

African Education In Focus

A PUBLICATION OF THE GEORGE CLEMENT BOND CENTER
FOR AFRICAN EDUCATION
TEACHERS COLLEGE COLUMBIA UNIVERSITY
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Inside this issue:

**LGBT ACTIVISM | GALZ | NURU INTERNATIONAL | STORIES OF THE PEOPLE OF AFRICAN
DESCENT | STUDENT PROFILES**

WELCOME

Professor George Clement Bond established the Center for African Education to promote research and teaching about education in Africa and the African diaspora. This publication reflects the work of our students and faculty conducting research and engaging in educational opportunities at Teachers College, in the local community, and in African countries. During the Fall and Spring semesters, we welcomed guest speakers, including local and international activists, visiting scholars, and educators from South Africa, to Zimbabwe, to New York on issues related to human rights, LGBT rights, educational activism, and inequality in higher education. Given the current political climate in our country, we focused our events this year around issues of rights, activism, and social justice.

With funding from the Vice President's Grant for Diversity and Community Initiatives, we hosted a spring event series on "Strengthening Community Collaborations around Rights and Justice: Non-profit Organizations, Academia and the Community in Dialogue." This series included presentations, panels, and discussions that brought together the Teachers College community, the greater New York City communities, and global communities engaged in work and research related to education rights and activism both in the African and U.S. context. The primary goals of the series were to provide resources for students, educators, and researchers around rights and advocacy, as well as to highlight current work being done in the community and abroad. Participants in the series included students, alumni, community members, and representatives from civil society and community organizations.

Finally, we are excited to announce the George Clement Bond Travel Grant to support students conducting research in African countries during the summer. This year two students have been selected for the grant. Ajibola Famuyide will be conducting teacher training and research for her Master's Integrative Project on learning disabilities for girls with the Girls Education Initiative in Ghana. Jihae Cha will be conducting research for her doctoral dissertation on social integration of refugees in the Kalobeyi Settlement in Kenya.

We hope you enjoy this edition of our CAE newsletter and we hope to see you at future events in the 2017-2018 academic year. As always, thank you for your interest and support.

Professor S. Garnett Russell, Director CAE

STUDYING LGBT ACTIVISM IN SUB-SAHARAN AFRICA

Naomi A. Moland, Ph.D.

Adjunct Assistant Professor, International Educational Development
Teachers College, Columbia University

In recent years, human rights advocates are increasingly raising concerns about LGBT rights in sub-Saharan Africa, where homosexuality is criminalized in many countries, and where LGBT peoples face significant discrimination and violence. Amidst global debates about LGBT rights, we rarely hear from local activists who are working for LGBT rights in their own countries. Researchers at Teachers College- Columbia University and New York University are attempting to address this gap with a global study of LGBT NGOs, called the LGBT Youth-serving NGOs Study (LYNS). In 2014-2015, Dr. Oren Pizmony-Levy (TC) conducted an online survey of more than 350 LGBT NGOs around the world. Currently, Dr. Naomi Moland (NYU and TC) is leading a qualitative follow up study (with Dr. Pizmony-Levy, Melissa Mott, TC, and Jamie Remmers, NYU). The research team is interviewing LGBT activists around the world about their goals and services, and about how they are managing cultural and religious challenges. Thus far, they have conducted Skype interviews with activists in 37 countries, including 8 countries in sub-Saharan Africa.

An emerging theme in several African countries is that activists are trying to combat widely held beliefs that homosexuality is “against African culture” and “imported from the West.” For example, some activists design public service announcements and films that showcase precolonial examples of homosexuality, in order to prove that homosexuality is indigenous to Africa. Activists also vacillate between drawing on transnational activism approaches (sometimes envisioning themselves as members of a global LGBT diaspora) and, in other instances, prioritizing localized approaches.



Throughout this project, researchers are focusing on themes at the heart of international comparative education: how global norms are circulated, taken up, and adapted in different contexts; how individuals navigate cultural identity and change; and how “education” must be conceived of broadly—for example, understanding activism as a form of public pedagogy. The researchers are currently applying for funding to expand their sample size and conduct site-based ethnography. For more information, please contact Naomi Moland, moland@tc.columbia.edu.

GAYS AND LESBIANS OF ZIMBABWE (GALZ)

SAMUEL MATSIKURE, PROGRAMMES MANAGER
HUMAN RIGHTS ADVOCATES PROGRAM
COLUMBIA UNIVERSITY, 2016

GALZ is an LGBTI association, which was founded in 1990. GALZ as an association premised on a vision to build a just society that promotes and protects human rights of LGBTI people as equal citizens in Zimbabwe. It was established to build a social movement for gay men and lesbian women. The early work focused on providing social events and networking for the community.

With the advent of HIV and AIDS, the gay community shifted its focus to support gay men who were affected by HIV and were dying from Aids. A group of volunteers came together to provide counseling, information, home-based care, psychosocial, and nutrition support. The community grew from about 40 people to about 200 people through networking and affiliations across the country. The social scene provided the gay community a platform to self-organize. The formation of social movement of the 1980's was predominately white, but eventually more people got involved in the movement a mix of black, white, coloured community, and Indians.

GALZ became more structured in the 1990s with Keith Goddard as its first Director and a team of volunteers to coordinate events, provide information on healthy living, and other world news within the queer movement. People like Tsouroullis, Reller, Amanda Hammer, Sonia Pereira, Bev Clark and Brenda Burrel are credited for the formation of GALZ. The organization came to its prominence in 1995 with Bev and Brenda leading the campaign of 1995-1996 at the International book fair. GALZ challenged the government in the courts of law after it had been banned from participating in the International Book-fair that had a theme on "Human Rights and Justice." The state used the Censorship Act of 1967, which had a moralistic tone to try and stop the organization from exhibiting its literature at the fair between 1995 and 1996.



GALZ went to the courts to challenge this provision and won the case. For years to come, they used the platform to exhibit their work, literature, and to create visibility for the plight of LGBT persons.

The black community become more visible, and those who felt the organization was becoming more political left the group. The anti-gay lobbying groups came out denouncing the association for promoting what they perceived to be unAfrican. According to Keith Goddard in his article, A fair representation; The History of GALZ and the gay movement in Zimbabwe (2004), they drew their strengths from the absence of historical records of same sex sexual activity on the continent prior to the coming of colonialism.

The moralist view of homosexuality and the politicization of discourse brought to the fore a social movement of activists who challenged these views through dialogue, raising awareness, and building a vibrant community. On the other hand, the local media was awash with negative narratives and images of the LGBTI community. The community was associated with perversion, destroying the African perception of masculinity by feminizing the male child. The political rhetoric was premised on imperialistic ideology of the West, which fought to discredit the movement of its identity. This did not deter the LGBTI community, why by then was dominated by the black community, with less racial diversity, growing from a mere social grouping to a community of 580 to 620 affiliates of LGBTI members and their allies.

GALZ Cont.



By the year 2000, the membership had reached almost 5350 members. GALZ activities included social events, workshops, capacity building activities, legal and social services. GALZ and its constituency in the past few years have endured homophobic rhetoric, which is state sanctioned, harassment and raids by state police and agencies. The destruction of the economy and suppression of social movements due to political tensions from the 1990s to date has not saved the organization from state monitoring and politicization of GALZ work. The raids around 2011, 2013 and 2014 kept the organization in the limelight within political platforms. This has created more allies within civil society but has also seen the deterioration on support from some who fear for their livelihoods within civil society. Today, GALZ has served many LGBTI persons, their families and allies in Zimbabwe with direct services and indirect services. Its reach in the LGBTI community has grown over the years from 5350 people to 9500. The reach to the community has increased due to the use of various social media platforms, dialogues with communities, civil society space, print media and LGBTI social networks. GALZ continues to provide services to a diverse group of people such as gay men, bisexual men, persons, their families, allies, community leaders, policymakers and civil society.

Access to private print media, social media, networking within the national, regional, international platforms and use of social media such as Facebook, twitter and its webpage has made it possible for GALZ to reach a wider audience. The services being provided by GALZ to date include legal services, crisis mitigation, counseling, capacity building for allies, partners, policymakers

and the LGBTI community. Community interventions on sexual and reproductive health, HIV, sex and sexuality, dealing with coming out, responding to arrests and detention, advocacy, lobbying, research, networking, building referrals for service delivery and movement building are at the center of the organizational strategic work. GALZ continues to promote, represent, and protect the Rights of LGBTI persons in Zimbabwe. GALZ operates nationwide with two offices located in the Capital city Harare and Bulawayo. Affiliates of GALZ are found in 15 sites where they self-organize and are supported by GALZ. They are new emerging organizations focusing on minority issues and GALZ continue to provide technical support and guidance for these organization.

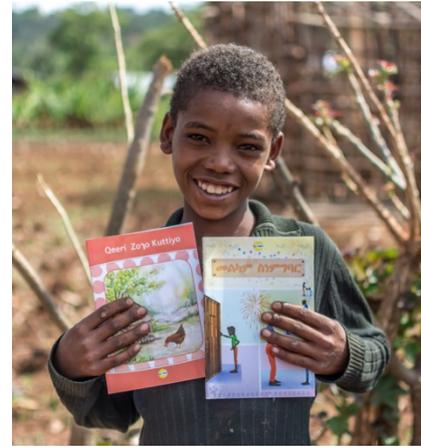
NURU INTERNATIONAL ETHIOPIA EDUCATION & HEALTHCARE

KEVIN NASCIMENTO, MA CANDIDATE
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Beginning in January 2015, the newly formed Nuru International Ethiopia Education and Healthcare teams – each comprised of four Field Officers and their respective Program Strategic Advisor – began project implementation with a community-based strength and needs assessment (SNA) and key informant interviews (KIIs) focused on determining the greatest challenges faced by our households and community. Key insights for our operational area – namely, major barriers to education and healthcare began to emerge. Based on the SNA and KIIs, we developed our problem statements.

Originally, I was brought in only to build out a scalable, sustainable, and impactful Education program alongside the Nuru Ethiopia Education team. However, visa issues and funding presented me with the opportunity to simultaneously build out the Healthcare program alongside the Nuru Ethiopia Healthcare team. Albeit a challenging task, I soon found that both teams were up for both the challenge of patiently teaching me what no lecture could ever provide and learning from my own experiences in both sectors. The daunting tasks of creating activity groups and their accompanying activities, building out an eighteen-month rollout schedule, developing a monitoring and evaluation system, and projecting a budget for all activities, in the end, did turn out to be challenging and indeed tested the resolve of the teams. Despite these challenges though, what I saw through these trials was a growing investment from each individual member – both in their respective programs and in one another as a team. As Program Specialist, my short tenure of two years at Nuru

International could only be judged successful if the Nuru Ethiopia Education and Healthcare teams were to be successful in the implementation of the program. Witnessing them merge into a cohesive unit with a unifying mission



truly made me excited for the future of the program in their hands.

As the Education and Healthcare Program Specialist, I had the unique privilege of assuming many roles – facilitator, advisor, student, and teacher, to name a few. The freedom to move effortlessly from each of these roles was a result of the high caliber of the Nuru Ethiopia Education and Healthcare teams. Each Field Officer and Program Manager brought to the team a plethora of experience, whether from years of teaching or nursing, a deep understanding of education or healthcare policy, working with other literacy- and –healthcare-focused NGOs, or school or hospital administration. From the onset, it was clear to me how fortunate I was to work with two teams that proved time and again their desire to work to end extreme poverty in our lifetime.

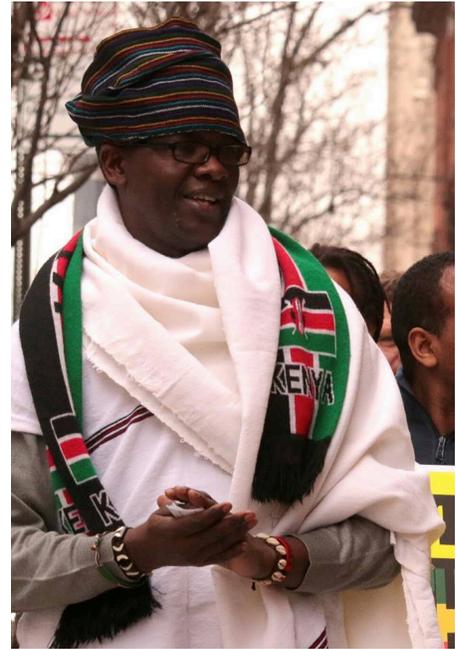
TELLING THE STORIES OF THE PEOPLE OF AFRICAN DESCENT

NICGK OGUTU, MSSW CANDIDATE
COLUMBIA UNIVERSITY, 2016

The United Nation General Assembly, through resolution 68/237, proclaimed that 2015 to 2024 is “the International Decade for the people of African Descent” (UN, 2011). This followed the Durban Declaration and Programme of Action which acknowledged that people of African descent were victims of slavery, the slave trade and colonialism, and continue to be victims of their consequences. As an African international student from Kenya and a community organizer, I have struggled with questions on what role People of African Descent (POAD) play in the face of discrimination, marginalization and oppression around the world. To address this, I choose the tool that I have used for a long time; Storytelling!

The first meaningful conversation I had when I arrived here in the United States had a profound effect on how I perceive race and race relations. Contrary to what is promoted in Hollywood films and mainstream media, the United States is not a melting pot as we know it. It is a very segregated country. I wanted to get to know everyone, whites, Asians, Latinos, but I was constantly reminded that I belong to the black community. For the first time in my life, I realized that I was black and suddenly being a tall black man was not something to be excited about as many women in Kenya had led me to believe. In the United States, black men, especially black youth, are perceived as criminals, drug addicts and lazy people who do not want to work. For the six years I have been here in United States, I have tried to engage with people of different races and share my story with them. I have several identities that I wanted to share with people; I am father, student, human rights activist, and a storyteller.

I realized how effective telling your story can be when the Northhampton Community College put my face on the school Billboard and Carbon Community College gave me the chance to



be the student speaker for the graduating class of 2015. Since then, I have spoken in several schools, churches, and cultural gatherings, sharing stories of how we would make soccer balls in my village using old polythene bags and organize our own world cup and Olympics in the village. I recounted how we slept on one mat with my siblings, cousins and other villagers, sharing jokes, puzzles and taught ourselves the history of the Luo people. These stories that we shared during our night classes in Ombeyi village in Kenya have helped me so much in my work as a human rights activist with Amnesty International and other social justice engagements.

Our Amnesty International chapter at Cedar Crest College organized a peace rally in Allentown Pennsylvania in 2016 to create awareness of the potential genocide in Burundi. The event’s promotional video had Burundian women telling their heart-breaking stories of death, hunger, and despair in Burundi and of their dangerous journeys crossing the border to the relative safety of neighboring countries. The testimonies were so powerful that the President of Burundi wrote an email to us complaining that we had misrepresented his country. We received similar reactions when we organized peace rallies for the Oromo people suffering from oppression in Ethiopia and police brutality in Kenya. My search for stories in different parts of Africa opened my eyes to the many forces working in cahoots to undermine even the very existence of Africans and people of African descent

TELLING THE STORIES OF THE PEOPLE OF AFRICAN DESCENT Cont.

around the world. Black people comprise almost half of Brazil yet only one black person serves as a cabinet minister and there are no black chief executives in the top 500 largest companies in Brazil.

The French team that won the World Cup in 1998, was 90% black, yet black people face discrimination in their daily lives in France. How can POAD therefore tell their stories? Can researching, documenting and telling our stories show our greatness, resilience and power? Can community organizers like us use these stories to mobilize, organize, and unify the black people and POAD to claim their rightful place in the world and seek justice?

We need to tell the world how the slaves sweated and died in the cotton farms in South Carolina, how they built the South, how their descendants fought in WWII and how without minerals like those found in the Democratic of Congo, we probably would not be able to have iPhones and TVs. People of African descent must tell the story themselves!!



STUDENT PROFILES

DRAMANE OUEDRAOGO

Prior to joining Teachers College in Fall 2016, I worked as an English for Second Language (ESL) teacher in private schools for 11 years.



Additionally, I have 9 years' experience as a junior and senior school principal, 6 years' experience in teaching English to adult professionals and Access Micro-scholarship program instructor for 6 years. I also worked as an Academic Coordinator of the American Language Center in Ouagadougou, capital City of Burkina Faso.

Working both as a principal and an academic coordinator has helped me understand that education is caring about students. As a principal, I learned that beyond teaching and assessing students' performance, teachers, school administrative, and the school community at large should develop a supportive environment for their students. I also gathered that policy makers, when adopting policies, should bear students' interests in mind. For instance, policies should focus on training teachers, in addition to pedagogical trainings, to have the right supportive skills to help students.

Throughout the years, I have encountered students overwhelmed with non-academic issues such as unwanted pregnancies or family matters that hinder them from getting the most from their schooling. Unfortunately, schools and teachers are

oftentimes ill equipped to address such issues thus causing many brilliant students to drop out of school. Equipping schools to address non-academic issues could significantly help improve students' learning outcome.

Though I enjoyed teaching, it is worth noting that it is a challenging profession. One of the major challenges I encountered as a teacher was how to adapt my pedagogy to every child's learning style to ensure that they understood the lesson. How can a teacher make sure that he/she meets his/her students' learning needs? Some might be tempted to refer to good grades as a measurement of course understanding. Of course, good grades are one way of capturing a student's performance in a course. However, a student can perform well in a course but still not understand the content. To measure my students' level of understanding, I utilized casual interaction in class. When a student got good grades, I would at times engage in a conversation with him/her to gauge his/her level of understanding. Sometimes the grade turns out to be the product of a rote memorization. Another challenge consisted in identifying and teaching students with disabilities.

In my country, there is no effective system to support children with disabilities. This adds on to the complex task of the teacher to meet the students' learning needs. For example, in a classroom of about 100 children, some have vision-related problems, and others suffer from hearing impairments. Though such students may communicate their conditions to the instructor, it is not always obvious that he/she can find a solution. As a result, teachers help see some of their students fail due to the lack appropriate support.

MARLANA SALMON- LETELIER



Marlana is currently preparing for her full dissertation research project that asks how, or whether, Federal Unity Colleges (FUCs) established by the Nigerian government contribute to their stated goal of constructing solidarities that bind students together across ethnic, linguistic, and religious divisions within the Nigerian state, thereby promoting democratic political processes, economic stability, and peaceful resolution of grievances. Her research seeks to understand how young people, in the prime of their identity formation, interact within diverse secondary school settings, and the ways in which this shapes their identity formation and tolerance levels for better or for worse. Nigeria grants the unique opportunity to closely observe the way young people and those within schools work together to construct notions of national, ethnic and religious belonging and exclusion through the Federal Unity Colleges (FUCs).

The FUCs are secondary boarding schools that utilize a nationwide quota system to ensure an ethnically representative student body. In other words, ethnic and religious groups from around the country are represented within a single school. To prepare for the full research project she conducted a mixed methods pilot study involving a survey with 170 students and interviews with 18 students at 6 FUCs and 2 state secondary schools during May 2016. The survey findings indicate higher tolerance levels among students in FUCs. However, close friendships among two of the dominant ethnic groups at both FUCs and state schools remain segregated among ethnic groups. Students in the arguably most marginalized ethnic group, however, instead show segregation by religion (having more

Muslim close friends) at both unity and state schools. Close friendships, then, do not appear to determine the higher tolerance levels, and these close friendship patterns may indicate strengthened identity with a religion amidst ethnic marginalization. This will be further explored in the full research project. When looking further into the interviews, we see that dormitories and “living together” in FUCs serve as important interethnic and interreligious meeting points for students whereas state secondary school students come to school for the day and do not have the same opportunities for intense intergroup contact. The findings in this study indicate the complexity of intergroup contact specifically within the school setting. Understanding the “living together” and informal aspects of school life could have major implications for the way intergroup contact is addressed within schools, particularly those within conflict and post-conflict settings.

KAYUM AHMED



Kayum Ahmed is a Doctoral Fellow in International and Comparative Education. His research interests include, radical student movements, human rights, and decolonization in South Africa. Kayum's dissertation research focuses on the #RhodesMustFall movement - a radical student movement centered on the decolonization of education by confronting questions of institutional racism, access to education, and reforming the university curriculum.

EMILY BISHOP

“You have to be cool... they look for the ones who are cool”. Clotilde* has been a teacher for more than 30 years, and when I met her she taught English in a secondary school in Goma, a city in northeast DR Congo. She also spent a lot of time outside of formal lessons advising her students about reproductive health. She offers her girls answers about periods, sex and pregnancy that they are not able to get elsewhere, but she does so from a strongly pro-abstinence perspective, and says she doesn’t like talking about condoms. However, when one of her students did become pregnant, she helped conceal the pregnancy so the girl could finish her education. Clotilde told me that she “stays silent” about these matters around the principal, because the girls would not trust her otherwise.

I interviewed Clotilde in October 2015 as part of my dissertation data collection. I was interested in women educators’ informal support for girls’ reproductive health needs as I found that the relevant formal curriculum fell short in two ways – it provided limited information, and was also not always used. Clotilde’s example illustrates my finding that unofficial support works well in terms of offering girls a comfortable opportunity to ask questions and seek help, but runs the risk of leaving girls misinformed based on educators’ personal beliefs. Furthermore it only supports those students who have access to a trusted, willing and able woman, which is not always the case in a context with a small minority of female educators who often have significant domestic workloads. However, I met many other women like Clotilde who, when faced with a girl in need because of her reproductive health, used their time, skills and sometimes money to help however they could.

Emily Bishop will receive her Doctorate of Education in International Educational Development from Teachers College in May 2017.

**Name changed to protect confidentiality*

Fatima Abdelwahab

As the Athan, the Islamic call to prayer, sounds off in the early morning, thirteen year-old Amna* takes to the streets with her mother's hand tightly clasped around her



arm. “My father passed away during the time I was supposed to start school. My mother cannot work because she does not speak Arabic and is blind. I help take care of my siblings and mother by begging for food or money. I have never been to school, but I would go if someone were able to support my family and I”. Amna was one of the 65 children between the ages of 7-18 who I interviewed during my one-month trip to Sudan. Unfortunately, she is also one out of over three million out of school children (OoSC) in Sudan (UNICEF, 2015).

Despite the National Policy of Education for All (NPEFA), which aims to abolish school fees, out of school rates in Sudan (40%) are ten times the rate of the Middle East and North Africa (MENA) region and double the rates of Sub-Saharan Africa (World Bank, 2012). Amna, like 85% of the participants in my study, was not able to attend school for financial reasons. Although school is supposed to be free in Sudan, it is not. Fees to keep schools running, the cost of school supplies, books and uniforms all adds up and puts a heavy burden on families who are already struggling economically. As a result, students like Amna have no choice but to work to help support their families although they would prefer to be in school.

**Name changed to protect confidentiality*

EVENTS



Coffee Hour September 26, 2016

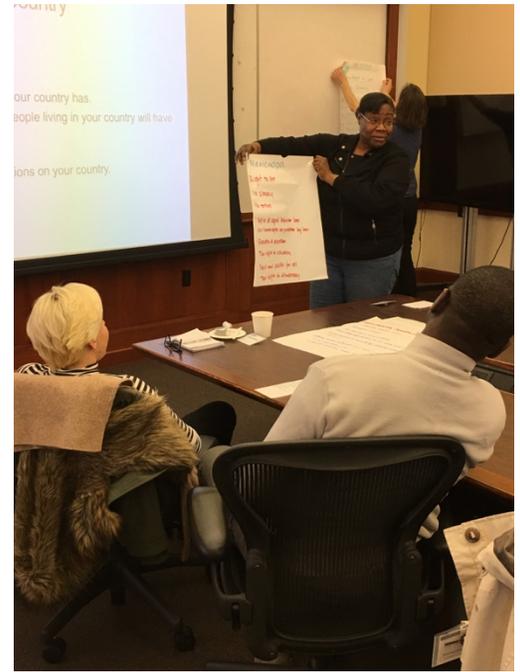
The Coffee Hour provided an opportunity for new and returning students and faculty to gather together and discuss common interests in Education and African Studies, as well as suggest ideas for future events.

The Need for Critical & Transformative Human Rights Education October 12, 2016

Co-sponsored by the Peace Education Network at Teachers College, Columbia University and the Department of Humanities & Social Sciences at Steinhardt, NYU. A panel of scholars from around the world provided an overview of human rights education (HRE) and further explored how approaches to HRE requires a pedagogy of empowerment, as well as a critical relationship to human rights universals – including a reflection on their genuine application and meaning in a variety of national and local contexts.

Education, the State & Class Inequality in South Africa: The case for Free Higher Education in South Africa October 19, 2016

Professor Salim Vally of the University of Johannesburg shared issues around the funding of higher education and attendant costs that are central to the debates not only about the ‘transformation’ of universities, but also their relationship to social justice and change, and inequality in society more generally. He argued that the public good represented by public education is not simply about a ‘pro-poor’ approach, limited by the tenets of constitutionalism or the quantum of financial resources perceived to be available but is also about issues of social class, racism, gender discrimination and oppressive social relations and power.



A Panel Presentation: Human Rights Advocates Program November 10, 2016

Co-sponsored by the Columbia Institute for the Study of Human Rights, the Human Rights Advocates talked about their work on the ground regarding human rights issues in African contexts. Panelists included Aeshtou Manu who works with Lelewal Foundation and Mbororo Social and Cultural Development DA), both indigenous peoples' organizations working to improve life for the indigenous people of Cameroon; Betty Lee Odur, a Legal/Program Officer with Uganda Network on Law, Ethic and HIV/AIDS (UGANET); Jeffrey Wambaya, a Program Manager with Ishtar-MSM, a community based organization that advances the sexual health rights of men who have sex with men to reduce stigma and discrimination in Nairobi, Kenya; Mulshid Muwonge, the Communications Executive and Security Management Trainer at Defenders Protection Initiative, a non-profit organization that works to strengthen the capacity of human rights defenders in Kampala, Uganda; Raoul Kitungano, the Director of Justice Pour Tous, an organization in Bukavu, Democratic Republic of Congo that help local people understand their legal rights in hopes to end their exploitation; and Samuel Matsikure, the Program Manager at Gays and Lesbians of Zimbabwe (GALZ).

Teacher Education in South Africa November 11, 2016

Drs. Carolina Botha and Dr. Julialet Rens from North West University in South Africa shared their experiences as teacher educators in Life Orientation and Life Skills, as well as conducting research related to novice teachers and teacher well-being.

#Fallism: On Decolonizing the University February 27, 2017

Moderated by Kayum Ahmed, speakers Wanelisa Xaba, a Black Radical feminist activist and Khubu Zulu, an award winning filmmaker shared their experiences as part of the movement to decolonize education in South Africa. Their reflections inspired lively conversation and debate about the #FeesMustFall protests and the right to education



Human Rights & Advocacy Workshop March 4, 2017

The Center faculty and staff, Dr. Garnett Russell, Sandra Sirota, and Fatima Abdelwahab led a half-day workshop on human rights and advocacy. This workshop involved sharing the history and origins of the international human rights framework, as well as the local application of human rights concepts. They led participants through exercises in identifying human rights issues in their local communities and how to conduct a human rights advocacy campaign. Guest speaker, New York City Councilwoman Helen Rosenthal, shared practical strategies and tactics for advocating to elected officials.

Rally for Justice for the Oromo & Marginalized People of Ethiopia March 25, 2017

Co-sponsored by Columbia's Chapter of Amnesty International, this conference followed by a rally brought together Ethiopian Olympic Medalist Feyisa Lilesa, community members, and social activists together to fight for justice for the Oromia people and other marginalized communities in Ethiopia.

Rights & Justice in Collaboration with Activists & Community Members April 17, 2017

This inspirational event involved an evening of dialogue among local and international social movement activists and community members from the greater New York Community and the Teachers College community. Panelists included Darius Gordon, a New York City organizer from Citizen Action of New York; Denise Bell, senior campaigner for Amnesty International; Nick Ogutu, a human rights activist, community organizer and graduate student from the Columbia School of Social Work; and Pamela Stewart, Borough President Appointee of the Community Education Council for District 5. They shared their work and discussed how to support each other on social justice issues related to police and community relations, immigrant and refugee rights, and equity in education currently surrounding the African diaspora both locally and internationally.

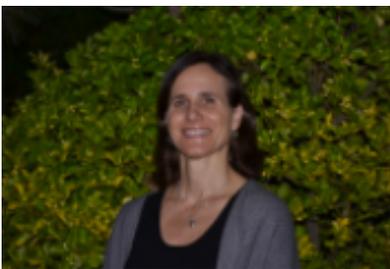
STAFF PROFILES



S. Garnett Russell is an Assistant Professor of International and Comparative Education at Teachers College, Columbia University. She earned her doctorate in International and Comparative Education from Stanford University. Her research focuses on education and conflict, human rights, citizenship, and gender, particularly in Rwanda, Burundi, and South Africa. She has also conducted research on human rights education among diverse populations in New York City Schools and on the right to education for urban refugees globally. Recent publications appear in *Comparative Education*, *Globalisation, Societies and Education*, *International Sociology*, and *International Studies Quarterly*.



Fatima Abdelwahab is graduating this May with her MA from Teachers College, Columbia University in International Educational Development with a concentration in African Education at Teachers College, Columbia University. Currently, she teaches third grade students at Thurgood Marshall Academy Lower School. She holds a Bachelor's Degree in Education from the University of Texas at Arlington. Following her graduation, she worked as a first grade reading interventionist in Euless, Texas. Fatima also has experience teaching kindergarten, second and sixth grade. She interned with the World Federation of the United Nations Association where she designed and taught curriculum that introduced visiting Korean students to global themes. She is interested in understanding factors contributing to the out of school children phenomenon in her country of origin, Sudan.



Sandra Sirota is graduating this May with her doctorate from Columbia University Teachers College in the International and Comparative Education Program, specializing in Peace and Human Rights Education. She has conducted research, created curricula, and advised on NGO program development in the fields of human rights, social justice, education, and social services in the United States, Southeast Asia, and Africa. Ms. Sirota holds a Master's degree in International Human Rights from the University of Denver Korbel School of International Studies and a Bachelor's Degree in Anthropology from Cornell University. For her dissertation research, she conducted research on a national human rights education network in the United States, Human Rights Educators USA. She co-founded and led the Advocacy Lab, a nonprofit organization providing human rights education to secondary school students in New York City from 2007 to 2015 and was on the steering committee of Human Rights Educators USA from 2012 to 2014.

AFFILIATED TEACHERS COLLEGE FACULTY

Carol Benson

Associate Professor of International and Transcultural Studies

Peter Bergman

Assistant Professor of Economics and Education

Elizabeth Buckner

Visiting Assistant Professor in International Transcultural Studies

Steven Dubin

Professor of Arts Administration

Michelle Knight-Manuel

Professor of Education

Mary Mendenhall

Assistant Professor of Practice in International and Transcultural Studies

Naomi Moland

Adjunct Assistant Professor of International and Transcultural Studies

Oren Pizmony-Levy

Assistant Professor in International and Comparative Education

Kristine Roome

Associate Dean

Cate Crowley

Professor of Practice and Director of Bilingual Extension Institute

Sandra Schmidt

Assistant Professor in Social Studies Education

Helen Verdeli

Associate Professor Psychology and Education

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