Volume 17(1) / Spring 2015 • ISSN 1523-1615 • http://www.tc.edu/cice

# Social Movements, Activism, and Education

- 3 Editorial Introduction: Analyzing Social Movement Actions and Outcomes *Sandra Sirota*
- 5 Dual Language as a Social Movement: Putting Languages on a Level Playing Field Regina Cortina, Carmina Makar, and Mary Faith Mount-Cors
- 17 Brokerage, Political Opportunity, and Protest in Venezuelan Higher Education Reform *Elliot Storm*
- 27 Government versus Teachers: The Challenges of Educational Progress in Oaxaca, Mexico Alison Victoria Shepherd
- 36 Human Rights Education and the International Baccalaureate Diploma Programme *Nica Froman*
- 59 Student Engagement in Social Justice at the *Universidad Centroamericana* Gianna Maita
- Does Watching Help? In Search of the Theory of Change for Education Monitoring David Post

## **CURRENT ISSUES IN COMPARATIVE EDUCATION**

Volume 17, Issue 1 (Spring 2015)

Managing Editor: Sandra Sirota

Senior Editors: Ryan Allen, Emily Bishop, Amy Crompton, Kyle Long, Emily Richardson, Darbi

Roberts

Editors: Ying Cao, Natasha Mansur, Elizabeth Ann Peer, Allen Schaidle, Ben Schwab

Web Editor: Emily Bishop

Copy Editors: Amy Crompton, Kyle Long, Darbi Roberts, Emily Richardson, Sandra Sirota

Faculty Advisor: Dr. Oren Pizmony-Levy

## **International Advisory Board**

Michael Apple, Mark Bray, Michael Cross, Suzanne Grant Lewis, Noel McGinn, Gary Natriello, Harold Noah, Gita Steiner-Khamsi, Frances Vavrus

## Copyright

Unless otherwise noted, copyrights for the texts which comprise all issues of Current Issues in Comparative Education (CICE) are held by the journal. The compilation as a whole is Copyright © by Current Issues in Comparative Education, all rights reserved. Items published by CICE may be freely shared among individuals, but they may not be republished in any medium without express written consent from the author(s) and advance notification of the CICE editorial board.

CICE holds exclusive rights in respect to electronic publication and dissemination. The journal may not be posted or in anyway mirrored on the world-wide web or any other part of the Internet except at the official publication site at Teachers College, Columbia University. CICE reserves the right to amend or change this copyright policy. For the most current version of this copyright policy, please contact cice@tc.columbia.edu. Questions about the journal's copyright policy should be directed to the Editorial Board.

#### Disclaimer

The opinions and ideas expressed in the CICE are solely those held by the authors and are not necessarily shared by the editors of the Journal. Teachers College, Columbia University (CU) as a publisher makes no warranty of any kind, either expressed or implied, for information on its CICE Web site or in any issue of CICE, which are provided on an "as is" basis. Teachers College, CU does not assume and hereby disclaim any liability to any party for any loss or damage resulting from the use of information on its CICE Web site or in any issue of CICE.

#### **Acknowledgments**

The editors would like to thank all those who shared their timely insights and commentary in response to this issue's call for papers. The challenge of selecting which pieces to take forward for a full review was rewarded by the thoughtful, patient engagement of the authors we worked with, and we hope it was as valuable a learning experience for them as it was for us.

The managing editor would also like to thank the Teachers College students who volunteered their time and skills as senior editors and editors of this issue, both those who got to grips with this new task in a new learning environment, bringing welcome fresh eyes, and our more seasoned members whose experience was invaluable. Thank you very much to Dr. Mary Mendenhall and Amlata Persaud for their feedback on the editorial introduction. I would also like to express my deep gratitude to our previous managing editor Emily Bishop and faculty advisor Dr. Oren Pizmony-Levy for sharing their expertise throughout this process.