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Join us for the Kuo Pen Wing Symposium on October 25, honoring the first Chinese national to graduate with a PhD in Comparative Education from Teachers College.

Details on page 4



Kuo Pen Wing

Program Perspectives

“Education in the Post-2015 Development Agenda”

As the post-2015 Sustainable Development Goals continue taking shape, faculty members in the International and Comparative Education program reflect on the role of education in this process. Here are select excerpts from faculty members Carol Benson, Regina Cortina, Mary Mendenhall, Naomi Moland, Oren Pizmony-Levy, Garnett Russell and Gita-Steiner-Khamsi.

What is your opinion about the processes by which the post-2015 education development agenda is being formulated?

Mary: The use of technology and social media has greatly expanded opportunities for people around the world to feed into the post-2015 development agenda. While technological advances and social media have an important role to play in this process, those who have been historically marginalized are at an even greater disadvantage as the digital divide widens. Efforts to host local, national and regional consultations seem to have gotten more attention this time around. Nevertheless, more needs to be done to facilitate participation of those most directly affected by development policies, programs and practices and to give equal weight to top-down and bottom-up processes.

Oren: Mary brings a good point about the global digital divide and its implication on equal participation in the process of crafting the post-2015 education development agenda. I’m afraid that the usage of social media is just a way to frame the process as participatory and open to all. I would like to see more efforts to engage the public in the discussion (not only in low-income countries, but also in high-income countries) as well as more robust public opinion data on attitudes and preferences.

What do you think the position of education in the post-2015 development agenda will be?

Carol: I think it is clear that there will be continued emphasis on assessment. I agree with evaluating programs and outcomes, and with building accountability into development cooperation. However, some program administrators spend all their time satisfying donors to look good “on paper”, perhaps even inventing positive results, instead of attending to technical and quality-based issues. In addition, there is a need to report “successes” in unrealistically short time periods--when we all know that change takes time, and that sustainable programs with healthy ownership by stakeholders rarely look like their original plans after 5 or 10 years. In my opinion, an over-emphasis on assessment (particularly quantitative data and numbers-based indicators) can miss many valuable aspects of educational development such as improved participation in classrooms, higher self-esteem among learners, greater access to activities that will improve people’s quality of life, and so on.

Mary: I wholeheartedly agree with Carol’s points here. The over-emphasis on impact evaluations and short-lived interventions in recent years is causing the development community to lose sight of so many other important questions and experiences within the education sector. I think we need to do a better job demonstrating how mixed methods and qualitative research provide more robust and meaningful data about what’s happening in the classroom, what teachers are learning and applying after teacher training, and how education policies are influencing changes on the ground.

--- continued on page 2.



A Message from the Program Coordinator

Dear Students, Alumni and Faculty of the ICE Program:

I am pleased to introduce the Fall 2014 issue of Global Updates, the ICE program newsletter. As you will read the following pages, we have two new full-time lecturers—Carol Benson and Cathryn Magno—as well as several phenomenal adjunct assistant professors teaching an array of different courses on education policies, development in China, human rights, the role of international organizations in development, languages and literacies and research methods, just to name a few. We also have two new doctoral fellows, Ryan Allen and Marlana Salmon-Letelier, working with us to support and strengthen the student experience in the program.



I would like to use my welcoming space in the newsletter to inform all of you about the self-study that the College and our program are conducting in preparation for the site visit by our regional accrediting agency—the Middle States Commission on Higher Education. In an effort to collect feedback from our alumni, the ICE program has been participating in the Teachers College Alumni Feedback Survey. During the summer we sent a survey to all of our alumni who graduated over the past three years, and we are working on analyzing the data from this survey. The survey results will provide us with valuable information regarding our alumni, their employment since graduating from TC and their current or future professional development needs.

This survey will also tell us how well we are able to position our students for the world of work after graduation. In the spring program newsletter, I will share the survey findings and how they might shape the ICE program moving forward. In the meantime, the program faculty and I will review the survey data and be open to changes based on what we learn.

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

Regina Cortina
Professor of Education
Program Coordinator

Program Perspectives continued from page 1...

Oren: The recent paper by the Education For All Global Monitoring Report, titled “Sustainable Development Post-2015 Begins with Education,” presents a compelling argument about the centrality of education in every aspect of development (for example: poverty reduction, health, gender equality, etc.). But, as Carol and Mary suggest, it seems like we are moving from Education for All to Assessment for All, and this trend is concerning for at least two reasons. First, the “assessmentization” of education has a negative impact on the work of policy makers and educators (for example, deemphasizing subjects such as civics and citizenship education, and arts and humanities). Second, the combination of assessments + ranking tables (such as PISA and TIMSS) + sensational media contributes to erosion of public confidence in the education as a social institution. And that’s not good news.

Garnett: In addition to the focus on assessment and “learning outcomes,” I anticipate that there will be more of a focus on children/students in conflict-affected states, where the EFA goals have not been achieved. While other countries focus on moving beyond access, fragile states, particularly in Sub-Saharan Africa and the Middle East and North Africa, must address the issues of marginalized groups and out-of-school youth.

What do you think it should be?

Carol: First, I do not think we have focused enough on educational quality. Quality is often assessed numerically (how many schools, how many teachers) but the real quality issues are whether the medium of instruction (or the language of literacy) matches the language of learners, and how teachers are prepared with language proficiency and knowledge, as well as strategies for basing teaching on learners’ needs.

Gita: I think there should be more emphasis on access to education, that is, schools that are “closer” to the school-aged children both literally (in terms of distance) but also figuratively in terms of community language and local curricula. I also think highly of Keith Lewin’s concept of “Zones of Exclusion” and it would be important to focus more on those who are left out or drop out and develop

Program Perspectives (Continued)

policies that attract and keep these groups in school.

Program Perspectives continued from page 2...

Oren: I second Gita's emphasis on access. I think we should move beyond access to education and schools, and think about access to learning. That is, we should develop the right policies to ensure students that are already in school can fulfill their human potential regardless of their gender, race/ethnicity, family background, sexual orientation and gender identity (actual or perceived), and ability status.

What have been some of the successes so far in the discussions on education in post-2015?

Cathryn: New articulations of the importance of and need for attention to quality of education are a positive step forward; much more discussion is needed about what "quality" means – how it is defined, understood and delivered across cultural contexts and national borders – how it might be assessed, and by whom.

Naomi: The EFA goals and policies have expanded the conversation on who the "all" is in "Education For All". While we are far from achieving quality education for all, there has been increased attention to the need to educate previously marginalized groups (girls, linguistic and cultural and religious minorities, children with disabilities, low-income children, migrant children, and so on). It seems there is growing consensus that the post-2015 development agenda must carefully consider these groups.

What issues in education are not being discussed, or not getting enough attention in the post-2015 discourse?

Cathryn: There are dangers associated with focusing on learning outcomes without concurrent attention to teacher preparation (and ongoing professional development) as well as school leadership and governance. We can end up assessing students without a plan for how the results will be used to improve instruction, which is unhelpful at best and unethical at worst. EFA and related agendas should include a systemic view of education, in order to improve the school and wider community's participation and performance in education (inside and outside of schools). In terms of assessment, targets are still expressed quantitatively, and using these strategies alone or primarily may mask both teaching and learning practices and processes. Increased and innovative use of qualitative, mixed-method and longitudinal assessments should be receiving more attention.

Stephen Klees (2013) argues that "a radical and progressive education agenda must confront the structural inequalities that plague education and societies around the world" and that without this approach, "...the post-2015 agenda will become another example of compensatory legitimation for an unfair world system." What is your response to his assertion?

Cathryn: I completely agree with Klees here and see the post-2015 development agenda as continuing work in much the same way by the same organizations/actors as has been done since Jomtien, with slightly different emphases and perhaps a wider array of voices at the table. However, none of the proposed targets address fundamental structures, divisions, conflicts or

power relations, including those between donor and recipient countries.

Regina: I have been discussing these issues in the context of my recent book on The Education of Indigenous Citizens in Latin America regarding the education for indigenous children. Ultimately, international agendas and mandates only have so much influence on national economic interests and policies. There are too many examples of innovative, community-led programming that only reach a small fraction of students because of lack of funding and commitment from the national states.

What role do you see for scholars and practitioners in the ICE field in engaging with education in the post-2015 development agenda?

Gita: One, we need to be careful that we are not pulled in to produce token analytical work such as impact evaluations after a brief project period thereby serving as a "scientific stamp of approval." Two, I see it as our responsibility to be contextually savvy and culturally sensitive and work against uncritical borrowing of global reform packages. Three, as ICE faculty, students and graduates, we need to be advocates for local expertise and local ownership. More often than not, local experts are reduced to "translators," "local adapters" and "implementers" of our ideas/advice/concepts. This division between head and hand in development work needs to stop. In addition, we should not assume that the only reforms in a developing country are the ones supported by international donors. Finally, we need to think of alternative modalities of aid and move away from the support of pilot projects and design more sustainable and participatory reforms.

Naomi: Donor agencies are accustomed to quick and dirty types of assessment, but I think that if leading institutions (such as Teachers College) develop more rigorous (yet feasible) qualitative approaches, scholars and practitioners will increasingly see their merit.

In one word or phrase, what sums up your outlook for education in the post-2015 development agenda?

Gita: More aid from Russia, India and China (BRICs countries but possibly at the moment without the "B"/Brazil), more involvement from the private sector in the form of Brand Aid or Glamour Aid, and hopefully a shift towards greater budget support (rather than project support) by bilateral and multilateral donors.

Naomi: One word?! Well, I think that more than ever, education will continue to be the central sector where global inequalities will be exacerbated, unless major changes occur.

Mary: Assessment, to the detriment of contextualized, participatory and locally owned approaches.

Garnett: Focus on learning outcomes, inequality

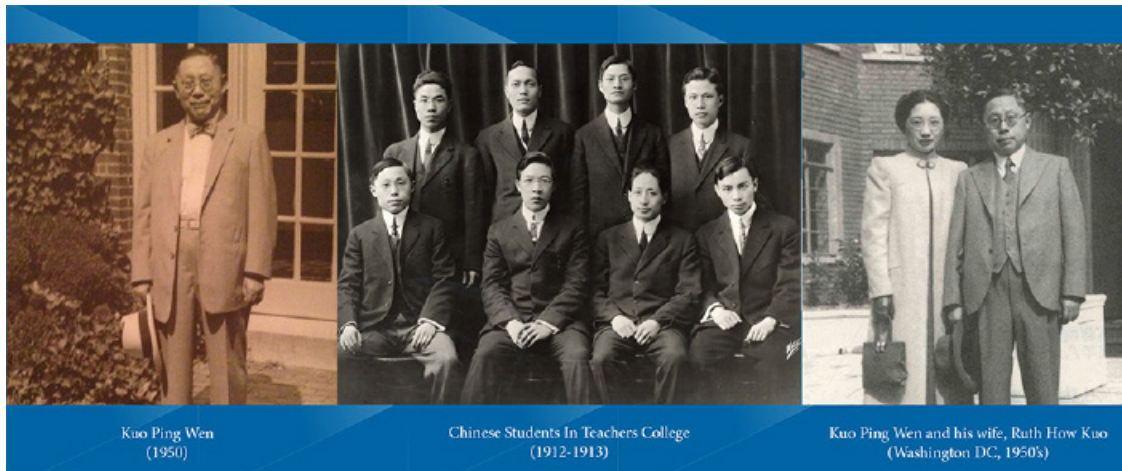
You can find more information about the post-2015 development debate here:

<http://efareport.wordpress.com/>
<http://www.beyond2015.org/>
<http://www.worldwewant2015.org/>

Teachers College Events



Kuo Ping Wen Symposium



Kuo Ping Wen
(1950)

Chinese Students In Teachers College
(1912-1913)

Kuo Ping Wen and his wife, Ruth How Kuo
(Washington DC, 1950s)

In Service of Education: The Life and Times of Alum Kuo Ping Wen, China's First Global Educator

Save the Date!

Saturday, October 25, 2014.

9:00 a.m. - 5:00 p.m.

Please join us to mark the centennial of alum Kuo Ping Wen's Ph.D. from Teachers College -- the first Ph.D. granted in comparative education to a Chinese national by the College.

We will celebrate his legacy and contributions to education and U.S.-China relations.

Featured speakers will include:

Susan Fuhrman
Teachers College President

Carolyn Hsu-Balcer
Honorary Chair

Yu Wei
Former Vice Minister of Education, China

Henry Levin
Teachers College Professor

Milbank Chapel at Teachers College, Columbia University

Sponsored by Teachers College the China Institute, and C.V. Starr East Asian Library

Teachers College Events

Comparative and International Education Society (CIES) Annual Conference Updates



TC Alumni Reception at CIES Annual Conference (Toronto, 2014)

The International and Comparative Education (ICE) program was well represented at this year's 2014 CIES Annual Conference held in Toronto, Canada under the theme "Revisioning Education for All". For more information on the conference's proceedings, please see: <http://www.cies.us/2014/>

Teachers College hosted an alumni reception at the conference, which was well attended by ICE program alumni who had an opportunity to receive program updates, reconnect with faculty and colleagues, and interact with current students.

The 59th Annual Conference will take place in Washington, D.C. from March 8-13, 2015 under the theme "Ubuntu! Imagining a Humanist Education Globally". For more information, please see: <http://cies.us/2015cies/>. We look forward to re-connecting with alumni at these events!

Communities in Action: Access to Quality Education for Latino Students

Adriana Lovera

Educators from across the city gathered on March 28-29, 2014 at Teachers College, Columbia University, to discuss the present and future of Latino education.

The idea for the conference emerged after students in Professor Regina Cortina's Latinos in Urban Schools course researched and discussed the demographic imperative facing New York City. That is, while Latinos comprise a growing share of the city's population, they continue to lag behind in educational attainment and achievement. The conference, "Communities in Action: Access to Quality Education for Latino students," drew over 100 participants, including professors, students, teachers, community leaders and administrators.

The conference opened with remarks from Professor Regina Cortina, Associate Professor of Education at Teachers College, Council Member Mark Levine, City Council District 7, and Alejandra Perez Reguera, Program Officer for the Televisa Foundation. Professor Christopher Emdin, Associate Professor at Teachers College, delivered a powerful and thought-provoking feature address in which he discussed the importance of understanding youth culture for effective learning and teaching.

The second day of the conference included presentations, panel discussions, and workshops on themes such as culturally responsive and relevant pedagogy; quality learning opportunities for language minority children; the educational experiences and pathways of Latino/a students; the transformative role of schools and communities in fostering the well-being of immigrant Mexican families; and supporting newly-arrived immigrant students. The conference concluded with a musical performance from Jarana Beat, a Brooklyn-based Mexican roots band that fuses Mexico's African and Amerindian traditions with Latin American music.

The conference launched the Initiative for Latino Education at Teachers College, Columbia University, which will seek to bring increased attention to Latino education and to foster dialogue between all stakeholders including Latino families, professionals, and academics.

Funding and support for the conference was provided by the Televisa Foundation, the Center for the Study of Race and Ethnicity at Columbia University, the Institute of Latin American Studies at Columbia University, the Coalition of Latin@ Scholars, and the Institute for Urban and Minority Youth at Teachers College, Columbia University. The conference program can be accessed at: http://www.columbia.edu/cu/cser/downloads/CIA_ConferenceProgram.pdf



Teachers College Events



Shaping the Future of Education in Emergencies: Needs and Roles for Emergent Practitioners

On Friday, April 18, 2014, the International and Comparative Education (ICE) Program at Teachers College, Columbia University and the International Education Program at New York University co-sponsored the Shaping the Future of Education in Emergencies: The Needs and Roles for Emergent Practitioners event as part of the global consultation activities supported by the Inter-Agency Network for Education in Emergencies (INEE). Fifty-four participants, primarily graduate students from Teachers College and New York University, attended the consultative event. The two-fold objective of the event was to provide current students with practical career advice about entering the field of Education in Emergencies (EiE) and to brainstorm ideas for how graduate programs could help to better prepare education practitioners interested in entering the field.



The event began with an expert practitioners' panel that included: Lori Heninger, (former) Director of INEE; Paul Frisoli, Education Technical Advisor at the International Rescue Committee; Caroline Keenan, Education in Emergencies Specialist at UNICEF; and Dija Nijhowne, Director of the Global Coalition to Protect Education from Attack. Participants then engaged in small group discussions with these panelists as well as the following practitioners who generously contributed their time to the event: Lincoln Ajoku, Education Advisor at Concern Worldwide; Heather Hansen, Program Manager at the International Rescue Committee; Arianna Pacifico, Deputy Coordinator for the INEE Minimum Standards Working Group; Cynthia Koons, Conflict Sensitive Education Capacity Development Coordinator for INEE; Charles von Rosenberg, Program Officer for the Coalition to Protect Education from Attack; and former TC alumnus of the ICE Program.

The practitioners allayed students' concerns by recounting their own "zig zag" professional trajectories, assuring students to stay open, flexible and creative when considering careers in the EiE field. In addition, all participants brainstormed ideas for the ways in which graduate programs could help better prepare emergent practitioners. Suggestions included: establishing stronger and sustainable

International and Transcultural Studies Workshop Updates

by Oren Pizmony-Levy and Garnett Russell

The International and Transcultural Studies (ITS) Workshop Series is a new initiative started in Fall 2013 that seeks to provide a venue for faculty and students from the Department of International and Transcultural Studies, as well as from other departments and universities, to present scholarly research. 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. Workshops generally include two different presentations by faculty and graduate students (at all stages of study). The Workshop meets once each month during the fall and spring semesters and is organized by Professors Oren Pizmony-Levy and Garnett Russell.

During the Spring 2014 semester, the following faculty and students presented original research:

1. Katy De La Garza, "Pedagogical Mentorship and Rural and Indigenous Education: Perspectives from Guatemalan Teachers"
2. Nicolas Stahelin, "States of Resistance: Public Schooling, Social Justice, and Critical Environmental Education in Rio de Janeiro Twenty Years after Eco '92"
3. Professor Todd Beer (Lake Forest College), "The Interaction of the Local and the Global: Kenyan Environmental NGOs and Climate Change"
4. Professor Paul Tarc (Western University in London, Canada), "The International Baccalaureate as a Window on 'Globalization and Education'"
5. Katja Brøgger Jensen (Aarhus University, Copenhagen, Denmark), "Governing Through Standards: the Internationalization of Higher Education"
6. Karen Velasquez, "Language Education at Work: Latino Immigrants in Koreatown, NYC"
7. Scott Freeman, "The Projectification of Aid: How the Development Project Undermines Environmental Conservation in Haiti"

Students are encouraged to actively participate in the workshops and as a rule, ask the first question to the speaker. An additional feature of the Workshop is to provide opportunities for professional development, including learning how to use new software programs, managing a dataset, or discussing a relevant topic for the field of International and Comparative Education. Past sessions have focused on Qualtrics, a web-based tool for building sophisticated surveys, and how to deliver effective academic presentations.

Teachers College Events

Mexico's Education System in the 21st Century: A Symposium

by Vania Salgado



"Mexico's Education System in the 21st Century", a symposium organized by Teachers College (TC); Columbia University's Center for Mexican Studies; and the Center for Research and Teaching in Economics (CIDE), a Mexican University with a new graduate program focused on policy and educational practices, was held September 18th and 19th. This was a unique gathering of education specialists and academics from Mexico and the United States, Mexican government officials, members from Mexican NGOs, journalists, and young scholars to discuss the recently introduced education reform in the country. It was also an opportunity also to present ideas on what could help to improve quality, equity and effectiveness of Mexico's educational system.

Among the participants, TC professors Regina Cortina and Henry Levin were involved in panels that discussed, respectively, the awakening of Mexican civil society and a possible educational model that looks at furthering non-cognitive skills. Sylvia Schmelkes, Director of the Mexican National Institute for the Educational Evaluation (INEE), Rodolfo Tuirán, the Undersecretary for upper secondary education at the Secretariat of Public Education, and Fernando de la Isla, the state of Querétaro's Secretary of Education, presented current developments in the reform implementation, which provoked lively participation from the audience regarding irregularities in the teacher management system. Professors Martin Carnoy (Stanford University), Lucrecia Santibáñez (Claremont Graduate University), Jonah Rockoff (Columbia University's Business School), Carlos Ornelas (Metropolitan Autonomous University), Mona Mourshed (McKinsey), Manuel Gil Antón (El Colegio de México) and Javier Elguea (Carlos Slim Foundation), among others, shared their opinions and ideas.

A round table with Ph.D. students from Teachers College, NYU and

Report on Career Opportunities in Comparative and International Education Conference

by: Giorgia Magni

On April 26, 2014 the Society of International Education (SIE) at Teachers College, in collaboration with the NYU International Education Student Board hosted the alumni conference, "Career Opportunities in Comparative and International Education." The conference was a professional development and networking event for students of the International and Comparative Education (ICE) program at Teachers College and the International Education (IE) program at NYU.

The alumni who participated in the event were current practitioners in organizations within the ICE field, including the NGOs Visions Global and Impact Network, the non-profit organization iEARN-USA, the non-profit group New York Legal Assistance Group, the SUNY Levin Institute, and the for-profit organization Primera Languages for Business.

The conference comprised two main sessions: the first featured NYU alumni and the second highlighted ICE alumni. The panels were student-moderated and focused on the educational and professional experiences of alumni, including information about specific skills and knowledge transferred from their academic programs to the working environment. Alumni also shared insights about competencies acquired during their professional experiences that would have been beneficial if developed earlier and provided students with several pieces of advice related to internships, job searches, and the interview process.

Approximately thirty-five students from both Columbia University and New York University participated in the event and reported that overall they were very satisfied with the opportunities provided by the



conference. The panels were followed by a Happy Hour at Harlem Tavern, where students continued to interact and learn from each other. The success of the event and the bonds created among the students have established a platform for further collaboration between SIE and IE Student Boards at

Welcoming New Faculty



Carol Benson has a PhD in Social Sciences and Comparative Education from UCLA (1994). She has been an educator, researcher and consultant in educational development with a focus on languages and literacies in multilingual societies. She has worked in formal education (teacher education, curriculum development, program valuation) and non-formal education (literacy, gender equity) in the Asia, Latin America and Africa regions, most recently in Cameroon, Niger and Madagascar. Formerly based at Stockholm University in Sweden, where she worked at the Centre for Research on Bilingualism and later at the Center for University Teaching and Learning, Carol is now based in Connecticut. Recent publications include *Language Issues in Comparative Education: Inclusive teaching and learning in non-dominant languages and cultures* (2013, Sense Publishers, co-edited with Kimmo Kosonen) and the chapter "Adopting a multilingual habitus: What North and South can learn from each other about the essential role of non-dominant languages in education" in Gorter, Zenotz & Cenoz (eds) (2013) *Minority Languages and Multilingual Education: Bridging the local and the global*. Heidelberg: Springer. Carol works in English, Spanish, Portuguese, French and Swedish, and she is currently studying Russian.

Webpage: <http://languageissuesineducation.zohosites.com/>

Cathryn Magno earned her Ph.D. from Teachers College, Columbia University in Comparative and International Education, her M.Ed. from the Harvard University Graduate School of Education in International Education, and her B.A. from Tufts University. She holds certifications in cooperative conflict resolution from Columbia University, in mediation from the International Peace and Cooperation Center in Palestine/Israel, in facilitation methods from the Institute for Cultural Affairs in Oakland, CA, and in peace and justice studies from Tufts University. Professor Magno's research interests center on social justice and human rights in education, educational leadership policy, qualitative research methodology, and gender equity in education. Among her publications are two books, *New Pythian Voices: Women building political capital in NGOs in the Middle East* (Routledge, 2002) and *Comparative Perspectives on International School Leadership* (Routledge, 2013), and several articles such as *Sight unseen: Mining images of girls' education* (with Jackie Kirk, *Girlhood Studies*, 2010) and *Refuge from crisis: Refugee women build political capital* (*Globalisation, Societies and Education*, 2008). She has produced numerous technical reports and policy papers for organizations such as UNICEF and USAID. She is an active member of the Comparative and International Education Society and serves on the editorial board of two scholarly journals (*Intercultural Education* and *European Education*), and is an advisory board member of several local and international non-profit organizations. Prior to entering academia, Dr. Magno was a researcher at the United Nations Centre for Human Rights in Geneva, Switzerland, a death penalty (defense) legal investigator in San Francisco, California, and a Senior Program Officer at the International Rescue Committee in New York City where she led a national, million-dollar refugee education program.



Teachers College Columbia University International and Comparative Education Program

Core Faculty: Regina Cortina, Hope Leichter, Oren Pizmony-Levy, S. Garnett Russell, Gita Steiner-Khamsi, Mun Tsang

Lecturers: Carol Benson, Cathryn Magno, Mary Mendenhall

Adjuncts: Fenot Aklog, Henan Cheng, Constanza Lafuente, Naomi Moland, Jun Teng, Ruth Westheimer

Doctoral Student Bios



Ryan Allen is a first-year doctoral fellow in the International and Comparative Education program, where he serves as a Peer Advisor. His areas of research interests focus on global movement, student mobility, and the East Asian region. He is also the host of the New Books in Education podcast.



Kyle Long is a first-year PhD student in Comparative and International Education. He also serves as Director of the US Office for the American University of Iraq. His research interests include the financing, politics, and privatization of higher education in the Middle East; higher education governance; and assessment of student learning outcomes.

Raisa Belyavana is a second year doctoral fellow in Comparative and International Education and is a graduate of the ICE Master's Program. Her research interests are in the teaching profession and teacher policies around the world. Most recently, she contributed to research on teacher policy reform in the Kyrgyz Republic (a project headed by Professor Gita Steiner-Khamsi) and plans to continue research on this topic for her dissertation.



Amlata Persaud is a second-year doctoral fellow in International Education Development, and currently serves as a Peer Advisor in the ICE Program. Her research interests center around educational policy, finance and planning, and her doctoral research focuses on privatization in education provision, with specific reference to low-fee private schooling and shadow education.



Amlata is a Rhodes Scholar from Guyana who has previously worked in the national governments of Guyana and Malawi in budgeting, policy development and analysis, and monitoring and evaluation.

Emily Bishop is a doctoral fellow in Comparative and International Education with a Political Science concentration. Prior to attending Teachers College, she served as a consultant to reproductive health projects at the Women's Refugee Commission and the International Rescue Committee, as well as supporting the communications of a broad range of organisations, from fringe political campaigns to film festivals.



Emily's primary research interest is in reproductive health education in emergencies, specifically for girls and young women in or from the Democratic Republic of the Congo or the broader African Great Lakes region.



Emily Richardson is the new IP Advisor and a second year doctoral fellow concentrating in International Education Policy and Planning. She holds a Master's degree in International Educational Development from TC and a BS in Psychology from the University of Dayton. She has worked as a policy

analyst, program manager, consultant, teacher and teacher trainer and curriculum specialist in Malawi, India, Pakistan and the Dominican Republic. Her research interests include policy implementation processes in education, teacher education and policies, teacher motivation and attitudes and citizen voice in education in low-income and conflict-affected countries.

Darbi Roberts is in her second year as a Doctoral student

Doctoral Student Bios



in International Educational Development and also holds a Master's degree from the same program. She works full time in career development, academic advising, and admissions serving a large graduate international student population in Columbia's engineering school, which was preceded by a 3-year assignment in a similar capacity in Doha, Qatar. Her research interests, very much informed by her experience, lie in international higher education, student mobility, and the internationalization of the higher education industry.



Vania Salgado is a first-year Ph.D. student in Comparative and International Education with a specialization in Economics. She is a consultant at the Global Partnership for Education and has worked for the World Bank and the Inter-American Development Bank. She has a bachelor's degree in Political Science and Ibero American Studies and a master's degree in Development Economics, both from Sciences Po Paris. She also holds a master's of education from the ICE program. Her main interests are teacher evaluation, educational evaluation and international aid education.



Marlana Salmon-Letelier is a first year doctoral fellow in International Educational Development. She has previously been a public high school mathematics teacher in Bridgeport, CT and has spent a significant amount of time in both South America and Palestine. She earned her undergraduate degrees in International Business and Spanish from the University of Texas in Austin and her master's degree from Harvard University in Multiculturalism & Religion with a focus on Education. Currently, she is interested in curriculum and messages contributing to peace/violence in conflict and post conflict settings.



Sandra Sirota is a second-year doctoral fellow in International Educational Development, and currently supports the program in the production of the program newsletter, alumni relations, and as Editor of the CICE journal. She is co-founder of the Advocacy Lab, a nonprofit organization providing human rights education to NYC high school students. She holds a Master's degree in International Human Rights from the University of Denver Korbel School of International Studies and a Bachelor's Degree from Cornell University in Anthropology. Her research interests include human rights education and social movements. She is currently conducting research on human rights education in South Africa and the United States.



Victor Llanque Zonta has been involved in education since he took a gap year after high school to teach English at a Tibetan Children's Village in northern India. He is currently enrolled in the PhD. Program in Comparative and International Education. With over six years of experience as an economics, political science, and global studies teacher, he is interested in the relationships between education and society in the globalized era in which we live.



Research Spotlight

Faculty, Students, Alumni, Visiting Scholar Engage in Collaborative Policy Research in Kyrgyzstan

By Raisa Belyavina and Professor Gita Steiner-Khamsi

Starting in 2009, the Ministry of Education and Science of the Kyrgyz Republic expressed a keen interest in understanding the “crisis of the teaching workforce” [Russian: *krizis pedagogicheskogo kadra*] and requested funding from UNICEF Kyrgyzstan to carry out research. At the surface, all seemed in order given that there was such a large output of pre-service teacher graduates, little shortage, and a highly qualified teaching workforce. A multi-level analysis at national, district, and school-levels, conducted by Professor Gita Steiner-Khamsi (TC), Nurbek Teleshalyev (at the time UNICEF, currently doctoral student at Cambridge University), Gulzhamal Sheripkanova-MacLeod, Gulzhamal (sociologist), and Ainura Moldokmatova (sociologist) showed unmistakably that the poor working conditions and the low salary of teachers (in 2009: approx. \$35 per month) account for the considerable “latent teacher shortage” (covered up at school level by hiring non-qualified teachers) and the poor quality of education. This study set in motion a national discussion on education quality and teacher preparedness and resulted in systemic reforms to improve the situation of teachers’ working conditions and the remuneration structure. It also set the stage for a regional UNICEF study that was completed in 2011 and examined the recruitment, development, and salaries of teachers in the Central and Eastern Europe and the Commonwealth of Independent States (CEECIS) region. That study involved a dozen Teachers College students who, as part of the two-semester TC course “Comparative Policy Studies,” conducted field research in collaboration with UNICEF education officers and university lecturers in six countries. Several of the national studies were published in English as well as in the national languages. The regional report was widely disseminated and presented at various UNICEF conferences as well as academic conferences. The UNICEF CEECIS study is available for download at: http://www.unicef.org/ceecis/UNICEF_teachers_web.pdf



In 2014, the Kyrgyzstan UNICEF mission invited Professor Steiner-Khamsi and Raisa Belyavina (ICE doctoral student who also participated in the 2011 regional study) to carry out a follow-up study, examining the current situation of teachers in Kyrgyzstan, including how a nationwide reform implemented in 2011 has impacted teacher salaries, teaching hours and quality of instruction. After the 2011 reform, the teacher salary was increased three-fold, but the quality of instruction remained an issue. This study was conducted from February to July 2014 and involved a number of members of the ICE community, including (in addition to Professor Steiner-Khamsi, and Raisa Belyavina) Master’s students Ji Liu, Benjamin Schwab, and Claudia Triana; visiting Fulbright scholar from Kyrgyzstan Dr. Farida Ryskulueva; and two TC (course) alumni who are UNICEF education officers in Bishkek, Chynara Kumenova and Alvard Paghosyan. This study involved a mixed methodology, foundational research on the policy process in developing countries, and applied policy research on teacher salaries and work conditions. The study is expected to have regional significance and will be used by UNICEF to advocate for improving the situation of teachers in Kyrgyzstan and around the world. The goal of the study is also to bridge research and the teaching of international education policy. The next steps for the project include developing a teaching case on the policy process using this situation analysis as an example. A documentary video about teachers in Kyrgyzstan will also be produced and will contribute to the case study of the teaching profession in Kyrgyzstan.

Research Spotlight



Pedagogical Mentorship, Indigenous Settings and Rural Education: Perspectives from Guatemalan Teachers

by Katy de la Garza



Dr. Katy de la Garza successfully defended her dissertation in April, and graduated from the International and Comparative Education (ICE) program in May 2014. In this article, Katy shares with us the findings of her important and fascinating research into the potential of pedagogical mentorship in rural and indigenous schools of Guatemala.

Rural and Indigenous populations have the lowest educational achievement indicators and teachers with the least years of training. Global education movements have led to an increase in access to schooling by rural and Indigenous populations but high drop-out rates persist. Education policies, curricular contents, and teacher trainings have progressively become urban-biased and insensitive to context (Barter, 2008).

Using Guatemala as my research site, this study offers to improve our understandings of the challenges faced by teachers to provide

Environmental and Sustainability Education Partnerships in NYC Public Schools

by Oren Pizmony-Levy and Rosa Fernández

In partnership with the Department of Education's Sustainability Initiative, a research team, led by Professor Oren Pizmony-Levy and Rosa Fernández (M.A. student) from the International and Comparative Education Program at Teachers College, Columbia University, is exploring issues of access to Environmental and Sustainability Education (ESE) in NYC public schools. This partnership developed in spring 2014 during Professor Pizmony-Levy's course titled Education and Sustainable Development: Comparative and International Perspectives. The course examined Environmental and Sustainability Education policies and practices within a variety of contexts and perspectives (such as Africa, Brazil, Costa Rica, Europe, India, Israel, and the United States). Among other activities, students had the opportunity to hear from organizations and agencies working in NYC, such as the Cloud Institute and the DOE.

In light of NYC's groundbreaking efforts through PlaNYC 2030 and the Department's strong commitment to sustainability practices in school buildings, the research team is exploring which schools are more likely to establish partnerships with non-profit organizations. These partnerships are important because they advance schools' engagement with teaching and learning of environmental issues, such as global climate change, community gardening, etc. The first stage of the research has brought to light important findings about the likelihood of ESE-related partnerships. We collected data on a variety of programs that currently exist in schools through non-profit partnerships and created a map of schools that offer such programs. Using statistical analysis, our goal was to understand the relationship between a number of social characteristics common among those schools (school grade level, size, ethnic/racial composition, location, and Free or Reduced-Price Lunch) and their likelihood of establishing ESE-related partnerships.

We found that about one-third of the schools in NYC (32.1 percent) have at least one ESE-related partnership (see Figure 1). Further, we found that (1) schools located in Manhattan are more likely to have ESE-related partnerships compared to other boroughs (see Figure 2), (2) schools serving students with higher socio-economic status are more likely than other schools to have ESE-related partnerships, and (3) these partnerships are more common in high schools than in elementary and middle schools.

The questions we seek to answer now are why and how these patterns emerge. Through our continued partnership with the DOE and its network of non-profit organizations, we hope to expand the research to gain a deeper understanding of access to ESE programs across the City. The research team at Teachers College believes that ensuring that all schools, regardless of social background, have the opportunity to engage their students with ESE programs is not only important, but it is in line with the inspiring idea of a sustainable future in our City and schools. After all, Teachers College is "where the future comes first." Schools are already taking steps to making their building facilities more sustainable and ensuring that these practices are connected to the teaching and learning is a major priority for the future of our schools.

Research Spotlight

CÍRCULOS DE APRENDIZAJE: CHALLENGES AND POSSIBILITIES OF FLEXIBLE EDUCATIONAL MODELS FOR MARGINALIZED POPULATIONS IN COLOMBIA

Laura María Vega-Chaparro, Ed.D



This dissertation offers a comprehensive account of the *Círculos de Aprendizaje* / Learning Circles program and the complexity of its implementation by exploring how the program responds to marginalized students' needs and how the students and staff understand their participation in the program.

Círculos de Aprendizaje is an adaptation of the *Escuela Nueva* / New School model, a well-known program in Colombia and internationally. Its novelty is that it reaches marginalized populations, especially internally displaced children, who have been out of the educational system for at least six months. Its general purpose is to re-integrate these children into the educational system by reestablishing their social and emotional stability and offering them a quality education.

The study was designed as a qualitative vertical case study (Bartlett & Vavrus, 2009) in order to address different levels of analyses while contrasting different cases. The macro level focused on connections between *Círculos de Aprendizaje* and Colombian educational policy. The meso level focused on the program's structure and influence of the program's operators and different contexts in its implementation. The micro level focused on understanding staff's and students' perspectives and classroom realities. Following a maximum variation criteria (Maxwell, 2005), the study included four regions in Colombia that varied in terms of their socio-cultural and geographical characteristics but that were similar in terms of their stories of violence and current conflict issues.

The findings show important advances in terms of the Colombian educational policy but also a gap between policy intentions and the structure and implementation of the program. In addition, there is evidence of the need to rethink and restructure not only the way the program is implemented but the program itself, in order to maximize its resources and reach its goals. The study also feeds an important reflection about the conceptualization of marginalized children and the implications of this notion in terms of the education they receive and need. Finally, findings also show that the program is a significant experience for people involved, particularly children. The role of the Ministry of Education in the program's implementation stood out as a critical one. The document includes specific recommendations for how to improve its involvement and also improve the program itself. The study offers information to policymakers and practitioners grounded in the everyday experiences of the challenges and possibilities of a program aimed to restore the right to education of marginalized children.

Nomadic Education in Northern Pakistan

Brandon Baughn

Even in the Education for All (EFA) era, nomadic groups remain largely absent from educational policy and services. This is especially true in the Indian subcontinent, home to millions of pastoral nomads, where scholars and policy makers have been calling for research into alternative methods of education for these marginalized populations. Additionally, education has a growing value among nomadic populations, though it is commonly assumed that sedentarization is necessary before it can be obtained. The Bakarwal Mobile Schools (BMS) project, however, challenges this assumption by delivering education to over 450 nomadic Bakarwal children in Northern Pakistan through a mother-tongue, mobile (migratory) school model.

In order to determine the level of relevant and gender equitable education provided through this initiative, Teachers College IED student Brandon Baughn, with the guidance and support of Dr. Oren Pizmony-Levy, conducted research examining achievement levels in mother-tongue reading, numeracy and English of BMS students. Through this research Brandon was able to build on his experience working with BMS for six years in Pakistan as a consultant and community liaison. An evaluation of data collected and compiled from BMS progress reports indicates that mother-tongue, mobile schooling is a successful alternative in reaching nomadic boys and girls alike. Findings show no statistically significant differences in achievement or enrollment rates between boys and girls. Outcomes also revealed a positive correlation between reading achievement in students' mother-tongue (L1) and achievement in English. This supports the claim that reading skills gained in L1 transfer to additional languages. This is essential in contexts like Pakistan where access to

Student Spotlights



CICE Journal Updates

by Emily Bishop



In the year since fully returning to its roots as a TC student-led publication, Current Issues in Comparative Education (CICE), has continued to build on the reputation of a fresh, provocative voice in the International and Comparative Education community. For those unfamiliar with our 18-year-old journal, CICE is an online, open-access journal based at Teachers College. It was founded in 1997 by doctoral students in the International and Comparative Education (ICE) program. CICE is dedicated to serving as a platform for debate and discussion of contemporary educational matters worldwide. CICE aims to provide a multi-faceted view of comparative education by addressing changes in world politics, economic markets and the social milieu as they affect education, as well as by welcoming submissions from professors, researchers, students, advocates, policy-makers, and practitioners. We seek to present scholarly articles to a wide and varied audience, and the editorial board is committed to ensuring diversity among its own members as well as the authors it publishes.

The CICE student team here at Teachers College produced two issues this past year: 16(1) was a special edition for the 125th anniversary of Teachers College. This issue - The Making of a Field and Vision for the Future - took a broad, reflective view across the whole field of International and Comparative Education. Our contributors addressed the question "How have CIE theories/theorists influenced institutions, policies, educational models, trends, and/or research agendas in local, regional, and international contexts?" bringing welcome new and critical perspectives to the fore.

The 16(2) issue was a companion piece to the Spring 2013 conference on "Rethinking Culture, Context, And Comparison in Education and Development," guest edited by Professor Gita Steiner-Khamsi who hosted the conference, and Samar Farrah, a TC doctoral student (who previously nurtured CICE's re-establishment within TC as co-Managing Editor in 2012-13. This CICE issue featured prominent voices from our field taking a reflective look at their own and each other's work.

We very much welcomed the opportunity to discuss our journal and the changing face of writing and publishing at both the North-East Regional and Annual CIES conferences in 2014. It was also particularly rewarding to see the contributing authors of Issue 15(1) present their work at the annual CIES conference. This session was generously hosted and supported by the guest editors of that issue, Mark Ginsburg of FHI 360 and Dierdre Williams of Open Society Foundations. They produced a print copy of the issue for the occasion which was a new experience for us, and a fun souvenir despite our pro-active commitment to the openness and versatility of online publishing.

In 2014-2015, Doctoral Fellow Sandra Sirota takes over as Managing Editor of CICE. As outgoing Managing Editor I would like to express my gratitude and admiration to the contributing authors with whom I have had the pleasure of working, and particularly to the team of student volunteers without whom none of this would be possible.

We very much hope that you will start (or continue) reading the journal, or even consider contributing to future editions. You can find all our issues and calls for papers at <http://www.tc.columbia.edu/cice/>, or you can stay in touch via Facebook at <https://www.facebook.com/cicejournal> or on Twitter at https://twitter.com/TC_CICE. Finally, if you would like to be added to our mailing list, or if you have any questions or comments about the journal, please don't hesitate to get in touch at cice@tc.edu.

Strategic Planning: Bringing Work Experiences into the Classroom

By Phoebe Jiang

Students enrolled in Strategic Planning and Organizational Change in Inter/National Settings, taught by Dr. Mary Mendenhall during the Spring 2014 semester, gained hands-on experience through a strategic planning process carried out in partnership with the Inter-Agency Network for Education in Emergencies (INEE). Comprising over 10,000 members in more than 170 countries, INEE is an open global network of individuals and representatives from NGOs, UN agencies, donor agencies, governments, universities, schools and affected populations, working together to ensure all persons have the right to quality and safe education in emergencies and post-crisis recovery.

Since its inception in 2000, INEE has facilitated regular "Global Consultations" – network-wide events held every 4-5 years – through which members collaborate and review the network's mandate and vision. To support INEE's efforts in the lead up to the 2014 Global Consultation, the team, comprised of 27 graduate students, collectively translated, organized and analyzed data from the INEE

Student Spotlights

ICE Doctoral Student/Candidate Wins Prestigious EPSA Fellowship Award



Mirka Tvaruzkova, a third-year doctoral student in the ICE program was one of the recipients of the prestigious EPSA Education Policy Dissertation Research Fellowship for 2014-15. Mirka's proposed dissertation topic is on Understanding International Bilingual Education (IBE) reform and education equity issues among indigenous populations in the Andes. In this interview, Mirka shares with us some background on her research, how her interest in this area developed, how this award will advance her research efforts and her reactions to winning this award.

Q. Your stated research topic is on Understanding International Bilingual Education (IBE reform and education equity issues among Indigenous populations in the Andes. Can you give us some more details about your proposed research topic?

A. I am focusing my doctoral research on education equity issues in Indigenous communities in Peru and Ecuador and the policy implications of intercultural bilingual education (IBE) reform in primary schools. The current global focus on functional literacy often overlooks the policy decisions related to a country's Indigenous populations, particularly those that speak distinct languages. Further comparative research is needed to understand the policy decisions of introducing bilingual instruction and local implementation and interpretation of these reforms. Further, I want to study the effect of these reforms on the educational achievement of students in Indigenous schools.

Issues of educational inequality in the Andean countries of Peru and Ecuador are closely linked to political and social factors related to the historical education of Indigenous groups. IBE school reform dates back to the 1980s in both countries; however, little is known about whether IBE policies have led to reductions in education inequalities and how these policies have affected the Indigenous communities. Further, it is unclear how Indigenous groups and voices have been included in the school reforms and, as a result, how local interest groups in the Indigenous communities have interpreted and implemented the reforms in their schools.

Q. How did you become interested in this area of research?

ICE Doctoral Fellow receives honorable mention at Morton Deutsch Awards for Social Justice

Sandra Sirota, a Doctoral Fellow in the ICE Program, received an honorable mention for her paper entitled "Adolescent Transformation through Human Rights Education" at the 10th annual Morton Deutsch Awards for Social Justice ceremony on April 10, 2014.

Sandra's paper explored whether human rights education may be a transformative learning process for adolescents. The paper links transformative learning theory in adults with transformation in young people. Transformation in youth through human rights education is examined, including examples of the development of transformative agency in young people who participate in human rights education programs. The paper concludes with an application of the concept of transformation to the experiences of four former student participants of the Advocacy Lab's human rights education program at Wings Academy High School in the Bronx, New York. Connections are drawn between these students' experiences and current research on transformation and transformative agency.

Sandra's work on this paper is part of her pilot research for her dissertation. She is conducting research in the United States and South Africa, focusing on how adolescents' belief in their ability to effect positive social change may be connected to human rights education.

Sandra was grateful to receive honorable mention for her paper at the awards ceremony, noting that "knowledge about human rights and advocacy is essential to achieving social justice." Having her paper on these topics recognized by the Morton Deutsch Social Justice Awards selection committee is described as "encouraging and meaningful" to Sandra, in pursuing her research. She notes that highlights from the awards ceremony were the presentations from awardees Abigail Disney, Exemplary Scholar-Practitioner in the Field of Social Justice, and Madeline Sims, for her Distinguished Graduate Student Paper on Social Justice on "The business of teaching: Can a new contract change the culture?"



Alumni Achievements



Abigail Bucuvalas, Ed.D., 2013 Director of Curriculum and Content, Sesame Workshop



Before TC: Abby completed a Bachelor's degree in Psychology at Harvard University, with a language citation in Spanish. When Abby applied to the Masters program at Teachers College, she was particularly interested in how language learning and language status could impact educational outcomes, and how schools could build on the strengths of bilingualism and multilingualism rather than penalizing children who were learning their country's official or majority language after beginning school. As Abby's professional path directed her towards public health interventions and preventative care, she began to explore the symmetries and synergies in the health and education fields. Graduate study at Teachers College offered Abby an interdisciplinary training that would continue to underpin and propel her future professional work.

While at TC: At Teachers College, Abby pursued a Masters degree in International Education Development with a concentration in International Humanitarian Issues, and followed this with a doctorate in Health Education. Reflecting on her time at Teachers College, Abby appreciates the encouragement she received from professors to consider education and learning from an interdisciplinary perspective. Her academic study fostered more critical thought about how various political and environmental factors could impact a child's opportunity to learn and grow. Abby built on this platform, focusing on public health and health education during her doctoral studies.

At Teachers College, Abby benefited from advisors and professors who greatly influenced her thinking about health education, health decision making, and international health and education program planning. In particular, she credits Chuck Basch, her dissertation advisor in the Health & Behavior Studies department, and recalls courses that she took with Lesley Bartlett, Monisha Bajaj and others.

Overall, Abby shares that her time at Teachers College provided the opportunity to bridge international perspectives on education, schooling and learning with health issues, and set her in good stead for her career addressing the relationships between learning outcomes and health and wellness. During her time at TC, Abby also served as a Senior Editor for the Contemporary Issues in Comparative Education (CICE) journal.

After TC: While at Teachers College, Abby worked for the Global Education department at Sesame Workshop, first in an internship position supporting project development and outreach projects in Latin America and Europe. She was hired as a Senior Educational Content Specialist, where she managed the development of a teacher training project in Ghana and Nigeria and oversaw

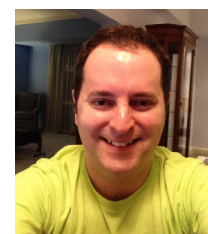
the content review for a publishing project for the South African co-production Takalani Sesame. As Assistant Director at Sesame Workshop, Abby managed the education, research and outreach activities for Sesame Workshop's Nigerian co-production Sesame Square, along with other programs around the world. Abby now serves as Director of Curriculum and Content at Sesame Workshop. In this role, she leads curriculum and content planning, development and distribution in diverse settings and across various media platforms, and is responsible for the development of the educational strategy for Sesame Workshop's global health initiative.

Abby is excited about Sesame Workshop's new global health initiative. "It's very exciting and challenging to think about how the Muppets and Sesame's experience with multimedia programming may have the capacity to impact children's health and wellness outcomes", she says. Abby notes that in many contexts, in-country Sesame teams work primarily in pre-schools and elementary schools, and reminds us that "school-based health service delivery and health education programs are critical for community health and development."

Advice for Students: "Set up informational interviews and seek internships at organizations that interest you! It's very difficult to predict the kind of work experience that you'll enjoy without spending time within different types of workplaces. And, you'll learn just as much – and probably more – from any negative experiences."

Peter Cronin, Ed.D., 2008

Education Office Deputy Director, USAID/
Indonesia



Before TC: Immediately after college, Pete worked in investment banking in Boston, something he soon realized was not his true calling. Having attended a Jesuit college for undergrad, he was familiar with Jesuit Volunteers International (JVI), which, like Peace Corps, assigns volunteers to countries for two years to work on social justice issues. Pete served in the islands of Chuuk, Micronesia, in the western Pacific Ocean, where he taught English literature and skills to high school students. He learned from a fellow TC alum, who also volunteered with JVI in Chuuk, that Teachers College offered a degree in International Educational Development.

While at TC: Pete began as an MA student, but quickly realized that he wanted to learn more about the field and explore various global education challenges, leading him to the Ed.D. program. During his graduate work at TC, he took advantage of a variety of opportunities, including interning with an LGBT-rights organization in Romania to help develop a sexual education curriculum, performing a situational analysis on the education system in Sierra Leone, conducting an evaluation of a new

Alumni Achievements

educational policy in a Russian province as a part of Dr. Steiner-Khamsi's policy evaluation course, and living in Bangladesh for a year to work for BRAC. During that year, he conducted an onsite evaluation of the organization's new Master's of Public Health program. He used the experience as a springboard into his doctoral research and explored BRAC's scale-up and global reach to other developing countries as a form of South-South transfer.

After TC: After graduating, Pete worked briefly with UNICEF on a school-fee abolition project, before joining CARE as a technical education advisor in their Basic and Girls' Education Unit. He co-managed a program to help develop the leadership skills of adolescent girls in Egypt, Honduras, India, Malawi, Mali and Tanzania. The work helped him learn a great deal about both the similarities and unique challenges that adolescent girls face in their struggle to not only complete their education, but also become empowered actors in their communities. He left CARE in 2010 to become a foreign service officer with the U.S. Agency for International Development (USAID). He served in South Africa for two years, where he helped restart the education program with a focus on early grade reading development. Afterward, Pete went to South Sudan to manage the Agency's third-largest basic education project. However, due to a civil conflict that erupted in December 2013, he and most of his colleagues were evacuated. Pete finished his tour in Washington, DC.

Current Work: Pete now serves as the Deputy Director of the Education Office of USAID's Indonesia Mission. He oversees the higher education portfolio, which focuses on developing the institutional capacity of Indonesian universities, provides scholarships for students to complete Master's degrees in the U.S. and Indonesia, and develops science and technology programming to help increase the research capabilities of both Indonesian individuals and institutions. His current role affords him the opportunity to work with key players in science and technology in the private sector as well as in the Government of Indonesia.

Maria Hantzopoulos

Assistant Professor, Vassar College

Before TC: Maria worked with New York City youth in a variety of capacities. At Aspira, an NYC-based non-profit, Maria coordinated the leadership development programs for youth to pursue educational and employment opportunities, as well as social change. She transitioned to being a full-time high school teacher at Humanities Prep, which she saw as "part of a wave of small public schools opening up that were doing things a bit differently." The school was democratically run and based on consensus decision-making. As a social studies teacher, she coordinated international



trips for students to Cuba and France. During this time, she worked with Seeds of Peace and their peace-building dialogue programs.

While at TC: Maria "stumbled upon" the department of International and Transcultural Studies in 2002 and was immediately attracted to the International Educational Development program and its concentration in Peace Education. The doctoral program in IED provided Maria with a "broader, more global perspective in [her] training." She speaks highly of the theoretical knowledge she gained, which allowed her to make meaningful connections between the local and the global. According to Maria, one of the best aspects of her TC experience was the people she met: "The colleagues I've met and bonds that I formed helped me become a better scholar."

After TC: After receiving her Doctorate in Education, Maria obtained a position as Assistant Professor in the Education Department at Vassar College. Working at a small liberal arts college is "the best of many worlds" as Maria is able to coordinate the secondary education program as well as teach in multidisciplinary departments such as international, urban and women's studies. She also has the opportunity to focus her research and teaching efforts in domestic and international education issues. Maria's research to date has focused on the small school movement in New York City. She co-edited a book on "critical small schools" which presents empirical case studies of some of the original schools that aimed to "create socially just spaces for NYC youth." She is now working on a project related to this earlier study, but specifically focusing on schools that are transitioning away from the Regents tests to Project-Based Assessment. Additionally, Maria is working on starting a project that examines immigration and education in Greece. She envisions this project as part of a broader shift in her research agenda on global patterns of migration and schooling and the privatization of education.

Words of Advice:

Maria encourages current and incoming IED/CIE students to "be open to changing your trajectory a little bit—through learning from other people and cultivating a good network of friends and colleagues." She also recommends that students maintain their relationships with faculty, students, and the program after graduating. Maria has stayed connected through many events, class visits, and publication collaborations with faculty members. Most recently, she won a grant from the British Council and the Social Science Research Council to collaborate with fellow TC alumni and faculty. They conducted a textbook analysis of the depiction of the Middle East in US World History textbooks and wrote an intervening curriculum in response to those findings, which can be found at www.teach-mena.org.



social services and the job market is dependent on competence in multiple languages.

These findings have significant potential in moving the debate around alternative models of education for pastoral nomads forward. Nomadic groups in Pakistan, Afghanistan and India face similar challenges as the Bakarwal people in gaining access to a relevant education. In order to further contribute to this conversation Brandon is continuing his research at Teachers College to explore issues of nomadic identity and motivation in relation to education. By engaging with this community through qualitative field research Brandon hopes to include the Bakarwal perspective on what a relevant education entails, thus enabling services to be appropriately tailored to this unique context.

I am conducting this research because of my desire to understand the impacts of international education policy decisions on school outcomes. Prior to my studies, for seven years I worked on literacy projects in Latin America, Eastern Europe, and Asia. From 2004–2009, I provided technical assistance to a literacy program to improve teaching of reading and math in Latin America for the U.S. Agency for International Development. In 2008-2009, I measured the impacts of the program on student performance and retention rates. As part of my area of specialization, politics and education, I have studied how international efforts to improve education through school reform are often hindered by inequalities among groups.

I want to combine these interests and analyze the IBE school reform process first as a response to education inequality between Indigenous and non-Indigenous groups, and second as possible contribution to reducing achievement gaps among students.

Q. What is your reaction to winning the EPSA award?

I am honored to receive the EPSA award and represent the ITS Department in this way. I feel that the doctoral work of most of our students contributes to issues related to education policy and decision-making. The EPSA award is a testament to this and I hope that more students apply for the award in the future. I was also happy to share the news with my advisor, Professor Cortina, who has been extremely supportive during this process. And, of course, I was excited to celebrate with the rest of my cohort -Amy, Marisol, Samar, and Simon—as we continue on this long journey together!

Q. In what ways will this award advance your research interests?


This award will allow me to travel to Peru and Ecuador to conduct research that will contribute to policymakers' understanding of the challenges and limitations of current IBE policy arrangements. The contribution of my quantitative research will be significant as well. Through the work of the IBE Working Group with Professor Cortina, our research team has been able to gain exclusive access to student achievement data collected in 16 Latin American countries by UNICEF, which means that my research will be one of the first to analyze and publish these findings. This will be an unprecedented opportunity for my dissertation to contribute to the growing literature about student achievement differences between Indigenous and non-Indigenous students.

Q. Any additional comments?

Wish me luck!

For more information on the EPSA Education Policy Dissertation Research Fellowships, and how to apply, please see: <http://www.tc.columbia.edu/epsa/index.asp?Id=Policy+Fellowship&Info=Policy+Fellowship>

The Morton Deutsch award for Social Justice was established in the name of Morton Deutsch, the eminent social psychologist and founder of the International Center for Cooperation and Conflict Resolution (ICCCR) at Teachers College to honor a distinguished scholar-practitioner in the field of social justice and an exemplary student paper on social justice. One purpose of these awards is to draw more attention to and elevate the need for scholarly and practical work in the area of social justice. For more information on the Morton Deutsch award, see: <http://www.isjr.org/awards/morton-deutsch-award/> and for highlights from the 2014 awards ceremony, see: <http://iccr.tc.columbia.edu/video-and-photos-abigail-disney-awarded-at-the-2014-morton-deutsch-awards/>. Sandra's paper on "Adolescent Transformation through Human Rights Education" can be accessed here: <http://iccr.tc.columbia.edu/wp-content/uploads/2014/04/Sirota-Morton-Deutsch-Social-Justice-Paper-for-website.pdf>



partnerships with international organizations through which students could engage in short-term technical and research-based projects; further embedding practical skills training opportunities into graduate courses and workshops (monitoring and evaluation, project management, budgeting and writing skills received priority); and establishing linkages across different graduate programs through which students and faculty could engage in longer term collaborative research endeavors.

Overall, the event was a huge success. Participants and practitioners alike stayed long after the event concluded to continue exchanging ideas and networking.

Global Consultation Survey; conducted interviews and collected questionnaires from 77 key informants; created a SWOT analysis; and developed five Strategic Issue papers and accompanying Force Field Analysis models in an effort to assist INEE in identifying and prioritizing key challenges and opportunities confronting the network. The Strategic Issues focused on: 1) Governing, Leading and Sustaining the Network; 2) Positioning INEE and Linking Humanitarian Relief and Development through Education; 3) Expanding the Evidence Base, Influencing Policy Change and Advocating for the Right to Education; 4) Sharing Knowledge and Strengthening Capacity in Education Across the Relief-Development Spectrum; and 5) Developing, Engaging and Communicating with Members.

This course enriched students' knowledge of the complexities of strategic planning, providing an opportunity to gain real skills in data collection, analysis, technical writing, teamwork, and leadership. The unique structure of the course, which mirrored time constraints and demands that real NGOs and international organizations face, encouraged students to step up to the task. To accomplish the work, it was impossible for class to fall neatly into an hour and forty minute time slots. All class participants experienced early morning Skype calls, intense discussions among colleagues, and long weekends of editing and re-editing.

Through interviews with key informants and class discussions, students immersed themselves in conversations about the future of Education in Emergencies and the role of INEE in shaping the field's ongoing development. As evident in reflective conversations after the completion of the course, students truly appreciated the collaborative nature of the strategic planning process, learning and bolstering individual strengths, while balancing group dynamics. In experiencing this professional collegiality with the instructor and among peers, as well as by engaging actors in the field of Education in Emergencies, students are now even more eager to join the community of international educators and practitioners following completion of their respective degrees.

quality education in rural and Indigenous settings. It also analyzes the potential of pedagogical mentorship as an in-service teacher training resource that considers contextual realities and advances the fulfillment of the right to culturally and linguistically relevant education. This qualitative and multisite research study draws on critical and post foundational epistemologies and on extensive qualitative data collected over a six month period through in-depth interviews, participant observation and document analysis.

Results demonstrate that the main challenges faced by rural teachers include economic hardships, malnutrition, inadequate and superficial teacher training in intercultural bilingual education and the persistent absence of basic government social programs. The data also reveal a positive acceptance and demand for pedagogical mentorship on behalf of all the interviewed teachers; particularly to enhance their knowledge and skills on bilingual intercultural education. Teachers agree on mentorship's potential to bring more culturally and linguistically relevant education, yet they also emphasize concerns for these programs' politicization. Patronage politics are feared to lead to the forgoing of unintended mentorship goals and to the hiring of unqualified mentors. Pedagogical mentorship offers a powerful opportunity for the Guatemalan government to enhance quality and context sensitive education but is not enough. Educational authorities need to move beyond the superficial inclusion of Indigenous languages, cultures and knowledge in curricular contents and teacher education and dismantle the apartheid of knowledge (Delgado Bernal & Villalpando, 2002), language and socioeconomic opportunities. Multi-sectorial efforts are necessary to tackle poverty, hunger and education and move towards the implementation of the long overdue right for rural and Indigenous peoples to access quality education. This includes healthy students and linguistically and culturally relevant curricula.

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globalUPDATE

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announcements, and updates!**

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information regarding future editions
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CIDE was organized to discuss the goals of the Mexican education system. The students each proposed one goal to which all education stakeholders could align, in order to transform the Mexican education system. Marisol Vázquez, a student in the International and Comparative Education (ICE) Ph.D. program at TC and Associate Professor at CIDE, proposed the goal of eliminating violence in schools. In her opinion, the reform needs to put children at the center of the educational system. Vania Salgado, also a Ph.D. student in ICE, called for providing the same opportunities for all teachers, whether working in the general education system or in modes of indigenous education. She suggested that quality teachers can be the engine of the needed change, but the teacher evaluation policy on entering the profession and pre-service teacher education policy for indigenous communities are not aligned. Diego Luna Bazaldúa, student in the Measurement and Evaluation Ph.D program at TC, proposed increasing efforts to make educational data open and more accessible to researchers,

who can, in turn, contribute new ideas of relevance for the improvement of the educational system.

Mónica Caudillo, a Ph.D. student from New York University, and Ana Razo, Ismael Martínez, Itzel Cabrero and Daniela Rubio from CIDE participated in the round table as well. Among their proposals were finding ways to reduce pregnancies among school age children, ending gender discrimination, and promoting students' ability to express themselves orally.

The symposium was a successful platform for discussing the challenges and opportunities raised about the educational reform, but more importantly, to present ideas that could transform Mexico's education system. To access the material and recordings of the symposium, please visit: <http://pipe.cide.edu/symposium-ny>

Career Development Resources for Students and Alumni

The ICE Program aims to support students and alumni as they consider their short and long-term career goals. For new and continuing students in the program, we strongly encourage you to pursue internships and other professional development opportunities through which you can gain applied experiences and skills to complement their studies.

The ICE program has developed internship and career development resources for students and alumni, which can be accessed on the ICE Program website. In collaboration with Teachers College Career Services (TCCS) we provide students and alumni with an array of services, including career development workshops, mock interviews, employer information sessions, alumni panels and internship fairs.

Upcoming event for Fall 2014: Annual ICE Internship Fair

Date: Thursday, November 13, 6:00 - 8:00 pm

Co-sponsors: ICE Program, TCCS Staff, and SIE

If your organization is interested in participating in the ICE Internship Fair and/or has any questions about career development, please contact Raisa Belyavina (rb2024@tc.columbia.edu) and Dr. Mary Mendenhall at (mendenhall@tc.columbia.edu).

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Relations! Visit www.tc.edu/alumni. Update your contact information; share your latest accomplishments; learn about upcoming events and news from your program and the College. Stay connected with us via Facebook, LinkedIn, Twitter and more at www.tc.edu/alumni/connect. Please note that the IED/CIE programs try to match alumni living in the same country and arrange for periodical gatherings, especially during visits from TC, so it is important to keep your information updated!

