



ALAS 5th Annual Education Across the Americas
Conference Program:

Facing the Educational Challenges in the Americas

March 29th and March 30th, 2007

Teachers College
Columbia University

Thursday, March 29th, 2007

Registration All day, outside Milbank Chapel

Book Display All day, outside Milbank Chapel

13:00 - 13:15 Introduction

Rm: TH-136

[Prof. Lesley Bartlett](#), ALAS Faculty Sponsor
[Rosario Torres-Guevara](#), ALAS President

13:30 - 14:45 Opening Keynote Speaker

Rm: TH-136

Why does the US have so much difficulty understanding Latin America?

Prof. [Kenneth Maxwell](#), Director of the Brazil Studies Program at Harvard University's David Rockefeller Center for Latin American Studies

15:00 - 16:15 Student Panel 1: Theorizing the Educational Challenges of Brazil

Rm: Milbank Chapel

1. *Telemar education project: A public-private partnership in education in Brazil.* [Rafael Parente](#), NYU Steinhardt School of Education.
2. *Rethinking the participatory experience in Porto Alegre, Brazil: Inclusion without education?* Moira N. Wilkinson, Teachers College, Columbia University.
3. *Using Afro-Brazilians' education outcomes and census data to debunk the myth of racial democracy in Brazil.* [Paulo DaSilva](#), Teachers College, Columbia University.

Discussant: [Thomas Trebat](#), Executive Director of the Institute of Latin American Studies and of the Institute's Center for Brazilian Studies at the School of International and Public Affairs in Columbia

University.

16:30 - 17:45 Student Panel 2: Inequalities in Educational

Rm: Milbank Chapel
Access

1. *Education within the Dominican Bateys: An analysis of the public school system for children of Haitian descent* . [Jessi E. Hanson](#), Harvard Graduate School of Education.

2. *The educational marginalization of Afro-Costa Ricans: Can the World Bank's intervention alleviate the disparities?* [Elizabeth Pierson](#), Teachers College, Columbia University.

3. *The digital divide seen through a community computer center in Hispanic East Harlem* . [Candido Hernandez Limon](#), Teachers College, Columbia University.

Discussant: [Marcelo De Stefano](#), Manager of School-Based Health Centers at the New York City Department of Education.

18.00 - 18:50 Keynote speaker 2

Rm: Milbank Chapel

Caribbean teacher migration and recruitment in a global context: Whose right(s)?

Prof. [David Edwards](#), Education Specialist in the Department of Education and Culture at the Organization of American States and Professor at George Washington University

Introduced by: [Cambria Dodd Russell](#), EdM student in Comparative and International Education with a concentration in Sociology at Teachers College, Columbia University

19:00-21:00 Art Exhibit

Rm: GDH-179
Introductions by: [Rosario Torres-Guevara](#), President, Association of Latin American Students and EdD Candidate in International Educational Development, Teachers College, Columbia University

Rm: GDH-179
Opening: *The important link between art and education: Education in the Aztec Times and its Transformation after the Spanish Conquest* . [Patricia Ayala](#), Teachers College, Columbia University

Latin classics opera performance

Rm: GDH-179
[Monica Abrego, Soprano, Mexico](#)
[Jorge Ilich Aguilar, Pianist, Mexico](#)

Art works

[María Fernanda Hubeaut](#) - Photography, Argentina
[Paty Ayala](#) - Sculpture, Mexico
[Carlos Cabezas](#) - Video, Chile
[Tatiana Fernandez](#) - Photography, Dominican Republic
[Ricardo Piantini Hazoury](#) - Photography, Dominican Republic
[Katie Delahunty](#) - Photography, United States

Wine and Cheese reception

Friday, March 30th, 2007

Registration All day, outside Milbank Chapel

Book Display All day, outside Milbank Chapel

Art Display All day, MY-173

8.30-9.00 Breakfast

Rm: MY-173

9.00-10.15 Student Panel 3: Immigration and Education

Rm: Milbank Chapel

1. *Barriers to higher education for undocumented students and unaccompanied minors: Assessing gaps in federal, state, and institutional policies.* [Christine Farrugia](#), Teachers College, Columbia University & [Blanca Vega](#), Teachers College, Columbia University

2. *Adolescent or Adult? Exploring the Aged Experiences of Mexican Youth and Mexican Youth Immigrants.* [Isabel Martinez](#), Teachers College, Columbia University

3. *Diverse Students, Diversifying Curriculum: Challenges in the Classroom.* [Lori Ungemah](#), Teachers College, Columbia University

4. *Human Decapitalization or Why Human Capital is Market Dependent .* [Ernesto Castañeda-Tinoco](#), Department of Sociology, Columbia University

Discussant: [Prof. Lesley Bartlett](#), Assistant Professor in the Department of International and Transcultural Studies at Teachers College, Columbia University

10.30- 12.00

Rm: Milbank Chapel

Keynote speaker panel 3

Factors Affecting Learning and cost effective schooling in Latin America

[Prof. Laura Randall](#), Professor Emerita of Economics and Education at Hunter College of the City University of New York and co-editor of education for Brazilink

Suhas D. Parandekar, Education Economist, The World Bank

[Prof. Greg Elacqua](#), PhD Candidate, Princeton University

[Prof. Milagros Nores](#), Postdoctoral Research Associate in Public Policy, Alfred Taubman Center for Public Policy and American Institutions, Brown University

Discussant: [Prof. Francisco Rivera Batiz](#), Professor of Economics and Education at Teachers College, Columbia University and is affiliated Professor of International and Public Affairs at the School of International and Public Affairs.

12.00-13.00

Rm: MY-173

Lunch

Screening of *Running the Race*

While at lunch, we are all invited to engage in a dialogue about the screening of "Running the Race," a documentary by [Leslie A. Martino](#) and [Jonas Pariente](#). This film that looks at issues surrounding immigration, language, culture and power both in and out of the Mexican community through the backdrop of Dia de Guadalupe and the annual antorcha run.

1. [Leslie A. Martino](#), PhD Candidate in Sociology at the CUNY Graduate Center, Research Fellow at the Welte Institute for

Oaxacan Studies in Oaxaca, Mexico, and Instructor in the bilingual education/TESOL program at CUNY, The City College.

2. [Paulino Rodriguez](#), Mixtec Mexican Community Activist in East Harlem

3. [Jonas Pariente](#), M.A. Candidate in Media and Integrated Arts at Hunter College, City University of New York.

Facilitator: [Rosario Torres-Guevara](#), President, Association of Latin American Students and Ed. D. Candidate in International Educational Development, Teachers College, Columbia University

13.00-14.15
Rm: Milbank
Chapel

Student Panel 4: Factors affecting educational attainment

1. *Mexican immigrants, parental involvement, and the value of education: An alternate framework for debunking a myth.* [Carolyn Sattin](#), New York University

2. *Overlooked Treasures: Identifying Latino Immigrant Parents' Desire to Educate Their Children.* [Christal G. Burnett](#), Teachers College, Columbia University

3. *The Educational Attainment of the Rural Indigenous in Mexico: History, Analysis and Policy.* Osvaldo Gomez-Martinez, Columbia University & Jorge Rafael Manzano, Columbia University

4. *Rural Indigenous Children's Education, especially Indigenous Girls, in Guatemala,* [Karen Hickson](#), Teachers College, Columbia

University

Discussant: [Adrian Franco](#), Consultant for the New York City Department of Education, Ph. D. candidate in comparative and international education at Teachers College, Columbia University

14.30-15:45
Rm: Milbank
Chapel

Keynote speaker panel 4

Linguistic ideologies across the Americas: USA and Andean Countries.

[Prof. Ofelia Garcia](#), Professor of Bilingual Education and Professor Coordinator of Program in Bilingual/Bicultural Education Co-director of Center for Multiple Languages and Literacies

[Prof. Laura Valdiviezo](#), Adjunct Assistant Professor in the Bilingual/Bicultural Program at Teachers College, Columbia University and in the TESOL and Bilingual Program at the City College of New York, CUNY.

Moderator: [Carmina Makar](#), EdM in International Education Development at Teachers College, Columbia University.

16.30-18.00
Rm: TH-136

Movie Screening - Mew Brasil - a documentary by independent filmmaker Daniela Broitman.

Introduced by [Daniela Broitman](#) with a post-movie dialogue to discuss the issues addressed in the documentary.

This film follows the participation of three community leaders in the Fifth World Social

Forum. In the violent favelas of Rio de Janeiro, local community leaders put their lives on the line to fight for basic rights and services for their fellow citizens. What compels these volunteers with no political ambition to make such a personal sacrifice? My Brazil explores this question by following the daily lives of three courageous leaders and their participation in the Fifth World Social Forum — the most important global meeting on social and economic justice. As they interact with activists, policymakers and leaders from all over the world, they seek ways to combat social, gender and racial discrimination, and improve living conditions in their communities.

My Brazil features 33 community leaders, Brazil's President Luiz Inácio Lula da Silva, Venezuela's President Hugo Chávez, Brazil's Minister of Culture Gilberto Gil, Portuguese writer José Saramago, Uruguayan journalist Eduardo Galeano, Frei Betto and Leonardo Boff—two of the major voices of social justice in Latin America.

16:00-17:00
Rm: Milbank
Chapel

Teachers Panel - 1 - Under the guise of social justice: Strategies for equity in Urban Education

1. *City to Suburb Student Migration* . Amy Moran, The CUNY Graduate Center

2. *Public School Choice: A Look at the NYC High School Admissions Process* . [Madeline Perez](#), The CUNY Graduate Center

3. *Small is All? A Case Study of a Small Urban High School* . [Rosa Rivera](#)

[McCutchen](#), New York University:

Discussant: [Prof. Andrea Dyrness](#), Assistant Professor, Educational Studies at Trinity College

17:00-18:00
Rm: Milbank
Chapel

Teachers Panel - 2. Rethinking language policy for English language learners in NYC public schools

1. *The Dynamics of Sending & Receiving Countries: A Study of Language Attitudes and Assimilation* . [Víctor R. Quiñones Guerra](#), Teachers College, Columbia University

2. *Understanding what motivates the English language learner in NYC public Schools*

"Oral Rehearsing in the Writing Workshop: An Integrated Language Skills Approach for English Language Learners" [Christina Celic](#), Teachers College, Columbia University

"Making Meaning: Exploring the Intersection of the Arts and Language Acquisition." [Kristen E. Eberly](#), Teachers College, Columbia University

"Improving student writing through the use of grammar-focused mini-lessons." [Lisa Grimaldi](#), Teachers College, Columbia University

Discussant: [Prof. Laura Valdiviezo](#), Adjunct Assistant Professor in the Bilingual/Bicultural Program at Teachers College, Columbia University and in the TESOL and Bilingual Program at the City College of New York

18.00 - 19:00
Rm: Milbank
Chapel

Closing Keynote speaker

Facing the educational challenges of the Americas

Prof. [Nelson Maldonado-Torres](#), Professor of Ethnic Studies at UC Berkeley and co-president of the Caribbean Philosophical Association

Introduced by : [Rosario Torres-Guevara](#), President, Association of Latin American Students and EdD Candidate in International Educational Development, Teachers College, Columbia University

19:15 -22:30
Rm: TC
Courtyard
(If rain, TC
Cafeteria)

Closing and outdoor reception

Latin Party!!

Live Latin Music Band performance:
[Band: BAMBA NY!](#)

Dinner and drinks will be served

Participant Bios

Adrian Franco Espinosa de Los Monteros was born in Azcapotzalco, Mexico City. He studied business administration at Boston University and a master in international affairs at Columbia University. Currently, he is a doctoral candidate in comparative and international education at Teachers College, Columbia University. His dissertation is on the involvement of Mexican parents in New York City public schools. Since 2002, he has coordinated numerous educational projects with the Hispanic community that includes English and computer literacy classes to immigrant mothers and an outreach program for educators of Mexican students. He has worked as a consultant for the New York City Department of Education and diverse private entities. Before coming to the U.S., he supervised the production of special projects in a public television station and became the executive assistant to the special ambassador for human rights and democracy at the Mexican Foreign Affairs Ministry. He is a guest columnist at *Diario de México* and writes a weekly editorial on New York City politics for the daily *Hoy*.

BambaNY: <http://www.bambany.com/>

Blanca E. Vega, a native New Yorker, Blanca E. Vega is the daughter of Ecuadorian immigrants and a first-generation college, Master's and Doctoral student. Having been raised near the Columbia University campus, Blanca was influenced by the racial and economic stratification of the residents of the Upper West Side and its impact on access to elite institutions of higher education. She obtained her Bachelor of Arts degree in Anthropology in 1998, a Master of Arts degree in Higher Education at New York University, and is currently a Doctoral student in the Higher and Postsecondary Education program at Teachers College, Columbia University. Presently, Blanca is analyzing state politics of in-state tuition policies for undocumented students with Dr. Kevin Dougherty. She is also a graduate research fellow for The New Jersey Hispanic Research and Information Center where she is profiling the Ecuadorian community in New Jersey.

Cambria Dodd Russell is an EdM student in Comparative and International Education at Teachers College, Columbia University

with a specialization in Sociology. Topical Areas of Interest: education reform; gender, race, and education, special education. Geographical Areas of Interest: Former Yugoslavia, Eastern Caribbean

Candido Hernandez is from Mexico. He earned his BA in Computer Science and his MA in Human Resources Development from the Autonomous University of Tamaulipas, Mexico. He is currently completing his EdD in Instructional Technology and Media. Candido's interests are technology in education policy, pedagogical film, and long distance learning. His doctoral research looks into the perceptions and attitudes of members in disadvantaged communities towards technology. Candido's motivation to pursue this research is his belief that community voices are essential to understand any given context and that this may offer ways to reduce the digital divide. He has been a teacher for 12 years and a filmmaker for 3 years. He has taught technology integration in the classroom; instructional design, and language computer programs in several schools of the U.S. and Mexico, such as Teikyo Post University, Loretto Heights University, CUNY City College, and the Autonomous University of Tamaulipas. He is currently a consultant for the Autonomous University of Tamaulipas and the DaVinci University.

Carlos Cabezas, an independent documentary filmmaker and video artist. He received his Audiovisual Communication degree from UNIACC University, Santiago, Chile. His work is strongly linked to capture the different realities of diverse cultures all over the world. He is the director, cameraman and editor of the documentaries: "The Drums of Calanda" (2006), * Official selection SEE 2006 (shooting people screening); "Ostrava" (2006); "Itineráire" (2006) * Grand prix de jury Festival de Vacances, Belleville, Paris ; "Algún Día Domingo" (2004) * Official selection FIDOCs 2004.

Carmina Makar is from Mexico. She earned her BA in Communication Studies with concentration in Education in Mexico. She is currently pursuing an EdM in International Education Development at Teachers College, Columbia University. Before coming to New York, Carmina worked as an educational museum researcher and professor at ITESO University and Universidad de Guadalajara. She has worked as a consultant for UNESCO and UNDP as well as for community-based organizations in Mexico and

New York. Carmina is currently engaged in a distance learning project for Universidad de Guadalajara, for which she designs and teaches online courses for the Education department. Her scholarly interests include popular communication, media reception, multiliteracies, technology and bilingual-bicultural issues in the context of community development. In addition, Carmina is interested in exploring how non formal education settings can influence policy design for school reform and curriculum development.

Carolyn Sattin is a first year doctoral student in the program in International Education at New York University's Steinhardt School of Education. She is interested in immigration and education, and more specifically, the means by which immigrants learn to navigate new school systems. She is a research assistant at the Institute for Globalization and Education in Metropolitan Settings and is currently participating in a study of high schools in New York City and Sweden that are demonstrating promising practices for serving immigrant students.

Christal G. Burnett is currently a doctoral student in the International Educational Development with a concentration in Families & Communities and Bilingual/Bicultural Education. Prior to beginning her studies at Teachers College, Christal was a 2nd grade bilingual teacher in Houston, Texas. She holds a Masters degree in Education: Languages, Literacy & Culture from Stanford University and a B.A. in Spanish from Carnegie Mellon University. Christal is currently working on her dissertation which focuses on the education of the children in Latino immigrant families. Her other research interests include bilingual/bicultural education, urban and minority education, Latino families and language maintenance.

Christina Celic is a 4 th grade self-contained ESL teacher at a New York City Public School, working with a predominantly Spanish-speaking student population. She has also taught in Illinois where she was a bilingual Spanish and English teacher. Christina pursued a BA in Spanish and Elementary Education at Indiana University and is currently completing her MA in Bilingual/Bicultural Education at Teachers College, Columbia University. Her area of interest is literacy instruction for bilingual students.

Christine Farrugia is an EdM student in the Higher and

Postsecondary Education Program. Her interests center on higher education policy and college access for non-traditional, first-generation, minority, and immigrant students. She has recently done research on the barriers facing refugees who seek a college degree.

Daniela Broitman, an independent filmmaker with a Master's in Journalism from UC Berkeley, worked as a reporter for Brazil's leading newspapers Folha de São Paulo and O Estado de São Paulo. In 2003, she received a grant from the Ford Foundation to complete the documentary *Voices From the Edge: The Favela Goes to the World Social Forum*, which she co-directed and co-produced. This film received the Award of Excellence from BRASA and was selected by a number of prestigious festivals. In 2004, she became a member of the World Social Forum Rio Committee, and began work on her most recent production, *My Brazil*.

David Edwards is an education specialist in the Department of Education and Culture at the Organization of American States (OAS), where for the past six years he has assisted ministries of education in the Americas collaborate and share information about educational policies and programs. In recent years, his work and research at OAS has focused almost exclusively on South-South cooperation and teacher development issues, which culminated last year in the launch of the Inter-American Teacher Educator Network. Prior to coming to the OAS, David worked as a German teacher in rural Ohio; coordinated a center for street kids in Cochabamba, Bolivia; ran an NGO for orphans in La Paz, Bolivia; and got his masters' degree in international education policy from Harvard University. When he is not at the OAS, David is usually either working on his dissertation in International Education Policy at the University of Maryland, trying to make deadlines for journal articles, teaching as an adjunct professor at George Washington University or playing with his two-year-old daughter Olivia. Of course, he prefers the latter.

Elizabeth Pierson is a first year graduate student at Columbia Teachers College in the International Education Development department. Her passion for the Latin American region is linked to numerous experiences traveling, volunteering, studying and teaching abroad in countries from Paraguay to Ecuador to the Dominican Republic. Most recently she was the director for a summer-long, youth-led development project in Costa Rica. She

hopes to eventually move back the area and pursue a career in teacher training or curriculum design.

Ernesto Castañeda Tinoco is a Doctoral Candidate in the Department of Sociology at Columbia University. He conducts research on migration, remittances, transnationalism, and citizenship. His dissertation is a comparative study of the social life of Algerians in France and Spain and Mexicans in the United States. Ernesto is also the facilitator for the Mexican Initiative student and scholar network in New York City.

Francisco Rivera-Batiz is Professor of Economics and Education and Professor of International and Public Affairs at Columbia University. He is also Executive Director in the Program in International Migration at Columbia University Law School and Director of the New York Latino Research Clearinghouse in Teachers College, Columbia University.

Gregory Elacqua is a PhD Candidate at Princeton University. His research is focused on privatization and education policy. He has conducted research on schools in Chile and has also been active in the politics of education reform. After completing his Master's degree at Columbia University, he was a researcher and professor at the School of Government at the Universidad Adolfo Ibáñez in Chile. He was also a policy adviser to the Minister of Education. Gregory has co-authored two books, book chapters and journal articles, and has written numerous reports on education policy. He also actively participates in the Chilean education public debate by regularly writing editorial opinion pieces. After completing his doctorate at Princeton University, Gregory will return to Chile where he will continue to conduct research at the Universidad Adolfo Ibáñez and stay active in education policy and politics.

Isabel Martinez is a third-generation Chicana with roots along the South Texas border. She obtained a B.A. in Sociology from Rice University, an M.A. in Educational Foundations, Policy and Practice at the University of Colorado-Boulder, and is currently a Ph.D. student at Teacher's College, Columbia University in the Sociology and Education Program, in the Department of Human Development. Her professional experience is rooted in community practices and research, as she has developed educational programs in Texas, Colorado and New York City, and has studied Latino families in New York City. More recently, her professional

interests and endeavors have expanded to include issues of race and coalition building, across and within African American and Latino communities, both in the United States and in Mexico. Her dissertation research focuses on Mexican adolescents in New York City and Mexico, and she has won various grants in support of her research. She currently is an Adjunct Assistant Professor in the Department of Puerto Rican and Latin American Studies at John Jay College, City University of New York.

Jessi Hanson earned a B.A. in English language & literature, as well as a teacher's license for secondary-level English, at Colorado State University. Afterwards, she served with Peace Corps, in the Dominican Republic, working with women's organizations on health education. She currently attends the Harvard Graduate School of Education, completing an Ed.M. in International Education Policy. Her professional aspiration is to work in development, advocating for the education rights of marginalized children within Latin America.

Jonas Pariente is interested in using film as a medium to highlight the human experience. Apart from this collaborative project on Mexican Mixtecs, he is working on other projects relating to the Roma in Slovakia and the Jews in India. Jonas, originally from Paris, France, is currently in the M.A. program in Media and Integrated Arts at Hunter College, City University of New York.

Jorge Ilich Aguilar is a Doctoral Candidate in Music with major in Piano Performance at Manhattan School of Music under the supervision of Dr. Marc Silverman. He holds a Master's in Music from the same institution, a Bachelor's in Music, with honors, from the National School of Music at the Autonomous University of Mexico (UNAM), and has received a Diplome Supérieur d'execution en la Ecole Normale de Musique Alfred Cortot in Paris in 2001. Currently, he works for the music department at Barnard College, the Manhattan School of Music, and the Guinness Cano Music Center. Jorge has performed in more than 150 performances in all concert venues of Mexico including the Palacio de Bellas Artes, Sala Nezahualcoyotl, Sala Manuel M. Ponce, Teatro Juarez, and Auditorio Blas Galindo. In the United States, Jorge has performed in Carnegie Hall's Weill Recital Hall, the Argentinean Consulate of NY, the Metropolitan Opera House, The Juilliard School, The Riverside Church, Columbia University, and Hunter College, among others. He has also performed in different places of Europe such as

Fondation Biermans-Lapotre, Cite Internationale Univeristaire de Paris in France; Sergei Vladiguero's Hall, Sofia in Bulgaria; Frederic Chopin's Concert Hall, Warsaw in Poland; Geneve, Switzerland; Salzburg, Austria; Simon-Bolivar-Saal, des Ibero Amerikanischen Instituts, Berlin in Germany; Auditorium Scuola Media "G. Alessi", Asisi in Italy; Bethanienklooster, Amsterdam, Holland; Ghent, Belgium; Troltsalen and Grieg's House, Troltsdhaugen, and in Edvard Grieg, Norway. In addition, he has been awarded First Prize at the International Piano Competition *Bartok-Kabalevsky-Prokofiev*; the *Edvard Grieg National Piano Competition*, the International Competition *Artist International New York Debut Winner Series*; and the *Franz Liszt Piano Competition*. He has played in various Orchestras like the Symphonic Orchestra *Albert Roussel*, Sofia, Bulgaria; OFUNAM, Mexico; Orquesta de la Opera del Teatro de Bellas Artes, Mexico, and has played for the Prince and Princess of Belgium in Paris.

Karen Hickson is a doctoral student at Teachers College, Columbia University in the Department of International and Transcultural Studies. She has a Masters in International Affairs from Columbia's School of International and Public Affairs. For many years she has worked with UNICEF, especially with regard to girls' education and program evaluation in many African and South American countries. Most recently, she managed the Education and Child Protection program of the UNICEF Guatemala Country Program. She also has earlier experiences working with International NGOs in Sub-Saharan Africa and Latin America.

Katie Delahunty, a Peace Corps Fellow completing an M.A. Bilingual/Bicultural Education at Teachers College, Columbia University, began working with Latino communities on the Mexican border while studying Spanish and sociology and serving as the Tijuana Outreach Project Coordinator at the University of San Diego. In subsequent work with Latino groups in Mexico, Nicaragua, and the United States, she served as both an educator and documentarian. In 2000, she received Community Diversity Grants and an Associated Students Academic Research Grant to do outreach and photograph in Nicaragua and Mexico. After obtaining a graduate certificate in Documentary Photography, she collaborated with the Trans-Border Institute to document the conditions of indigenous women and children in Oaxaca, Mexico whose primary providers migrated to the US. The research from that project was exhibited at Association for Borderland Studies,

USD Social Issues Conference, Peace and Justice Institute, Linda Vista Multicultural Fair and World Beat Center. During this time she also taught culture through photography to middle school youth. From 2003 through 2006 she served in the Atlantic Coast of Nicaragua as a Peace Corps volunteer, where she was directly involved in language and cultural preservation in the indigenous community and as part of her literacy project worked with the youth to create a children's book in four languages using photographs of local fruits and roots. At present, she teaches culture at the South Bronx Charter School for International Cultures and the Arts. She is working on a Bilingual Literacy Through Photography project aimed to help her students celebrate their colors, which is in part funded by the Elliot and Roslyn Jaffe Service Learning Grant.

Kenneth Maxwell is Director of the Brazil Studies Program at Harvard University's David Rockefeller Center for Latin American Studies and Visiting Professor in the Department of History. From 1989 to 2004 he was Director of the Latin America Program at the Council on Foreign Relations. He served as Vice President and Director of Studies of the Council in 1996. Dr. Maxwell previously taught at Yale, Princeton, Columbia, and the University of Kansas. He founded and was Director of the Camões Center for the Portuguese-speaking World at Columbia and was the Program Director of the Tinker Foundation, Inc. Maxwell has written a number of books and articles. His latest book, *O Império Derrotado* has received international acclaim. Other books include *Conflicts and Conspiracies: Brazil and Portugal 1750-1808* widely known in Brazil in translation as *A Devassa da Devassa, Naked Tropics: Essays on Empire and Other Rogues, Mais Malandros: Ensaio Tropicais e Outros, Chocolate, Piratas e Outros Malandros: Ensaio Tropicais*. He was the Western Hemisphere book reviewer for *Foreign Affairs* from 1993 to 2004 and has been a regular contributor to the *New York Review of Books*, *World Policy Journal* and *Folha de São Paulo*. Maxwell was the Herodotus Fellow at the Institute for Advanced Study, Princeton, and a Guggenheim Fellow. He serves on the Board of Directors of The Tinker Foundation, Inc., and the Consultative Council of the Luso-American Foundation. He is also a member of the Advisory Boards of the Brazil Foundation and Human Rights Watch/Americas. Maxwell received his B.A. and M.A. from St. John's College, Cambridge University, and his M.A. and Ph.D. from Princeton University.

Kristen Eberly is currently completing her MA in Bilingual/Bicultural

Education at Teachers College, Columbia University. After receiving her BA from Duke with a double major in Comparative Area Studies and Spanish, she moved to Spain where she worked as the English component teacher in a dual language elementary school. She is interested in exploring how education in the arts can be used to foster language acquisition and cross-cultural communication.

Laura Randall is Professor Emerita at Hunter College of the City University of New York. She is co-editor of *education for Brazilink*. Her books and articles on education include: *Factors Affecting Learning and Cost Effective Schooling in Latin America: Argentina, Brazil, Chile and Mexico*; (edited, with Joan Anderson), *Schooling for Success: Preventing Repetition and Dropout in Latin American Primary Schools*; "Lessons from the City University of New York for the establishment of Quotas for University Admission in Brazil", Maria Ligia de Oliveira Barbosa and Laura Randall, "Desigualdades Sociais e a Formação de Expectativas Familiares e de Profesores", *Caderno CRH, Salvador, v. 17, n.41, mar-ago. 2004*, and (English version) "Determinants of Parents' and Teachers' Expectations of Child Ability in Belo Horizonte, Brazil". She recently edited *Changing Structure of Mexico: Political, Social, and Economic Prospects*, 2nd Edition, and has written and edited several books and articles on Latin American economic history and economic development.

In this conference, Dr. Randall will present her book: *Factors Affecting Learning and Cost Effective Schooling in Latin America: Argentina, Brazil, Chile and Mexico*. Dr. Laura Randall presents a summary and methodology of analysis of factors affecting learning and cost effective schooling in primary schools in Latin America; chapters on primary school education for Argentina, Brazil, Chile and Mexico are presented, as are analyses of the four nations as a group and each nation individually of family, classroom, and school factors including educational programs, that affect student achievement in language and in mathematics. Socioeconomic conditions of students in the classroom provide a greater explanation of student achievement than do socioeconomic conditions of individual students. In Brazil, the impact of the color of the student at both the individual and classroom levels and that of the teacher on student achievement is analyzed. Among the major findings are that low cost policies such as assigning the best teacher to the first grade, shifting parents' educational activities from participation in school management to ensuring that the

student completes homework, and targeting assistance to poorly performing schools would improve achievement. Cost effective improvements for those in the lowest achievement groups are improving socioeconomic conditions by improving housing and adopting constructivist techniques. The longer school programs are in existence, the greater their impact. The Mexican reading program (PRONALEES) is especially effective. An extensive review of the literature and bibliography is provided.

Laura Valdiviezo is an adjunct assistant professor in the Bilingual/Bicultural Program at Teachers College, Columbia University and in the TESOL and Bilingual Program at the City College of New York. Laura was born and raised in Lima, Peru, where she earned a BA in education with a specialization in philosophy and social sciences from the Universidad Católica. Prior to obtaining her EdD in International Educational Development at Teachers College, Laura earned her MA in Education from Clark University in Massachusetts. Her doctoral dissertation brought Laura to the Peruvian Highlands where she conducted an ethnographic study of government policy implementation in indigenous schools. Her study focused on teachers' beliefs and practices in bilingual intercultural programs. Laura's scholarly interests are in language, culture, race and ethnic identity, access and equity, teaching practices, education policy and indigenous education. Among her publications are: "Interculturality for Afro-Peruvians: Towards a Racially Inclusive Education in Peru," *International Education Journal*, 7 (1), 26-35; and "El Maestro y las Conductas Difíciles," PUCP. As an experienced educator, Laura continues to work with bilingual teachers in the USA and in Peru.

Lesley Bartlett is an assistant professor in the Department of International and Transcultural Studies at Teachers College, Columbia University. Her scholarly interests are in comparative and international education; anthropology of education; adult education; social theory; social studies of language, literacy, and cognition; multiliteracies; transnationalism; race and class formation; Latin America, the Caribbean, and the United States. Her research includes ethnographic studies of communication, multilingual literacies, popular education, race and class inequality, and schooling across the Americas. Professor Bartlett's latest publications include: "To Seem and to Feel: Situated Identities and Literacy Practices." *Teachers College Record*; "Dialogue, Knowledge, and Teacher-Student Relations: Freirean Pedagogy in

Theory and Practice." *Comparative Education Review* 49(3); and "Identity Work and Cultural Artifacts in Literacy Learning and Use: A Sociocultural Analysis." *Language and Education* 19(1): 1-9. To read more about Professor Bartlett, click here to visit her website.

Leslie A. Martino's research surrounds issues relating to immigration, education, language and technology, in the United States as well as in Latin America. Prior to receiving a Masters degree in Comparative and International Education and Anthropology at Teachers College, Columbia University and starting her PhD in Sociology at City University of New York, The Graduate Center, she was a classroom teacher and teacher trainer for twelve years in schools in Los Angeles, New York and in Mexico. Apart from her research on Mexican indigenous migration, she has worked on projects revolving remittances and communication and worked on a project related to Head Start at the National Center for Children and Families. For the past two summers she has been a research fellow at the Welte Institute for Oaxacan Studies in Oaxaca, Mexico and is an instructor in the bilingual education/TESOL program at CUNY, The City College.

Lisa Grimaldi is currently a graduate student. She received her undergraduate degree in Spanish literature and elementary education from Boston College. She then worked as an English instructor in a language school in Barcelona, Spain for two years. She is now in the process of completing her master's degree in bilingual/bicultural education from Teachers College, Columbia. Her area of interest is combining the fields of ESL and bilingual education in both education and research.

Lori Ungemah is a Doctoral Candidate in the Department of International and Transcultural Studies with a focus on Curriculum and Teaching at Teachers College. Her research interests include immigration trends and their affect on schooling, specifically curriculum. Additional research also looks at how undocumented high school students transition from high school into life (college or work). She has been teaching English in the New York Public Schools for seven years.

Madeline Perez. Prior to her graduate work, Madeline Perez worked as a parent and community organizer in New York City and the Bay area for ten years. As a doctoral student in the CUNY Graduate Center's Urban Education Program, Madeline Perez

worked on various participatory action research projects involving parents of public school students. Her most recent project resulted in a publication, *Family-to-Family: The Guide to the Small Schools of the Bronx* which aims to support and orient families whose children are eligible to attend the 85 new small high schools in the Bronx. In 2005-2006, Madeline also provided research training to youth from Pablo Neruda High School -a new small high school - as they developed a redesign proposal for Soundview Park in the Bronx. She is currently working with new principals, assisting them in being catalysts for strengthening parent engagement in their schools.

Marcelo De Stefano is from Argentina. He is the manager of school-based health centers at the NYC Department of Education. Previously, he worked as a teacher, trainer, administrator, lead researcher, grant writer, and independent consultant in education. In Argentina, he worked for five years for the State of Santa Fe and the National Ministry of Education developing and coordinating projects in education funded by the World Bank and Inter-American Development Bank. He holds an Ed.D and Ed.M. in Educational Administration/Leadership from Teachers College, Columbia University, an Ed.M in Educational Administration/International Education from the University of Massachusetts Amherst, a Master of Architecture from Universidad Politécnica de Madrid, Spain, and an Architectural degree from Universidad Nacional del Litoral, Argentina. His areas of interest include school effectiveness, leadership, and school building design.

María Fernanda Hubeaut was born in Santa Fe city, Argentina. She discovered her interests in documentary and artistic photography at the age of 15, and was fascinated by the infinite possibilities of communication and expression of photography. Later on, she linked photography to the writing of the light. María Fernanda received a B.A. from the National University of Entre Ríos, Paraná city, Argentina, where she organized and directed workshops of photojournalism for several years. In her Master in Communication and Arts, María Fernanda focused on the use and education of the photographic image as a language. She did research on all the photographic genres for more than three years. Her work is strongly linked to reality, trying to capture emotions with delicate attention to lights and shadows. In 1997, María Fernanda decided to travel around the world, in particular Europe and Latin America to reinforce her documentary experience and to broaden

her horizons and photographic interests. Two years later, María Fernanda decided to establish herself in New York City as a photographer and freelance writer and has been working for several publications and Latino newspapers, for example, *Hora Hispana*, *Daily News*, *Nuestra Comunidad*, *New Jersey*, *El Nuevo Día*, and *Puerto Rico*, among others. Her photographic work has been exhibited in several art galleries, including Rutgers University, *Soho Black and White Space*, *Café Galería Carlitos* in Harlem, and previously, in Argentinian galleries of Santa Fe, Paraná, and Buenos Aires city.

Milagros Nores is currently a post-doctoral associate at the Taubman Center for Public Policy at Brown University. She holds a Ph.D. and M.Phil in Education and Economics from Columbia University, Teachers College and a M.Ed. in Administration, Planning and Social Policy from Harvard University. Her research interests are education policy and planning, equity and education, comparative education, cost-benefit analysis in education and early childhood education. She has publications in relation to all of these areas, and has considerable experience in working as a researcher in education, and as a consultant for the World Bank and other institutions.

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Nelson Maldonado-Torres (Ph.D. Brown University, 2002) is Assistant Professor of Comparative Ethnic Studies in the Department of Ethnic Studies at the University of California, Berkeley and former Postdoctoral Fellow in the Center for Global Studies and the Humanities at Duke University. Before Berkeley, he taught in the Department of Religion for two years at Duke University. He works on theories and philosophies that address problems and questions related to the intersection of knowledge, ethics and politics on the one hand, and race, gender, nation, and empire on the other, particularly in connection with critical theory, phenomenology, postcolonial studies, and modern religious thought. He has published several articles and is working on two book-length projects: *Against War: Views from the Underside of Modernity* (forthcoming in Spring 2008, Duke University Press), and *Fanonian Meditations*. He is also the editor of a special issue on Caribbean philosophy in the journal *Caribbean Studies*, as well as the coordinator of a web dossier entitled *Post-Continental Philosophy*, in the web journal *Worlds and Knowledges Otherwise*

. In 2005, he co-edited with Ramón Grosfoguel and José David Saldívar the book *Latin@s in the World-System: Decolonization Struggles in the 21st U.S. Empire* (Paradigm Press). At UC-Berkeley, he co-coordinated the Indigeneity and Blackness Working Group, and also forms part of the Advisory Board of the Center for Race and Gender. In 2005, he participated in the faculty seminar in critical theory directed by Profs. Judith Butler and Martin Jay. He is also Secretary for the Spanish Speaking Caribbean in the Caribbean Philosophical Association, and has served as co-chair of the Religion in Latin America and the Caribbean Group of the American Academy of Religion for five years. He is also a member of the steering committee of the Hispanics Group in the American Philosophical Association.

Ofelia Garcia is professor at Teachers College, Columbia University, where she presently serves as coordinator of the Bilingual Education program and co-director of the Center for Multiple Languages and Literacies.

Patricia Ayala is a Mexican doctoral student at Teachers College, Columbia University. She came to the United States with a Fulbright Scholarship to study a master's degree in the department of Arts and Education at Teachers College. She is an art educator and has published two children's books. She is currently the program manager of the Comic Book Project.

Paulino Rodriguez is a Mixtec Mexican immigrant from San Jose Lagunas, Guerrero who has been in New York City for the past seven years. He is fluent in Spanish and Mixtec and is currently an English language learner at a community program in Harlem. For the past several years Paulino has participated in various Mexican community events whose purpose is bringing NYC diverse community groups together. Paulino not only volunteers at the organizing and coordinating of these events, but has also become the singer of the Mexican National Anthem at the Mexican Independence Day festivities in East Harlem.

Paulo Sergio Da Silva is from Brazil. He majored in Vernacular Languages and Literature from the School of Sciences, Philosophy, and Languages at Bebedouro, Sao Paulo State. After moving to the capital of Sao Paulo, he worked as an academic supervisor and teacher educator at a binational center for the teaching of languages, Associacao Alumni, where he also taught Translation

and Interpretation courses. He is a Certified Translator and Interpreter for the Government and Board of Trade of the State of Sao Paulo. Paulo earned a Fulbright Fellowship to pursue his MA in TESOL (Teaching English to Speakers of Other Languages) at Teachers College, Columbia University, where he is now a doctoral student in International Educational Development with a concentration in Education Policy. His research interests are: policy on socio-economic inequalities; implications of new race-based policies for Brazil's broader goals of equity and democratic participation; educational policy and planning in developing countries; and international perspectives on racial inequalities in education. Paulo has recently completed his term as a member of the Board of Directors in Metro International, an NGO that creates global learning opportunities in public schools in New York City.

Rafael Parente is a PhD student in the NYU Program of International Education. He holds an MS in Educational Leadership from PACE University, where he received an award for academic excellence. He has recently been an admin intern at PACE High School and a consultant. In Brazil, he has been an ESL teacher, a pedagogical supervisor, an academic director, and he was also the owner of two language schools. His main interests are Education Reform, Brazilian and Latin American Education.

Ricardo Piantini Hazoury, Dominican Republic graduated from Law School in 1997 from UNIBE in Santo Domingo. He then started taking several photography courses. In 2002 he went to Barcelona where he did an intensive Summer Course on Documentary Video Production. During 2004 and 2005 he did some Social and Commercial Photography courses at the Altos de Chavon School of Design in DR, which is affiliated to Parsons School of Design in New York City. Individual Shows include: November 2006: "La Mujer". Procuraduría Fiscal de la República Dominicana Sto. Dgo., Dom. Rep.) September 2006: "Pasajes de Luz" (with Tatiana Fernández Geara.) Instituto Cultural Dominicano-Americano (Santo Domingo, Dom. Rep.) Curator: Carlos Acero Ruiz. Part of the national photography event "Photo Imagen 2006" Group Shows include: August 2005: "Uso Único." Group Show by Circuito Fotográfico at Casa de Teatro. (Santo Domingo, Dom. Rep.) Curator: Sara Hermann. August 2005: "XXIII Bienal de Artes Visuales" (Santo Domingo, Dom. Rep.) Exhibit of the works selected for this National Biennial Art Contest. October 2004: "Barna presenta al Circuito Fotográfico". Group Show by Circuito

Fotográfico at the Barna Business School. (Santo Domingo, Dom. Rep.) August 2004: "XX Concurso de Arte Eduardo León Jimenes" (Santiago, Dom. Rep.) Exhibit of the works selected for this International Biennial Art Contest. Junio 2004: "Arte Barceló." Group Show by Circuito Fotográfico at the Hotel Lina (Santo Domingo, Dom. Rep.) Junio 2004: "Con Secuencias." Group Show by Circuito Fotográfico at the Museum of Modern Art. (Santo Domingo, Dom. Rep.) Curator: Carlos Acero Ruiz.

Rosa L. Rivera-McCutchen earned her doctorate in Teaching and Learning at NYU. Her dissertation, "Is Small All? A Study of the Intersecting Factors Contributing to the Successes and Challenges of a Small Bronx High School" was based on an ethnographic case study of school that emerged from small school reform efforts in the 1990's. Prior to her doctoral studies, she taught Humanities and History for several years in a Bronx high school, after which she served as the Operations Director of DonorsChoose.org, an education non-profit. She is currently an adjunct instructor at NYU's Steinhardt School of Culture, Education and Human Development, and also works as an educational research consultant.

Rosario Torres-Guevara is from Mexico. She earned her BA in Applied Linguistics with a concentration in Didactics from the Autonomous University of Nuevo Leon in Monterrey, Mexico. She earned her MA in TESOL (Teaching of English to Speakers of Other Languages) from Teachers College, Columbia University, where she is currently completing her EdD in International Educational Development with a concentration in Bilingual and Bicultural Education. Her research interests are language policy in education, immigration and education, border theory, and bilingual and intercultural education. Rosario has been a teacher for 16 years. She has taught a variety of courses including English as a Second Language (ESL) and as a Foreign Language (EFL); ESL/EFL Teacher Training and Lesson Planning; Language Arts; Immigration and Education; and Bilingual Education in various schools of Mexico and of New York City, which include CUNY City College; SUNY Educational Opportunity Center; Teachers College, Columbia University; Autonomous University of Nuevo Leon; and the Mexican-North American Institute of Cultural Relations. She is currently a faculty member at BMCC, CUNY.

Tatiana Fernández Geara has taken the course: "Focus on

Photojournalism" at the Corcoran College of Art and Design in Washington, DC, and has taken other Social and Commercial Photography courses at the Altos de Chavon School of Design (affiliated to Parsons School of Design) In DR. In 2006, she graduated with high honors from UNIBE in Santo Domingo, where she majored in Advertising. She became an intern for the photographer Tiziano De Stefano to later continue her studies in Commercial and Fashion Photography in Milan, Italy, where she is currently residing. Individual Shows include: September 2006: "Pasajes de Luz" (with Ricardo Piantini Hazoury.) Instituto Cultural Dominicano-Americano (Santo Domingo, Dom. Rep.) Curator: Carlos Acero Ruiz. Part of the national photography event "Photo Imagen 2006" Group Shows include: August 2006: "XXI Concurso de Arte Eduardo León Jimenes" (Santiago, Dom. Rep.) Exhibit of the works selected for this International Biennial Art Contest. August 2005: "Uso Único." Group Show by Circuito Fotográfico at Casa de Teatro. (Santo Domingo, Dom. Rep.) Curator: Sara Hermann. October 2004: "Barna presenta al Circuito Fotográfico". Group Show by Circuito Fotográfico at the Barna Business School. (Santo Domingo, Dom. Rep.) June 2004: "Arte Barceló." Group Show by Circuito Fotográfico at the Hotel Lina (Santo Domingo, Dom. Rep.) June 2004: "Con Secuencias." Group Show by Circuito Fotográfico at the Museum of Modern Art. (Santo Domingo, Dom. Rep.) Curator: Carlos Acero Ruiz.

Thomas J. Trebat is Executive Director of the Institute of Latin American Studies and of the Institute's Center for Brazilian Studies. He joins Columbia after a lengthy career on Wall Street dedicated to economic research on Latin America. Prior to joining ILAS in February 2005, Tom was Managing Director and Head of the Latin America team in the Economic and Market Analysis department of Citigroup. He joined Citicorp Securities in 1996 as the head of Emerging Market Research. Previously, he worked at Bankers Trust, the Ford Foundation, and Chemical Bank. As a senior international economist at Bankers Trust, he was involved in many aspects of country debt negotiations in Brazil, Chile, Mexico and elsewhere in Latin America during the 1980s. At the Ford Foundation, he served for four years as the Regional Director for Latin America and Caribbean Programs. At Chemical Bank, Tom organized and directed the emerging markets research group. Mr. Trebat has a Ph.D in economics from Vanderbilt University and remains active in teaching and publishing. He is also a member of the Council of Foreign Relations. His book, "Brazil's State-owned

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Víctor R. Quinones Guerra is currently a doctoral student at Teachers College, Columbia University in the international educational development program specializing in policy and bilingual Studies. Mr. Quiñones educational background includes an Ed.M. from Teachers College, Columbia University in the same field and a BA & MA in English literature from the University of Puerto Rico. He has taught in the New York City public school system, Columbia University's Double Discovery School, the University of Puerto Rico and the Center for Immigrant Education and Training at the City University of New York. Mr. Quiñones areas of research include language education, education policy, migrant/immigrant studies and social-cultural studies of education.