that may improve the relevance of the curriculum. Finally, the same cohort of future Human Rights educators adopted a module of their choosing, adapted it, and piloted it at monastic schools in central Rakhine State. Using the information gained in this contextualization procedure, I drafted a second version of the curriculum which incorporated the feedback and stories provided by the teachers. The result is a 20-module, semester-long Human Rights Education curriculum which includes five units and various project based assessments.

For more information about the curriculum or contextualization process, feel free to contact me by email (bjs2222@tc.columbia.edu).

Benjamin Steiner is a second year MA student in IED.



Group photo with PDI’s junior teaching core team.
Photo: Courtesy of Benjamin Steiner

STUDENT SPOTLIGHT

From Morocco to the Southeast of the US: A Global Education for Local Transformations

While current divisions around the world demonstrate the necessity of fostering global connection, study abroad and language education continue to be inaccessible for many students, particularly for students in low-income schools in the Southeast United States. With this in mind, I co-founded an organization called the Women's Global Empowerment Initiative (WGEI). WGEI promotes short-term study abroad programs for young women of color in high schools in Atlanta, Georgia; Louisville, Kentucky; and New Orleans, Louisiana. Our curriculum uniquely combines social justice, language learning, and social-emotional literacy. With our partner organization, Dar Si Hmad, located in Agadir, Morocco, students explore the global intersections of race, gender, indigenous rights, and environmental justice. Students also participate in excursions through which they build personal and professional relationships within Morocco's southwest community.

WGEI ran two programs in July 2017 and 2018 and our two cohorts of students have shown profound personal and professional growth, as well as civic engagement. Last summer, through the graduate fellowship at AC4 at the Earth Institute, I conducted an evaluation research to assess WGEI's impact on students. Through surveys and interviews, we learned a lot from students and community partners as we are working to scale-up our initiative.

Immaya and Adriana are two students from the 2018 cohort whose post-trip reflections on social issues were quite thoughtful. Adriana, a high school junior, shared her thoughts with us: "Before this program, I was oblivious to different issues related to the environment. I didn't know what environmental racism was and what the level of effects were of human activity on the environment. I also didn't realize how interconnected social systems were with environmental issues. The most surprising part of [Dar Si Hmad's] fog project was seeing the actual installation of the fog nets and learning about the way water access is connected to women's issues."

Immaya, who just started college this fall, said: "I've noticed that after the trip I think about it constantly. I can draw comparisons between Morocco and the United States. I am more conscious about the environment, especially water consumption and trash, as well as race issues here in the States. I am also asking more questions about migration than I did before."

In addition to social issues, WGEI emphasizes social-emotional

development and local community transformation. Adriana shared: "the trip to Morocco has actually helped me to step out of my comfort zone mentally, emotionally, and physically. I've been able to acknowledge my preferences and faults without hesitation, be open to expressing how I feel on topics and experiences, and physically challenge myself whether it's yoga, or with new foods. I gained this sense of knowledge and appreciation for being a global citizen and was able to take it back home with me. I was able to make the goal of contributing more to environmental issues here in Kentucky and now we are



Group photo with WGEI 2018 cohort
Photo: Courtesy of Rachel Kirk

developing a food garden on behalf of Black Student Union."

Developing an organization from the ground-up brings challenges from fundraising and grant-writing, to the complexities of working with many different schools and partner organizations. However, as a master's student in International Educational Development, it is critical that I apply the skills I am learning in my courses to practical opportunities with students. Despite programmatic challenges, the power and brilliance of the young WGEI women, makes it worthwhile. Our students have interests in public health, language learning, environmental justice, civil rights law, and so much more. It is only a matter of time before they are calling the shots on the issues that affect their communities most, with the added ingredient of a global perspective.

Women's Global Empowerment Initiative (www.wgei.info // @womensgei)

Carmela and Marie F. Volpe Fellowship Recipients

The Carmela and Marie F. Volpe Fellowship for International Service in Education supports International and Comparative Education students with a research study or international internships with an NGO devoted to the education of orphans, street children, child laborers, Indigenous children or other marginalized children. Laura Ostendorf, Charles Bradley and Daniel Nahum were recipients of this award.

Can a Virtual Classroom Improve Girls' Education?: Incorporating ICT in Schools in Rural Myanmar

Throughout the summer of 2018, I worked with a global education initiative called "Connect to Learn (CTL)," which aims to provide access to education to marginalized populations, emphasizing the inclusion of girls. With collaborative oversight of the Center for Sustainable Development at the Earth Institute, Columbia University (CSD), CTL has worked to increase the retention of girls in 31 schools across 3 regions of rural Myanmar since 2015. CTL believes that investing in Information and Communication Technology (ICT) has the potential to not only increase girls' likelihood of staying in school but also improve their literacy and numeracy skills. The initiative has enabled broadband internet connectivity and provided tablets and laptops in schools, with trainings that promote their usage. In implementing this initiative, CTL saw that teacher training could be useful for teachers to adapt to new knowledge and technology in the field, but schools lacked funds, personnel, expertise, and policies to benefit and make use of the technological resources. Witnessing the gap in teacher training resources, CTL invented the first Virtual Reality (VR) teacher-training module to be piloted in Myanmar in the summer of 2018. In the virtual learning space, teachers could practice student-centered pedagogy and new strategies to implement

ICT in a virtual setting, reducing costs of in-person trainings. The VR platform supports a learner-centered approach by introducing teaching methods that enhance critical thinking and promotes student's active inquiry to apply lessons learned in schools to their daily lives. The pedagogy exhibited in the VR modules presents concepts from the Myanmar national curriculum while introducing new pedagogical methods, such as backward design, student demonstration, and small group activities.

I developed and facilitated a training session for members of the Department of Basic Education (DBE) under the Ministry of Education in Myanmar on how to use and understand the VR teacher training platform. On the first day of the training, I presented the VR device and functions, and varied pedagogies addressed in the VR module. Of the 10 DBE members who attended the training, none had used VR before the training. After the initial learning curve to familiarize with the technology, DBE members became more confident as they practiced and showed that they recognized pedagogies presented in the module. On the second day of training, we had the DBE members present segments of the module in front of the group in order to assess their understanding of the pedagogical concepts. DBE members exhibited understanding of the technology and teaching methods and also succeeded in making the presentations their own, relating module concepts to their own experiences.

Through the months of July and August, the DBE leaders held 6 different sessions of multiplier trainings in Mandalay and Mon regions to train and support local teachers on how to use the VR platform. During these trainings, I monitored the progress and content of the trainings and offered help and feedback as necessary to the DBE members and teachers. For all of the trainings of the DBE members and the teachers, I conducted post-training evaluations through Day 1 and Day 2 questionnaires and quantitatively analyzed results.

Laura Ostendorf is a second year MA student in IED.



Laura Ostendorf delivers a training to members of the Department of Education in Myanmar.
Photo: Courtesy of Laura Ostendorf.

STUDENT SPOTLIGHT

The Localization of Citizenship Education Through Self-Organized Learning Environments

In the summer of 2018, Daniel Nahum (M.A. '19) and Charles Bradley (Ed.M. '19) travelled to Colombia to work with the organization SOLE Colombia, to investigate the role Self-Organized Learning Environments (SOLEs) can play in the peace process in Colombia. After the Colombian Peace Agreement was ratified in 2016, the Colombian Ministry of Education and the Ministry of Information Technologies and Communications expanded its Computadores para Educar (Computers to Educate) program with the goal of increasing information and communication technology (ICT) coverage in previously inaccessible public education sectors. The ensuing development of ICT infrastructure outpaced the municipalities' capacity to build schools; therefore, SOLE Colombia encouraged these communities to use the new infrastructure to create SOLEs, in which students and teachers learn by exploring the topics they find most relevant to their development – ultimately owning their own future.

More research is needed on the link between Self-Organized Learning Environments, peacebuilding, and localized citizenship education. In order to contribute to this field, we piloted the Self-Organized Peace Learning Environment (SOPLE) program in seven locations across central and northern Colombia. The SOLE methodology is a dynamic and flexible three-step process designed to break the hierarchy between teachers and students – creating a more egalitarian facilitator/learner relationship. The first step consists of learners and facilitators democratically co-constructing research questions which they mutually consider important subjects for investigation. In step two, small groups explore the subject matter using local knowledge and any ICT resources available. Finally, an active group-sharing takes place, in which the democratically-led activities serve to promote the co-construction and socialization of knowledge.

The simplicity of the SOLE model, in confluence with its inherently motivating, learner-centered methodology, positions it as a potent tool for culturally relevant civic education in under-resourced Colombian communities. Through the use of open-ended interviews with SOPLE facilitators and classroom observation, the research team collected local perspectives on the potential of self-organized learning environments for effectively expanding culturally relevant forms of peace and citizenship education in the Colombian context.

Qualitative data analyses have shown that SOPLE facilitators value the methodology for four main purposes:

1. **Promoting Dialogue-** The complex nature of post-conflict Colombia makes conversations about social justice and human rights realities difficult. SOPLEs

allow participants to frame discussions in a way that is relevant to their own lived experience. A benefit of this process is the elimination of externalized and destructive oversimplifications, which increases the chances of a productive localized civic discussion taking place.

2. **Preserving Local Values-** Facilitators valued SOPLEs local construction and perceived it as a way to preserve local ways of life. Thus, SOPLEs play a crucial role in citizenship education for conflict-affected settings, where the localization of civic epistemologies is paramount for reconstructing community cohesion.

3. **Creating Trust-** After years of internal conflict and a consequential forced migration of more than 7.7 million internally displaced people, building trust is an especially critical goal of citizenship education in Colombia. SOPLE facilitators underscored how the methodology serves an effective tool for promoting trust through co-construction of knowledge and collective problem solving.

4. **Promotion of Democracy-** Facilitators expressed their enthusiasm for the student-centered learning facilitated by SOPLEs, despite widespread social acceptance of hierarchical student-teacher relationships. They told the research team how much they valued their students' opinions and highlighted how SOPLEs reduced their fear of letting students take the lead in the classroom.



SOPLEs in action. Photo credits: Daniel Nahum & Charles Bradley

This research has shown that SOPLEs have the potential to serve as important tools for localizing civic education. Moreover, through this process of reducing externalization, community members augment their own collective agency in an intrinsically

STUDENT SPOTLIGHT

participatory and liberating manner. The research team hopes to continue their investigation into the power of self-organized learning for promoting localized civic education by returning to expand the initial study to more sites across Colombia.

Daniel M. Nahum Gomez is a second year MA student in IED.

J. Charles Bradley is a second year EdM student in IED.

Dean's Grant for Student Research Recipients

The Dean's Grant for Student Research is awarded to students who submit the strongest proposals for research that has educational implications for the field and for the academic program at Teachers College. This year, doctoral student Jihae Cha and MA student Claire Stiglmeier from our program were awarded this grant for their research.

Exploring Refugee Students' School Persistence and Dropout Amidst Displacement

The world is witnessing the highest level of forced displacement of people since World War II. The United Nations High Commissioner for Refugees (UNHCR) predicts that more than half of an estimated 25 million refugees internationally are children under the age of 18 (UNHCR, 2018), and approximately four million school-aged refugees are out of school. Scholars assert that some children fail to enroll in school at all; others have received some schooling but never completed basic education (Al-Hroub, 2014). Despite global commitments to support those 'left behind,' many school-aged refugees have left school—temporarily or permanently, voluntarily or forcibly—for a myriad of reasons. Whether during displacement or upon resettlement, refugees encounter macro- and micro-level challenges in getting an education, including overcrowded classrooms, irrelevant curriculum, inappropriate language of instruction, and didactic teaching styles, to mention a few (Dryden-Peterson, 2015; Kanu, 2008; McBrien, 2005).

Despite these overwhelming challenges and an unpredictable future in exile, some refugee youth have successfully navigated educational pathways, often owing to academic, emotional and financial support from individuals, families, communities, and those trying to support them. However, there is a paucity of research that examines the factors that contribute to refugees' successful educational pursuits. My dissertation research seeks to take a balanced approach to examining the linkages between refugee children's school persistence and dropout, and the different factors in refugees' new and existing ecological systems that contribute to their academic performance in displacement. Recognizing the influential roles that conflict and displacement play in shifting people's ecological systems, I draw on a refugee ecological systems framework by Dryden-Peterson et al. (2017) to closely examine the school experiences of children in refugee camps.

My data collection will take place from late February to July 2019 in Kakuma Refugee Camp in Kenya, one of the world's largest refugee-hosting countries. Over the course of six months, I will conduct focus groups, surveys, and in-depth interviews with both in-school and out-of-school children and youth in the camp. By critically analyzing the factors that restrict or promote refugees' school persistence, this study aims to contribute to ongoing dialogue and policy-making around the issues of access, quality, and well-being in refugee education. While my research investigates the case of refugees in Kenya, I hope that the findings of this study will directly contribute to the work of those who provide ongoing development and support to refugee education in displacement, and potentially to those working with marginalized populations in non-conflict settings.



*Students in Kakuma Refugee Camp in Kenya.
Photo credits: Jihae Cha*

Jihae Cha is an EdD candidate in IED.

STUDENT SPOTLIGHT

Urban Refugees and Asylum Seekers in Quito, Ecuador

Claire Stiglmeier, a second-year MA student in the International Education Development program at TC, was awarded the 2019 Dean's Grant for Student Research for her recent work with urban refugees and asylum seekers in Quito, Ecuador.

Out of all of the countries in Latin America and the Caribbean, Ecuador hosts the largest number of refugees and asylum seekers. Since 2015, political and economic instability have forced close to 1,154,000 Venezuelans to seek asylum in Ecuador.¹ They join an already large population of refugees from neighboring Colombia who continue to arrive in increasing numbers as they flee violence between paramilitary groups in the wake of the 2016 Colombian Peace Accord. Additionally, many refugees from Syria, Yemen, Afghanistan, Turkmenistan, Iran and Haiti have been resettled in Ecuador in recent years.

Authorities are struggling to adapt to the humanitarian needs of this increased population of refugees and asylum seekers. While progress has been made towards the provision of education for urban refugees in Ecuador, many refugee children and youth in the capital, Quito, are still not enrolled in school due to lack of documentation and overcrowded classrooms. However, recent studies have indicated that the desire for education remains high among this population. Increasingly, many urban refugees have

turned to non-formal education programs when formal systems fail to meet their needs.²

Claire traveled to Ecuador in January 2019 to implement a mixed-methods study with urban refugees enrolled in non-formal education programs in the capital city of Quito. Her goal was to determine the potential benefits that these programs might have for this vulnerable population. In particular, Claire is interested in determining whether or not there is a relationship between participation in these programs and the development of life skills such as resilience. Using program observations, surveys, interviews and focus group discussions, Claire attempted to measure which skills and behaviors, such as conflict resolution, teamwork, communication and problem solving, were perceived to be gained through participation in these programs and how participants applied these skills in their day-to-day lives.

With this study, Claire aims to contribute to research on non-formal education for urban refugees and asylum seekers, with the hopes of better informing policies, programs and actors in the field.

Claire Stiglmeier is a second year MA student in IED.



Group photo.
Photo credits: Claire Stiglmeier



Group circle.
Photo credits: Claire Stiglmeier

¹ UNHCR. (2019). Global Focus: Operation Ecuador. Geneva: UNHCR. <http://reporting.unhcr.org/node/2543>

² Donger, E., Fuller, A., Bhabha, J., & Leaning, J. (2017). Protecting Refugee Youth in Ecuador: An Evaluation of Health and Wellbeing. Harvard FXB Center for Health and Human Rights for UNHCR.

Amnesty International: Toolkit for ‘Write for Rights’ International Campaign

My work with Amnesty International (AI) inspired my educational trajectory at Teachers College. I came in last Spring with a communications background and after taking the Human and Social Dimensions of Peace course with Dr. Felisa Tibbitts, I felt an emotional connection with the area of human rights and peace education. As an immigrant from Perú, I am familiar with the intricate nature of identity and the intersectionality of social categorizations. My life experience imbued me with a particular worldview and empathetic vulnerability which I've used to connect with minorities of all walks of life.

When the opportunity for working with Dr. Tibbitts and Amnesty International arose, I was eager to engage and help with the making of the Amnesty toolkit for educators along with two student colleagues, Mallory Tryon and Julie Halterman and the Amnesty team. Our task was to draft a Write for Rights (“W4R”) toolkit for instructors to help engage students in human rights education, facilitate the letter-writing process, and complement material for the annual W4R campaign. The campaign unites teachers and students, calling out injustices wherever they happen and sending thousands of letters to officials and key stakeholders to address the wrongdoings.

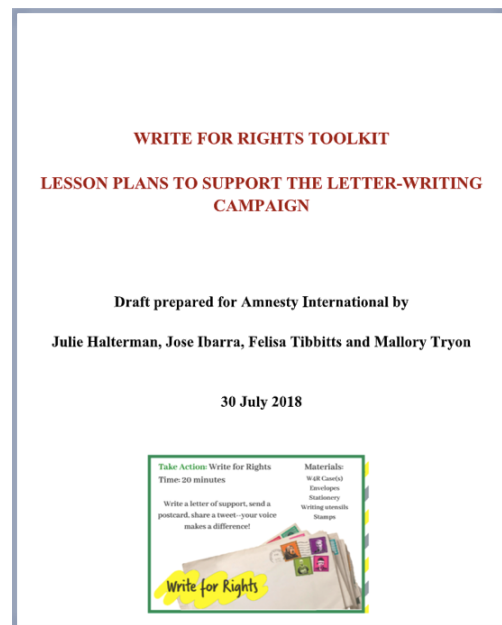
My role (apart from team collaboration, feedback and editing) was to focus on the “Freedom from Discrimination” part of the toolkit. I contributed by developing the language, content and aesthetics of this document. Working with Mallory, Julie, Dr. Tibbitts and the Amnesty team helped me to pinpoint my passion for human rights. As a result, I ended up switching to the International and Comparative Education program and I am currently pursuing a master's in International Education Development (IED) within the program. I am now working toward the completion of my master's and plan to attend law school to study International Humanitarian Law next fall.

I am very thankful to have had the opportunity to work with such a wonderful group of people, and I am even more thankful to have learned so much along the way. Since then, I have been able to apply a lot of the teamwork skills that I learned to this semester's coursework, including working around time zone differences, connecting virtually with members, editing and offering suggestions, giving and receiving feedback and encouraging a diversity of opinions. These skills have also aided me in my group projects and team presentations. I am excited for what is to come Even though I am not sure what the future

will be, I am certain it will involve human rights, justice and social connection.

I am inspired by the power that we each hold and I am eager to use my power to learn, help and educate.

Jose Ibarra Jr. is a first year MA student in IED.



CONTENTS OF THE WRITE FOR RIGHTS TOOLKIT

- USING THE WRITE FOR RIGHTS TOOLKIT
- ABOUT AMNESTY INTERNATIONAL
- WRITE FOR RIGHTS LETTER-WRITING CAMPAIGN
 - How can I organize a W4R letter-writing campaign?
- HUMAN RIGHTS - THE BASICS
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One Young World: Young Leaders Against Sexual Violence Initiative

One Young World is a charity that brings together young leaders from around the world and empowers them to create positive change. The charity stages an annual summit where young leaders from the business world, NGOs, universities and forward-thinking organizations are joined by world leaders, acting as their One Young World Counsellors. At past summits, counsellors included Sir Kofi Annan, Justin Trudeau, Archbishop Emeritus Desmond Tutu and Professor Muhammad Yunus. At the summit, the young leaders (also known as delegates) debate, formulate and share innovative solutions to address pressing issues facing the world. After each summit, the young leaders work on their own initiatives or yield the power of the One Young World network to implement their initiatives. Many young leaders return to companies to create change from within and energize the corporate environment.

I had the opportunity to become a One Young World ambassador in Dublin 2014. The following year, I had the honor of speaking on the Human Rights Plenary Session at the summit in Bangkok where I advocated for the rights of stateless people.

Last year in 2018, at The Hague summit, I was recruited to be a part of the initiative for Young Leaders Against Sexual Violence Initiative by One Young World. We launched the

initiative by having each of the summit members share their personal experience that led them to be a part of this initiative, in hope of expanding conversations, narratives and actions against sexual violence. The series of speeches at the launch brought to light the issue of sexual violence against children, men, slavery, refugees and stateless people, in addition to violence against women. We had writer Fatima Bhutto and actress Rosario Dawson join our initiative. As the co-founder of the Voices Foundation for Vulnerable Children, I focused upon human rights issues involving vulnerable children, particularly orphans and stateless children.

I look forward to attending the One Young World summit every year. It is an incredible network of young leaders which represents over 190 countries. I learn so much and it inspires me to continue the work I do. Currently, I am studying International Education Development at Teachers College with a concentration in International Humanitarian Issues. I am able to apply both what I have learned from One Young World and from Teachers College in my humanitarian work. I hope that in the future, there will be fellow TC students who will join me at One Young World.

Kamolnan Chearavanont is a first year MA student in IED.



*Tribute to Kofi Annan at One Young World, The Hague Summit.
Photo: Courtesy of Kamolnan Chearavanont.*



*Kamolnan Chearavanont at One Young World.
Photo: Courtesy of Kamolnan Chearavanont.*

Matthew A.M. Thomas | MA, 2009

Senior Lecturer, Comparative Education and Sociology of Education, Sydney School of Education and Social Work, The University of Sydney, Australia



Before TC: As I was heading to my first teaching job interview, the school secretary called to give me directions to the school. “When you get to town, you’ll come to a major intersection with a four-way stop.” At the time there were no traffic lights in this entire county of Pennsylvania - a fact frequently repeated by the students at the school. It was simultaneously a badge of honour and a symbol of their relative status. This was where I began my career as a teacher.

Certified in music (K-12) and social studies (7-12) and known by the moniker “Mr. T.,” I taught music theory, instrumental music, and directed extracurricular activities for three years at this rural junior/senior high school in Newport School District, Pennsylvania. However, over the summers I continued my long-term engagement in Zambia, where I had been teaching and conducting research intermittently for several years. I, then, decided to pursue a graduate degree and combine my love for teaching and education with my growing interest in development studies. TC offered an attractive program due to its coursework, reputation in the field, and cadre of experts in education policy, international development, and African studies.

While at TC: My time at TC was phenomenal. I loved the classes and enjoyed learning from leading scholars who were advancing theory but also conducting applied work. In particular, I greatly appreciated the opportunity to work with several academics who involved me in their work, either through innovative fieldwork courses or part-time employment on research projects. I benefited immensely from their extensive experience and gained insights into how they thought, how they wrote, and how they engaged with education and development issues. I also loved the many events at TC: the guest lectures, seminars, symposia, student org gatherings, and other activities that pushed my thinking outside of the classroom. The breadth and depth of experiences available to students (free of charge!) was amazing. Finally, I loved the community of graduate students and meeting people from all over the world, hearing their perspectives and passions, and being challenged by them to effect positive change.

After TC: Graduating and seeking work three months after the 2008 stock market crash proved challenging. Eventually I found a short-term position working as a researcher on a Stanford University project operated by the Education Development Center, where I conducted classroom observations in public middle schools in Brooklyn, Bronx, and Queens. I later considered several jobs in NYC, but ultimately decided to enter the PhD program in comparative and international development education at the University of Minnesota in Fall 2009. I conducted my PhD dissertation fieldwork in Tanzania in 2012 and in the 2012-2013 academic year again found myself on the job market, this time in academia, which is notoriously brutal. Fortunately I received an offer: a tenure-track position at the University of Wisconsin-La Crosse. For two years there I taught educational foundations courses (including comparative education and sociology of education) to pre-service teachers and graduate students. I also did consulting on the side. This was a good job, but not an ideal fit for me. Then, in 2015, I accepted a tenure-track position in comparative education and sociology of education at the University of Sydney, where I still work today. This position involves conducting research in my area(s); supervising PhD, MA, and BA Honors students conducting empirical research; teaching graduate and undergraduate courses; and committee work. I also serve as the International and Alumni Coordinator for the Sydney School of Education and Social Work, and engage in applied work through consultancies and other projects with domestic and international organisations.

Advice for students: These tips are perhaps not novel, but here are some things that come to mind. First, take risks in your learning. I’m embarrassed to say that I sat in a couple courses that I subsequently dropped because I was intimidated by the professor or the course seemed overly difficult. That was a mistake, as I believe I missed out on some amazing learning opportunities. Second, think outside the box. If you see a hole in the programming at TC, see if you can fill it (e.g., start a reading group, launch a student org, host an event). If you want to work more closely with a certain professor, ask if they’ll support you in an independent study or if you can assist with their research. Third, build your network. The professors, staff, and students at TC are extraordinary individuals, so get to know as many as possible as deeply as possible. To this day, my friends from TC remain close, and they are some of the first people I contact for professional advice or to share work opportunities. And lastly, have a blast! I know I did.

Carina Omoeva | PhD, 2011

Director for Research & Evaluation, Global Education, Employment and Engagement (G3D), Education Policy and Data Center.



Before TC: I was the Project Management Specialist for the regional education program at USAID Central Asia in Almaty, Kazakhstan, where I am from. We launched the first basic education program in four countries: Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. This led me to my Ed.M. program in International Education Policy

at the Harvard Graduate School of Education. During the time at Harvard, I was a member of the International Development and Education Association (IDEA), helping to facilitate the IDEA Forum in Spring 2008.

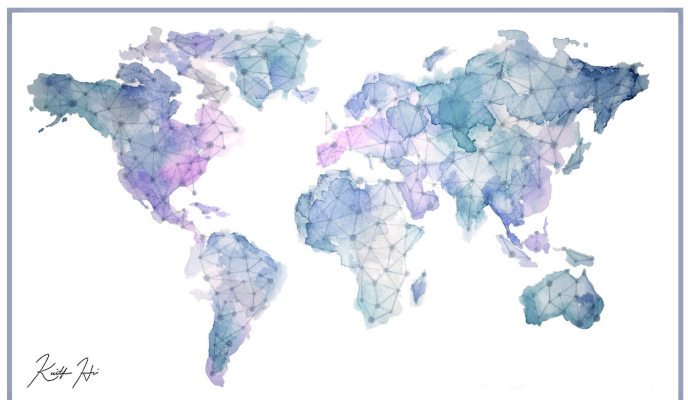
While at TC: I started a Ph.D. in Comparative and International education, with a concentration in Political Science, in 2008. Outside of coursework, I worked with Professor Steiner-Khamsi on a series of background papers for the new USAID education strategy, to be launched in 2010. I was also a Research Assistant at the National Center for Restructuring Education, Schools and Teaching (NCREST), where I ran quantitative data analysis and helped to facilitate data use workshops for schools participating in the Early College Initiative, funded by the Bill and Melinda Gates Foundation. Towards the end of my program, I also supported the work of the Current Issues in Comparative Education (CICE) Journal as a reviewer.

“Outside of coursework, I worked with Professor Steiner-Khamsi on a series of background papers for the new USAID education strategy.”

After TC: While at TC, I was recruited to join the Education Policy and Data Center (EPDC) at the Academy for Educational Development, as a Senior Education Specialist, supporting EPDC’s research on long-term trends and projections in education, as well as analyzing the value of education output. When AED was acquired by FHI 360, EPDC transitioned as a research center for FHI 360’s Global Education Department. Over time, the research functions for global education expanded to include workforce transition and youth. At this time, I lead the Research and Evaluation Department for the Global Education, Employment & Engagement (G3E) business unit at FHI 360. In this role, I oversee the research, monitoring, and evaluation components within G3E’s portfolio, which includes global education, youth, workforce transition, livelihoods, and civil society and peacebuilding. I also continue to lead EPDC (www.epdc.org), supporting the research agenda under the Education Equity Research Initiative, which I helped to launch and lead through May 2018 (www.educationequity2030.org).

“Put greater emphasis on research methods, use real-world data, and think of the feasibility of ideas and solutions discussed in the classroom.”

Advice for students: Put greater emphasis on research methods, use real-world data, and think of the feasibility of ideas and solutions discussed in the classroom. Branch out and take advantage of opportunities across TC, as well as at Columbia University broadly, and at other schools within the Doctoral Consortium.



The World. Artwork: Kaitlyn Hui

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globalUpdate

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