

Rosario has been a teacher for 17 years. She has taught a variety of courses including English as a Second or Foreign Language (ESL/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 and a consultant for the World Bank.

A native New Yorker, **Blanca E. Vega** is the daughter of Ecuadorian immigrants and a first-generation college, Master's and Doctoral student. Born and raised near the Columbia University campus, Blanca's work is 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 from Brandeis University, 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 has completed an oral history project profiling the Ecuadorian community in New Jersey.

Friday, March 14th, 2008

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| Registration | All day, outside TH-136 and in GD-177 |
| Book, Student Organizations, and Handicraft Display | All day, outside TH-136 and in GD-177 |
| Refreshments | All day, outside TH-136 and in GD-177 |

9:30 – 10:30 am Registration and breakfast
Rm: TH-136

10:30 – 10:45 am Opening
Rm: TH-136
Thomas Trebat ALAS Faculty Sponsor and Executive Director of the Institute of Latin American Studies and of the Institute's Center for Brazilian Studies
[Rosario Torres-Guevara](#), ALAS President

11:00 – 12:30 am Panel 1: Where Does "Education" Take Place for the Latino Population? Academic Achievement of Latino Students in the U.S.
Rm: TH-136

1. Hip Hop graffiti writing in the classroom. Yarrow Lutz, Art and Design Education, The Pratt Institute.

2. The impact and role of subtle racism and racial microaggressions on Latino college student persistence. Blanca E. Vega, Teachers College, Columbia University.

3. Dominican immigrant adolescents' racial identity. Cesar Fernandez, Teachers College, Columbia University.

4. Mentoring Latinas: A school/university collaborative project on the impact of gender and culture in the lives of adolescent Hispanic girls. Ellen S. Silber and Daisy Torres, Fordham University Graduate School of Social Services.

Discussant: Prof. Lesley Bartlett, International Educational Development, Teachers College, Columbia University

12:45am-2:00 pm Panel 2: Institutional Sustainability and Teacher Efficacy in the Americas
Rm: TH-136

1. *Promoters and depleters of high teacher efficacy in Salta, Argentina.* Catarina Rivera and Susan Wynn, Duke University.

2. *Creating and expanding networks of critical educators.* Matthew Block, Chike Aguh, Michael Klein, Ajeet Matharu, and Noah Green. Critical Educator Forum, Teach for America.

3. *The Brazilian Education Quality Index (IDEB): Measurement and incentive upgrades.* Gabriel Buchmann (Co-author and presenter) and Marcelo Cortes Neri (Co-author), Centro de Politicas Sociais (CPS) and Department of Economics of EPGEFGV-RJ, Fundacao Getulio Vargas, Rio de Janeiro.

Discussant: Paul Neira, Doctoral Candidate, Curriculum and Teaching, Teachers College, Columbia University.

2:00 – 3:00 pm
Rm: TH-136

Lunch

3:15 – 4:30
Rm: GD-179

NYCDOE school assessment: student performance and accountability.

Santiago Taveras, Executive Director, School Quality, New York City Department of Education's Office of Accountability

Discussant: Marcelo De Estefano, Manager of School-Based Health Centers at the New York City Department of Education.

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 Enterprises: A Case Study of the State as Entrepreneur," was published by Cambridge University Press in 1983. His research interests are foreign Policy, Brazil.

Daisy Torres is a graduate of Cornell University. She completed the Mentoring Supervisor Certificate Program at Big Brothers/Big Sisters and is currently pursuing an MSW at Fordham University. Bilingual in Spanish and English, Daisy Torres has been Project Administrator of Mentoring Latinas since 2006. Ms. Torres is an honors graduate of Cornell University. She completed the Mentoring Supervisor Certificate Program at Big Brothers Big Sisters where she was a JP Morgan Chase fellow. Ms. Torres is currently pursuing a Master's in Social Work at Fordham University.

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 Ed. D. in International Educational Development with a concentration in Bilingual and Bicultural Education. Her research interests are language policy in education, immigration and education, and bilingual and intercultural education.

section of Manhattan. She holds a Master's Degree in Nonprofit Management from The New School for Management and Urban Policy and a Bachelor's Degree in American Studies with a minor in Spanish from Brandeis University in Waltham, Massachusetts.

Ajeet Singh Matharu is a second-year Teach For America teacher at the Brooklyn Academy for Science and the Environment, a small high school in Prospect Heights. He was first exposed to progressive education through the Harkness method at the Phillips Exeter Academy in Exeter, New Hampshire. As a history instructor, he teaches 9th grade Global Studies, 11th grade US History, and 12th grade accelerated US History for students needing extra support for the high-stakes Regents examination.

Santiago Taveras (Santi) was born in the Bronx, moved to the Dominican Republic for seven years, and returned to the Bronx at age 10. Santi attended PS 261, Riverdale JHS 141, and John F Kennedy High School in the Bronx and subsequently graduated from CCNY with a BA in Education in 1989 and an MA in Education in 1991. In 1996, he earned a second MA in Supervision and Administration from Bank Street College. He was an educator at Central Park East I Elementary School and subsequently worked as a math and Spanish teacher at Central Park East Secondary School. In 1992, Santi was the founding Assistant Director of East Side Community High School, a small school on the Lower East Side. He founded Banana Kelly High School in 1997 where he served as Principal for four years before accepting the challenge of phasing out the troubled South Bronx High School (SBHS). During the phasing out of SBHS, Santi wrote the proposal for the Academy for Careers in Sports and served as its founding Principal before joining Region 9 in 2003 as a Local Instructional Superintendent. He joined the New York City Department of Education's Office of Accountability in 2006 as the Executive Director of School Quality under the leadership of James S. Liebman, Chief Accountability Officer. In his current (and evolving) role, Santi supports high school and community district superintendents, oversees Quality Reviews, and supervises the Data Management Team. He is the highest-ranking Dominican educator in the DOE. Among his awards are *Principal of the Year* (selected by Bronx HS Parent Association Presidents) and the *Harriet Tubman Award* from Brotherhood/Sistersol. He was an *Aspirante Award* winner in 2002 and a *Cahn Fellow* in 2003.

4:45-5:45 pm
Rm: GD-179

Fostering Educational Leadership in Argentina

1. *Youth's life project and college access in Suburban Buenos Aires.*

2. *Solidarity of knowledge, professional's networks and educational leadership in Argentina's 2001 Crisis*

Alejandro M. Estevez, Associate Professor, Administration and Public Policy, Universidad de Buenos Aires, Argentina (co-author and presenter).

Guillermo Marini, Teachers College, Columbia University (co-author and presenter).

Susana Asper, Director and Principal Researcher, PoliPub.org, Argentina (co-author).

Justo Carbajales, National Coordinator, Health Professional's Network, Argentina (co-author)

Discussant: Marcelo De Estefano, Manager of School-Based Health Centers at the New York City Department of Education.

6:00 – 6:45: pm
Rm: GD-179

Educational Equity, Policy, and Transformation in the Americas: Facing the New Reality of Immigration, Education, and Development.

Ambassador Ruben Beltran, General Consul Mexico in New York.

Introduced by: Rosario Torres-Guevara, ALAS President

Discussant: Carmina Makar, Doctoral Candidate, International Educational Development, Teachers College, Columbia University

7:00 – 8:00 pm
Rm: GD-179

ALAS Special Presentation on Art and Education
Art Exhibit featuring Katie DelaVaughn and her students' work

Youth exploring their identities through photograph and writing. Katie DelaVaughn, Teachers College, Columbia University.

Introduced by: Guillermo Marini, Doctoral Candidate, Philosophy and Education, Teachers College, Columbia University

7:00 – 8:00 pm
Rm: GD-179

Art Exhibit with Wine and Cheese reception

Saturday, March 15th, 2008

Registration All day, GD-177

Book, Student Organizations, and handicraft Display All day, GD-177

Art Display All day, GD-177 / 179

Refreshments All day, GD-177

9:00-10:00 am **Breakfast**
Rm: GD-177

10:00-12:00 **Panel 3: Popular Education, Peace Education and Transnational Learning: Activism and Community-Based Initiatives.**
Rm: GD-179

1. *Teaching peace: Using the Peace Games Model to empower young peacemakers in Colombia.* Silvia Diazgranados-Ferrans, Project Coordinator Peace Games Inc, and James Noonan, National Program Specialist Peace Games Inc.

Jodie G. Roure is a first generation college student and the daughter of Puerto Rican immigrants. She graduated from Douglass College, Rutgers University with a Bachelor's of Arts in English and a minor in Spanish. She is a former United States Supreme Court intern. She obtained her Juris Doctor from Western New England College School of Law in Massachusetts. She also studied International Human Rights Law Protection in San Jose, Costa Rica at the University of Costa Rica Law School. In Costa Rica, she lived among the Bri Bri Indigenous tribe. She obtained her PhD at the University at Buffalo-SUNY in American Studies with a major in Intercultural Studies and International Human Rights and is an Arturo A. Schomburg Fellow. She has conducted extensive research in the area of human rights including violence against women in Brasil, Puerto Rico and the United States. Her doctoral dissertation is titled International Human Rights Law as a Resource in Combating Domestic Violence: Transcending Legal, Social and Cultural Obstacles in Brasil and the United States. Jodie Roure is currently an Assistant Professor in the Puerto Rican/Latin American Studies Department at John Jay College of Criminal Justice, CUNY. She teaches in the areas of domestic violence/gender rights, criminal justice, international human rights, international criminal justice, race, class and ethnicity in the United States, and Latina/o studies. She is currently the John Jay Director of the St. John's Summer Pre-Law Program. Prior to John Jay she worked for the Director of the Administrative Office of the NJ State Judiciary, the University at Buffalo-SUNY, and the Center for Latino Arts and Culture at Rutgers University.

Jenny Shapiro is the US Grants Director and Outreach Coordinator of the Genesis Foundation and has worked in that capacity since May of 2007. From the recommendations gleaned from her Master's Thesis "Reducing the Education Gap for Latino Students: How the Genesis Foundation Can Target its Grantmaking for Greater Effectiveness," she has helped the organization redefine its US grant making strategy. Jenny identifies and prescreens new programs, ensuring they are aligned with Genesis' mission and oversees the Foundation's philanthropic investments in the US. In addition, she is responsible for writing the Genesis E-newsletter and helps conceive and create all other communications materials, as well as assist in the organization of special events. Prior to her work at Genesis, Jenny was the Program Coordinator for the "Check Cashing Partnership Initiative" at a community development credit union in the Washington Heights

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.

Maison Rippeteau recently completed his MA at NYU's Center for Latin American and Caribbean Studies. His thesis focused on public education's role in the consolidation of Latin American democracies. With the help of a Tinker Foundation research grant, in 2007 Maison made two trips to Santo Domingo to investigate education reforms in the Dominican Republic. He cultivated his interest in education issues in Latin America during his five years teaching first grade in a Spanish/English dual language school in Brooklyn, New York.

Alex Rivera is a New York based digital media artist and filmmaker. Through the past 10 years he's made work in digital video and on the internet that addresses concerns of the Latino community through a language of humor, satire, and metaphor. His work has been screened at The Museum of Modern Art, The Guggenheim Museum, Lincoln Center, on PBS, as well as at film festivals, universities, libraries, union halls, and community centers. Rivera has received support from various foundations including The Rockefeller Foundation, The MacArthur Foundation, The Sundance Institute, Creative Capital, The Jerome Foundation, The New York Foundation for the Arts and The US/Mexico Fund for Culture. <http://www.alexrivera.com/>

Catarina Rivera was born in Bowie, Maryland. She attended Duke University as a Robertson Scholar, a full tuition scholarship. She conducted this research as part of an independent study with Dr. Susan Wynn of the Program in Education at Duke University. Upon graduating in 2007, she received a William J. Griffith University Service Award. She is now currently teaching 3rd grade bilingual education in New York City as part of Teach for America.

2. *Bridging the education gap for Latino students: How the Geneseis Foundation can target its grant making for greater effectiveness.* Jenny Shapiro, The New School of Management and Urban Policy and the Genesis Foundation.

3. *The Role of Genesis Foundation to Improve the Quality of Education in Colombia.* Cristina Gutierrez de Pineres, Representative for Colombia and Programs Director, Genesis Foundation.

4. *Community education program: promoting peace amidst violence in Colombia.* Ryan Burges, Teachers College, Columbia University.

5. *Salir adelante: How Latino families encourage their children to be successful.* Christal G. Burnett, Teachers College, Columbia University.

Discussant: Dina Lopez, Doctoral Candidate, International Educational Development, Teachers College, Columbia University.

12:15 – 1:45 pm
Rm: GD-179

Panel 4: Curriculum, School Effectiveness, and Educational Technology in Ibero-America and the Caribbean

1. *School effectiveness in Maissade, Haiti.* Emily Miksic, Center for Collaboration and the Future of Schooling, Save the Children (SC), and Teachers College, Columbia University.

2. *Pioneering efforts in ICT and development: A case study of the Riecken Foundation in Honduras.* Molly McMahan, School of International and Public Affairs, Columbia University.

3. *Education reform in the Dominican Republic: Current realities and future responsibilities.* Maison Rippeteau, New York University.

4. *Rethinking curriculum policy: The case of Middle School education in Peru.* Paul Neira, Teachers College, Columbia University, and Heidi Rodrich Soares de Freitas, Grupo de Analisis para el Desarrollo (GRADE).

5. *Addressing the challenges of the European Union educational policy in Spain: Homologation in higher education.* Miguel Hector Fernandez-Carrion, Professor and Researcher, Universidad Complutense de Madrid.

Discussant: Rosario Torres-Guevara, ALAS President

1:30-2:30
Rm: GD 177 / 179

Lunch

2:30 – 4:00 pm
Rm: GD-179
Panel 5: Educational Policy and Implementation across the Americas: Equity or Equality in Educational Access

1. *Policy paradox: How Bloomberg's small school movement undermines immigrant education and what can be done about it.* Nelson Flores, CUNY Graduate Center, Urban Education.

2. *Closing the achievement gap: Race, ethnicity, class, gender, and the Pipeline education for underrepresented students.* Jodie G. Roure. Assistant Professor, Puerto Rican and Latin American Studies, John Jay College of Criminal Justice at CUNY.

3. *Improving primary education for the Guatemalan Maya.* Deborah Greebon, Syracuse University.

4. *Educating Mexico's indigenous minority redefining quality and access.* Katherine A. Merseth, Harvard Graduate School of Education.

Guillermo Marini is from Argentina. He is a Philosophy and Education Ed.D. Candidate at Teachers College, Columbia University and teaches Philosophy and Education at SUNY New Paltz. He holds an Ed. M. in Arts in Education from Harvard Graduate School of Education and a BA in Philosophy from the Catholic University of Argentina. In Harvard, he worked at Project Zero as Research Assistant in the Interdisciplinary Studies Project. In Argentina, he taught Philosophy, Art History and Music at different high schools and colleges, and worked as Political Network Secretary at the Laity Federal Network. His areas of interest include the development of Proactive Professional Networks, the relationship between University and Society, Liberal Arts and Humanistic Education, the Philosophy of the Arts in Education and Interdisciplinary Studies.

Molly McMahon is pursuing a Master in Public Administration at Columbia University's School of International and Public Affairs. Before attending SIPA, she was Country Director for the Riecken Foundation in Honduras. Through a network of libraries, the Riecken Foundation ignites a spirit of discovery. During her tenure, the reach of the library network grew over 300% in three years. Previous to her work with the Riecken Foundation, Molly was a Peace Corps Volunteer, as well as worked for both a private foundation and an advertising firm in the San Francisco Bay Area.

Paul Neira is from Peru, where he did three years of Philosophy Studies. He earned his BA in Education at the Pontifical Catholic University of Peru (PUCP). While working as a teacher at this university in the area of social studies, he completed his Master of Arts in Sociology, with a concentration on public policy and organizational analysis. Paul worked as a curriculum consultant for different Peruvian schools, as well as a professor of the graduate studies program at the National University of Education. Prior to moving to NY, Paul worked as Assistant Researcher at Group for the Analysis of Development, a research center based in Lima, Peru. Paul earned a Fulbright Scholarship that allows him to currently pursue an Ed.D. in Curriculum and Teaching at Teachers College, Columbia University. Paul is currently involved in a project to develop the first Peruvian Educational Research Society (SIEP). His scholarly interests include curriculum policy, teachers' education, teachers' identity formation, teachers' evaluation educational policy, and evaluation of educational intervention programs.

Michael Klein was born in New York and raised in Massachusetts. He attended Vassar College and graduated in 2006 with a degree in History. Since joining Teach For America in 2006, he has been teaching 3rd grade at PS/IS 165, a high needs school in the Brownsville neighborhood of Brooklyn. He is currently receiving his Master's degree from Bank Street College in General Childhood Education.

Dina Lopez was born in Guatemala and raised in Providence, Rhode Island. After receiving her BA in Community Health from Brown University, she spent three years working with community-based organizations in Providence around issues of health education, neighborhood improvement, adult literacy and immigrant rights. Dina moved to the New York area to pursue an MS in Adult Education at Fordham University. Pedagogically, Dina has been highly influenced by many people including Paulo Freire, Myles Horton, bell hooks, and the countless popular educators she has met through practice. Politically, she is inspired by grassroots movements for social justice, the women's movement, Zapatismo, the movement for immigrant rights, environmentalism and the movement for open source technology. Dina Lopez is currently a doctoral student in International Educational Development-with a concentration in Peace Education-at Teachers College, Columbia University. Her research interests include popular education in Latin America and the U.S., critical pedagogy, participatory adult literacy, and the relationship between popular education and social change.

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.

5. Diversity beyond the passport: Limitations of nationality sensitive admissions policies in the U.S. Law schools. John Carmona, Yale Law School.

Discussant: Prof. Milagros Nores, Postdoctoral Research Associate in Public Policy, Alfred Taubman Center for Public Policy and American Institutions, Brown University

4:15-5:00 pm
Rm: GD-179

Movie Screening: "The Sixth Section"

A documentary by independent filmmaker: Alex Rivera.

Introduced by Jorge Cifuentes, Educational Leadership, Teachers College, Columbia University

With a post-movie dialogue to discuss the issues addressed in the documentary.

This Documentary depicts the transnational organizing of a community of Mexican immigrants in New York. The men profiled in the film formed an organization called 'Grupo Unión,' which is devoted to raising money in the United States to rebuild the Mexican town they've left behind. Grupo Unión is one of at least a thousand "hometown associations" formed by Mexican immigrants in the United States, and they are beginning to have a major impact in the politics and economics of both the U.S. and Mexico. The Sixth Section is the first documentary to tell this story.

5:00 – 5:45 pm ***Latin American Diaspora through Migration in a Globalized World: Women, Borders, and Migration***
Rm: GD-179

Prof. Maria Da Gloria Celia Marroni. Instituto de Ciencias Sociales y Humanidades de la Benemerita Universidad Autonoma de Puebla, Mexico.

Discussant: Isabel Martinez, Doctoral Candidate, Sociology and Education, Teachers College, Columbia University.

6:00 – 6:45 pm Open Roundtable on:
Rm: GD-179 ***Immigration, Gender, and Education.***

Prof. Regina Cortina. International Educational Development, Teachers College, Columbia University.

Prof. Maria Da Gloria Celia Marroni. Instituto de Ciencias Sociales y Humanidades de la Benemerita Universidad Autonoma de Puebla, Mexico.

Discussant: Carmina Makar, International Educational Development, Teachers College, Columbia University

7:00 – 11:00 pm **Closing and outdoor reception**

Rm: TC Courtyard
(If rain, TC Cafeteria)

Rosario Torres-Guevara, ALAS President

Prof. Lesley Bartlett, ALAS Faculty Sponsor

Latin Party!!
Live Latin Music Band performance, featuring Ernesto Villalobos and [Band: BAMBA NY!](#)

Dinner and drinks will be served

Miguel-Héctor Fernández-Carrión is an associate professor at the Facultad de Ciencias de la Información in the Universidad Complutense de Madrid as well as at the Facultad de Ciencias Sociales in the Universidad de Salamanca. He is also the director of the Instituto de Estudios Históricos y Económicos y Centro Internacional de Estudios y de Creación Artística y Literaria in Spain. He has been a guest social researcher at the Centre D' Analyse et D' Intervention Sociologiques (CADIS) of the Ecole des Hautes Études en Sciences Sociales (EHSS) in Paris, France and at the Centro de Estudios sobre Población, Empleo y Desarrollo (CEPED) of the Instituto de Investigaciones Económicas at the Facultad de Ciencias Económicas in the Universidad de Buenos Aires, Argentina.

Cesar Fernandez Geara is from the Dominican Republic. He earned his BA in Psychology from the Technological Institute of Santo Domingo, in the Dom. Rep. There he worked as a TA for courses on Social Psychology and Methodology of Research. He is currently completing his MA in Psychology in Education at Teachers College, Columbia University. Before moving to New York to pursue his Masters degree he worked in a public hospital in Santo Domingo, Dom. Rep., giving therapy and counseling to at-risk youth from disadvantaged communities. He also worked in the Educational Management Department at the National Judiciary School of the Dominican Republic, where part of his duties included the reformulation of the educational model implemented at the school and the evaluation of students and teachers. His current research interests are race and ethnicity in multicultural contexts and Latino studies. In a more clinical arena he is also interested in antisocial behavior in at-risk youths and anxiety disorders.

The Genesis Foundation annually provides more than 70,000 disadvantaged children in Colombia and in Latino communities in the United States with access to quality education and the tools for a successful future. Genesis is a US- Private Foundation that serves as an active bridge that connects the educational needs of children in Colombia and the U.S. with entrepreneurs and philanthropists who are committed to providing better and brighter futures for them. Since 2001, we have donated over \$5.7 million dollars to 85 organizations: \$4.9 million to 60 organizations in Colombia, and \$810 K to 25 organizations in the US.

Critical Educator Forum Biography

The Critical Educator Forum came together in May, 2007 to support one another as first-year teachers and aspiring Freirian educators. For the past year, we have met weekly to discuss pedagogy, educational policy, and social and political theory as they intersect in our classrooms. We have challenged the contemporary emphasis on standardized measures of student accountability and cultures of fear in urban public schools. As Corps Members of Teach for America, we seek to empower our students by broadening the definition of teacher training to include preparation for full participation in a democratic society.

Alejandro Estevez is Professor of Administration and Public Policy at the University of Buenos Aires, Argentina. Currently, he is Chief researcher at the Instituto de Estudios Tributarios, Aduaneros y de los Recursos de la Seguridad Social (AFIP); and Director of Polipub.org, a NGO seeking to develop participatory public policies. He holds a Ph. D. in Public Administration, École Nationale en Administration Publique (ÉNAP), Université du Québec, Canada. His scholarly interests are: Participatory Public Policy, Youth's participatory leadership, and Tax culture in Public Administration. Professor Estevez's latest publications include: "Fiscal Climate and Fiscal Education Strategies" with Jorge Etkin, European Community, Eurosocial Project; and New Social Issues in Kirchner's Agenda: Challenges to Design Public Policies, Espacios Políticos Magazine. Noah Green spent his childhood in Geneva, New York and Baltimore, Maryland. In 2006, he graduated from the University of Southern California where he studied International Relations and Slavic Languages and Literature. During the summer following his junior year, he received a fellowship from the University of Rochester to design an undergraduate curriculum on community leadership. Following graduation he moved to New York City to join Teach for America. He now teaches sixth grade at KAPPA V, a public middle school in Brownsville, Brooklyn. He is receiving his Master's degree in Middle School General Education from Bank Street College.

ALAS Education across the Americas Sixth Annual Conference

Participants' biographical information

Chike Aguh was born in New Jersey to immigrant parents from rural Nigeria. He attended Tufts University and graduated in 2005 with a degree in Political Science. Upon arrival in New York, he worked in the New York City Department of Education as a New York City Urban Fellow. He worked on alternative high school environments for underprivileged students. Since joining Teach For America in 2006, he has been teaching 2nd grade at Excellence Charter School of Bedford-Stuyvesant, the only all boys elementary charter school in New York City.

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

Since January 2002, **Lesley Bartlett** has been a faculty member in the Department of International and Transcultural Studies at Teachers College, Columbia University. She is affiliated with the Programs in Comparative and International Education and International Educational Development, as well as the Program in Anthropology and Education. Her research examines a number of key issues in the fields of anthropology, comparative and international education, and literacy studies. These include ethnographic studies of communication, multilingual literacies, popular education, race and class inequality, and schooling across the Americas.

<http://www.tc.columbia.edu/faculty/bartlett/>

Ambassador **Ruben Beltran** a law-graduate, is a career diplomat with wide experience in legal and migration affairs. He was appointed Consul General of Mexico in Los Angeles on January, 2004. He served as Consul General of Mexico in Phoenix, Arizona (2001-2004); as Director General of Latin America and the Caribbean at the Ministry of Foreign Affairs (SRE) (1999-2001); as Director General of Consular Affairs at the SRE (1997-99); as Director of Policy Coordination at

UNIDO (the United Nations Industrial Development Organization); in Vienna, Austria (1995-97); as well as Director for Latin America and the Caribbean of the World Intellectual Property Organization (WIPO) in Geneva (1987-91). He has also served as Director General of Legal Affairs and Technical Secretary of the Mexican Commission for Cooperation with Central America, and as Director of Inventions, Trademarks and Technological Development of the Ministry of Commerce and Industrial Development (SECOFI) in Mexico. On April 2005, he was promoted to the rank of Ambassador by the President of Mexico. Amb. Ruben Beltran is currently the serving as Consul General of Mexico in New York.

Matthew Block was born and raised in Hyde Park, Chicago. During college, he worked as a community organizer with the Small Schools Workshop in Chicago and conducted pedagogical research in Cuba and Costa Rica. In 2005, he received a Bachelor's Degree from Swarthmore College in Sociology, Anthropology, and Education. After graduation, he taught sixth grade in Chester, PA. As a member of Teach for America, he currently teaches fourth grade at the Community Partnership Charter School in Fort Greene, Brooklyn, and is receiving his Master's Degree in General Childhood Education from Bank Street College.

Ryan Burgess is a doctoral candidate in International Educational Development at Teachers College, Columbia University (TC), specializing in international humanitarian issues. He also has an EdM from TC in International Educational Development, specializing in Curriculum and Teaching. Prior to studying at TC, Ryan managed education development programs in Southeast Europe and Armenia with Catholic Relief Services. He has also worked with various organizations, researching and evaluating the relationship between policy reform and field-based approaches to formal and non-formal education programs for street children and children associated with fighting forces in Latin America, Africa and Asia. He has conducted fieldwork in Brazil, Costa Rica and Tanzania, and is currently in Colombia researching the focus of his doctoral dissertation, which is a psychosocial analysis of why children decide to join or not join armed groups in Colombia.

Christal G. Burnett is a doctoral candidate in International Educational Development with a concentration in Families & Communities and Bilingual/Bicultural Education. Prior to studying at Teachers College, Christal was a 2nd grade bilingual teacher in Houston. She holds a M.A. in Education from Stanford and a B.A. in Spanish from Carnegie Mellon. Christal is currently working on her dissertation, which focuses on how Latino immigrant families educate their children. Scholarly interests include bilingual/bicultural education, urban and minority education, Latino families, and L1 maintenance.

John Carmona is a Post-Doctoral Associate at Yale Law School. His research and teaching focus on development economics, social equality and international legal education. A graduate of Harvard Law School, prior to joining Yale he was a Visiting Scholar at the School of International and Public Affairs at Columbia University. He has taught courses on markets regulation at several law schools in Peru and his professional experience includes the practice of law in China, Peru and the United States.

Maria da Gloria Celia Marroni is a researcher and teaches Sociology at the Instituto de Ciencias Sociales y Humanidades de la Benemerita Universidad Autonoma de Puebla. She received her Ph.D. in Sociology at the Facultad de Ciencias Politicas y Sociales at UNAM. Her research interests are rural sociology, gender, and international migration. Marroni has published a number of articles in Mexico on this subject.

Regina Cortina is associate professor of education at Teachers College, Columbia University. Her scholarly interests are in comparative and international education; gender and education; the education and employment of teachers; public policy in education; Education in Latin America, the Caribbean and the United States. Prof. Cortina's publications include *Women and Teaching: International Perspectives on the Feminization of a Profession*; *Immigrants and Schooling: Mexicans in New York*; and *Distant Alliances: Promoting Education for Girls and Women in Latin America*, among others. Some of her most recent articles are "Spanish Bilateral Initiatives for Education in Latin America;" "Latinos and Educational Policy in the New Globalize Economy of the American South;" and "Immigrant Youth in High School: Understanding Educational Outcomes."