

globalUpdate

Newsletter of the International and Comparative Education Program
TEACHERS COLLEGE COLUMBIA UNIVERSITY, DEPARTMENT OF INTERNATIONAL & TRANSCULTURAL STUDIES

Spring 2014

Volume 4 Issue 1

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**JOIN US
for a reception at
CIES 2014**

Teachers College is proud of another year of active participation at the Comparative and International Education Society (CIES) conference. More than 40 faculty and students from Teachers College will be giving individual presentations at the 2014 conference in Toronto.

Please join Teachers College faculty from the International and Comparative Education (ICE) Program for a reception to celebrate our collective accomplishments.

**TC Reception @ CIES
Wednesday, 12th March, 2014
7.00 p.m. – 9.00 p.m.
Sheraton Centre, Toronto Hotel
Toronto, Ontario**

New Faculty Members Join the ICE Program



Oren Pizmony-Levy
Assistant Professor of International and Comparative Education

Professor Pizmony-Levy joined the ITS faculty in the fall semester (2013), after completing his PhD in the Department of Sociology and the Department of Educational Leadership and Policy Analysis at Indiana University – Bloomington. His research interests center on socio-political analysis of educational policy movements

such as: accountability, environmental and sustainability education, and human rights education. While his dissertation research examined the emergence and development of international assessments between 1958 and 2012, his current work explores the impact of these assessments. Specifically, he examines how exposure to ranking tables affects public opinion toward education. Funded by the US State Department Bureau of Population, Refugees, and Migration (PRM), Professor Pizmony-Levy is leading a research team to examine the impact of professional development programs on the protection of lesbian, gay, bisexual and transgender (LGBT) refugees and asylum seekers. This is among the first studies to explore the ways in which UNHCR personnel and NGO workers engage with this emerging discourse. The research team will share preliminary results from this project in the 2014 Annual Meeting of CIES. Professor Pizmony-Levy is an active member of CIES. He serves as the Co-Chair of two Special Interest Groups (SIGs): Education for Sustainable Development and Large-Scale Cross-National Studies in Education. He also serves on the ad-hoc SIG Committee.



Susan Garnett Russell
Assistant Professor of International and Comparative Education

Susan Garnett Russell is an Assistant Professor in the International and Comparative Education specialized in International and Humanitarian Issues. Her research focuses on areas linked to education and conflict, human rights, citizenship, and gender in Sub-Saharan Africa; Central, Eastern, and Southern Africa; Southeast Asia and South Asia; and Latin America. She has worked as a policy analyst for UNESCO, as well as a consultant for other non-profit organizations including Save the Children and SRI International. Professor Russell has a PhD from Stanford's Graduate School of Education, an MA in International Development from the Johns Hopkins School of Advanced International Studies (SAIS) and a BA in International Relations from Stanford University. Her publications include: "Rights-Based Education and Conflict: A Cross-National Study of Rights Discourse in Textbooks" (Compare, 2013); "Portraying the Global: Cross-National Trends in Textbooks' Portrayal of Globalization and Global Citizenship" (International Studies Quarterly, 2013); and "Holocaust as History and Human Rights: Holocaust Education in Social Science Textbooks, 1970-2008" (Prospects, 2010).

New Faculty Members



Mary Mendenhall

Lecturer, International and Comparative Education



Mary A. Mendenhall served as the Director of the Education in Emergencies program and partnership between the International Rescue Committee (IRC) and the University of Nairobi from 2009-2013. The partnership seeks to build and strengthen the capacity of students, faculty and practitioners to respond to the educational needs of children and youth affected by crisis in East

Africa through a graduate program in Education in Emergencies – the first of its kind worldwide. As Director, Dr. Mendenhall led and facilitated curriculum, faculty and research development initiatives. More recently, Dr. Mendenhall serves as a researcher for a collaborative research project between the IRC, the University of Nairobi and UNHCR that examines refugee education in Kenya (see page 6 for more details).

Dr. Mendenhall's overarching research interests and work examine the quality, relevance and sustainability of education support provided by international organizations to displaced children and youth in conflict-affected states in Sub-Saharan Africa. Specifically, she is interested in examining which aspects of educational programs are sustained; what types of knowledge and skills are most relevant and transferrable for refugee students; and what challenges global, national and local actors confront in the process of achieving quality and relevant education in crisis-affected settings.

Dr. Mendenhall earned her Doctor of Education in International Educational Development with a specialization in International Humanitarian Issues from Teachers College, Columbia University (2008). Concurrently, she served as the Network Coordinator of the International Network for Education in Emergencies (INEE).

Felisa Tibbitts

Lecturer, International and Comparative Education



Felisa Tibbitts is the Founder and Senior Advisor of Human Rights Education Associates (HREA – www.hrea.org), which she directed from 1999-2011. She established the Human Rights in Education Program at the Carr Center for Human Rights Policy at the Harvard Kennedy School of Government (2012-13) and has taught her human rights education course in numerous institutions, including the Harvard

Graduate School of Education, the UN-mandated University for Peace and the University of Lucerne (Switzerland).

She has worked with numerous government and international agencies in developing curriculum and policies that support the integration of human rights into teaching and training, including the Office of the U.N. High Commissioner for Human Rights, UNICEF, UNESCO, UNDP, OSCE, the Council of Europe, the Organization of American States and numerous non-governmental organizations, such as Amnesty International.

Dr. Tibbitts has engaged in adult trainings in over 20 countries, serves on numerous advisory committees and has published articles, book chapters, and manuals addressing such topics as HRE in schools and the empowerment model of HRE.

Her current research interests are curriculum reform in schools in post-conflict societies and emerging forms of critical pedagogy related to human rights education.

She received her bachelor degree and two Masters' (Public Policy, Education) from Harvard University and her D.Phil from the Otto-von-Guericke Universität of Magdeburg.

Teachers College Columbia University International and Comparative Education Program

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

Lecturers: Mary Mendenhall, Amra Sabic-El-Rayess, Felisa Tibbitts

Adjuncts: Rajika Bhandari, Kati Kabat-Ryan, Alla Korzh, Constanza Lafuente, Carmina Makar, Ruth Westheimer

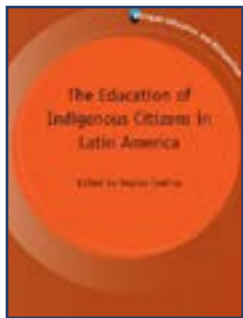
Teachers College Events

International and Transcultural Studies Workshops

by Oren Pizmony-Levy and Susan Garnett Russell

This workshop series brings together students and faculty from the Department of International and Transcultural Studies (ITS) to discuss work in progress and to further develop our scholarly community. The scope of the Workshop is, by design, deliberately broad and inclusive, ranging from work on large-scale educational policy to the study of micro interactions in the classroom. Meetings are organized around one or a pair of presentations by faculty and graduate students (at all stages of study). The Workshop meets once a month during the fall and spring semesters, and it is organized by Professors Oren Pizmony-Levy and Garnett Russell.

In fall 2013, Professor Gita Steiner-Khamsi, Raisa Belyavina, and Emily Richardson presented "Teachers for the Marginalized: A Comparative Policy Perspective," and Briana Ronan presented "Assembling Languages & Other Modes: Language Minority Students in/around an Online Space." The workshop also provides opportunities for professional development, including learning how to use a new software program, managing a dataset, or discussing a relevant topic for the field of International and Comparative Education. Past sessions have focused on Qualtrics, a web-based tool for building sophisticated surveys, and how to deliver effective academic presentations.



The Education of Indigenous Citizens in Latin America Edited by Regina Cortina

Regina Cortina, Associate Professor of Education in the Department of International and Transcultural Studies at Teachers College, has compiled a groundbreaking volume entitled "The Education of Indigenous Citizens in Latin America." This 2014 publication describes unprecedented changes in education across Latin America, resulting from the endorsement of indigenous peoples' rights through the development of intercultural bilingual education. The contributions in the book evaluate the ways in which cultural and language differences are being used to create national policies that affirm the presence of Indigenous peoples and their cultures within Mexico, Ecuador, Peru, Bolivia and Guatemala. Describing the collaboration between grassroots movements and transnational networks, the authors analyze how social change is taking place at the local and regional levels, and they present case studies that illuminate the expansion of intercultural bilingual education. This book is both a call to action for researchers, teachers, policy-makers and indigenous leaders, and a primer for practitioners seeking to provide better learning opportunities for a diverse student body.

The Education of Indigenous Citizens in Latin America is described as "an invaluable resource not only for those concerned with Latin America, but for anyone wishing to understand how national-level and global movements are being reshaped, and frequently contested, by the actualized demands of indigenous leaders and movements." (David Post, Pennsylvania State University, USA) The publication is hailed as a "must-read for scholars, students and others interested in issues of social justice." (Judy Kalman, Centro de Investigación y Estudios Avanzados del IPN, Mexico City, Mexico).

Reshaping Mexico-United States Relations

by Vania Salgado

On November 8, government officials, academics, professionals, distinguished alumni and students gathered at Columbia University to discuss the shifting landscape and relationship between Mexico and the United States in a conference entitled "Reshaping Mexico-United States Relations." The panel moderated by Regina Cortina, Associate Professor of Education at Teachers College, was an excellent opportunity to discuss one of the most pressing challenges facing current relations between Mexico and United States - the need to provide quality education to strengthen the Mexican economy and society. The panel included Columbia University's alumna Blanca Heredia, professor of International Studies at the Centro

de Investigación y Docencia Económicas (CIDE), who discussed the current education reform. Javier Elguea, President of the Education Institute of the Carlos Slim Foundation and President of the Instituto Tecnológico de Teléfonos de México (INTELME), presented the education program of the foundation. Arturo Borja, Director of International Cooperation and Evaluation at the Consejo Nacional de Ciencia y Tecnología (CONACYT), addressed CONACYT's policies for graduate studies.

Professor Cortina started the discussion by explaining that education is one of the greatest challenges for Mexico. She observed that since the 1970s, education reforms have been tied to the negotiations between the government and the teacher's union, which focused on the preservation of union power and tended to

(continued on page 10)

ICE Doctoral Fellowships

The International and Comparative Education (ICE) program welcomed five new students as Doctoral Fellows in Fall 2013. The Doctoral Fellowship program is a college-wide initiative to support students admitted to Ph.D and Ed.D programs in the pursuit of their studies and research. The Fellowship is envisaged as an academic apprenticeship and Fellows support the program through tasks including course assistance, editing, research, publishing, advisement, and grant writing.

Raisa Belyavina



Raisa is a Senior Research Officer at the Institute of International Education (IIE) in New York. She manages Project Atlas, a collaborative global initiative to collect and disseminate data on student mobility at the higher education level, addressing the need for improved research on academic migration and comparability of mobility data among leading host and sending countries. Raisa has also worked on various other research projects at IIE, such as expanding study abroad to China and new trajectories of online education and the rise of MOOCs. Prior to IIE, Raisa worked in education domestically and internationally, including managing a college readiness program at the Harlem Children's Zone and conducting teacher trainings in Myanmar. Raisa was on a Fulbright Fellowship in South Korea in 2008/09 where she taught high school students and organized teacher workshops on key issues in international education. Raisa has also conducted research on the teaching profession in Armenia and Belarus, which she hopes to build on at TC. She has a B.A. in Political Science and Russian from Columbia University and an M.A. in International Education from TC.

Emily Bishop

Emily S. Bishop is pursuing a PhD in Comparative Education with a Political Science concentration. She holds a BA in Peace Studies from the University of Bradford (2003) and an MSc in Global Affairs with a specialisation in Human Rights and Humanitarian Assistance from New York University (2007). Prior to attending Teachers College, she served as a consultant to reproductive health projects at the Women's Refugee Commission and the International Rescue Committee, as well as supporting the communications of a broad range of organisations, from fringe political campaigns to film festivals. She serves on the executive board of Abortion Rights in the UK, and was an inaugural member of the Clinton Global Initiative University. Emily's primary research interest is in the role of education in the rehabilitation of former child soldiers, particularly in Sub-Saharan Africa, an interest bolstered by a professional training course on Youth Participation in Peacebuilding at American University in 2009. Other scholarly interests include gender and youth identities, education in emergencies, reproductive rights and female representation and participation in politics.



Amlata Persaud



Amlata is a Rhodes Scholar from Guyana who has worked in the national governments of Guyana and Malawi at the policy level in education. Amlata served as an Overseas Development Institute (ODI) Fellow at the Ministry of Education in Malawi from 2007-2009. During her time in Malawi, Amlata was responsible for the coordination of the national education budget formulation process, and worked on the development of the national education strategic plan. She also conducted research in the areas of educational finance, policy and planning. More recently, she worked for the Government of Guyana, first as a consultant on the production and publication of the national Millennium Development Goals Progress Report, and later as the Head of the national program for Monitoring and Evaluation, with specific responsibility for piloting M&E development in the education sector. Amlata is pursuing an Ed.D. in International Education Development. Her research interests include: comparative and international education and education policy, including issues of access, equity, financing, gender, migration, and environmental education. Her

regional areas of interest are the Caribbean, Latin America and Sub-Saharan Africa. Born and raised in Guyana, Amlata was a national and Caribbean regional scholar. Amlata received a B.A. in Philosophy, Politics and Economics from the University of Oxford, as well as her Master's degree at Oxford where she graduated with an MPhil in Development Studies.

Emily Richardson



Emily is excited to be back at TC. Most recently, she worked as the Manager of Policy & Planning on the USAID Teacher Education Project in Pakistan. She has also worked in rural India, leading teacher-training workshops for the Nanubhai Education Foundation, where she is still very active as a board member. Prior to her time in India, she taught English, Biology and Chemistry and collaborated on a secondary school curriculum at an all boys' boarding

high school in rural Malawi. She has consulted on projects in the Dominican Republic and Malawi and is eager to work in the Middle East. A born and raised Midwesterner, Emily received her BS in Psychology at the University of Dayton and later her MA in International Education Development at Teachers College.

Sandra Sirota

Sandra was Executive Director of the Advocacy Lab (AdLab), a nonprofit organization providing human rights education to NYC high school students, shortly after co-founding the organization in 2005 until 2013. She continues to serve on AdLab's board. Most recently, Sandra ran Girls' Leadership Worldwide, a leadership and human rights program at the Eleanor Roosevelt Leadership Center. Sandra is a founding steering committee member of Human Rights Educators USA and serves on the Executive Committee. From 2006 to 2009, she served as the New York State Legislative Coordinator for Amnesty International. Prior to this, she was Chairperson of the Policy and Systemic Change Committee at the Center on Rights Development, Program Coordinator for the Rocky Mountain Immigrant Advocacy Network, and separately conducted in-the-field research on human rights issues in India and Uganda. She was an Instructor at Outward Bound for nearly three years, leading at-risk and adjudicated adolescents on month-long therapeutic wilderness courses. Sandra received an M.A. in International Human Rights from the University of Denver Josef Korbel School of International Studies and a B.A. from Cornell University in Cultural Anthropology.



Comparative and International Education Society (CIES) Updates

North-Eastern Regional Conference, Amherst, Massachusetts 2013

Faculty and students from Teachers College participated in the NE Regional Conference of the Comparative and International Education Society in November 2013. The regional conference was hosted by the Center for International Education in the College of Education at the University of Massachusetts Amherst.

Featuring the theme "Education in Uncertain Times," the conference focused on the complexities, challenges and opportunities faced by education policy and education systems in a rapidly evolving global environment.

Conference highlights can be found here: <http://www.umass.edu/cie/NE%20CIES%20Conference/index.html>

Annual Conference, Toronto, Canada 2014

The 58th Annual CIES Conference is scheduled for March 10-15, 2014 in Toronto, Canada. This year's theme is "Revisioning Education for All" and several faculty members and students from the ICE program will be participating as panelists, presenters, discussants and moderators.

Select presentations include:

- "Teacher education policies and indigenous student achievement in Latin America"
(Regina Cortina)
- "Faculty development for Education in Emergencies: A University-NGO partnership in Kenya"
(Mary Mendenhall)
- "Borrowing and Lending of Educational Movements: The Case of "Teach For America" and "Teach For All"
(Oren Pizmony-Levy and MeiYee Chew)
- "Standards are good for business: A critical examination of global reform packages"
(Gita Steiner-Khamsi)
- "Women's Human Rights Education in Turkey: Feminist Pedagogy and Trainers' Engagement in Social Change"
(Felisa Tibbitts).

For further details on the conference, please check <http://www.cies.us/2014/index.shtml>

Quality Education for Refugees in Kenya

by Mary Mendenhall



Lokitaung Primary School, Kakuma Refugee Camp

As the field of education struggles to revise the Education for All agenda and move beyond the historical focus on access to basic schooling, significant attention has been paid to the notion of educational quality. Simultaneously, the field is grappling with how to secure increased equitable access to education in crisis and conflict environments. In an effort to examine the intersection of those goals by considering quality education for urban- and camp-based refugee populations in Kenya, a team of researchers from Teachers College (Mary Mendenhall and Lesley Bartlett), Harvard University (Sarah Dryden-Peterson), the University of Nairobi (Daniel Gakunga, Loise Gichuhi, Rosemary Imonje, Caroline Ndirangu, Grace Nygah and Ursulla Okoth) and the International Rescue Committee (Mary Tangelder), in collaboration with UNHCR, carried out a comparative case study in schools hosting refugees in Nairobi and Kakuma refugee camp.

The overarching question guiding the study entailed: To what extent are primary schools in Kakuma and Nairobi developing and offering a quality education for refugee populations, and what are the challenges they face in meeting that goal? The team visited four schools in Nairobi and four schools in Kakuma and carried out interviews with teachers, pupils and key informants from international organizations and district education offices. The team conducted extensive lesson observations in each school site. The preliminary findings indicate that huge challenges remain in providing quality education to displaced populations and that the area of primary concern, for both refugee and Kenyan teachers, involves teacher instruction. The research team will present key findings on the realities of what is happening in the classroom across these school settings as well as the factors preventing higher quality education for refugees during a panel session at the upcoming CIES 2014 Annual Conference.

This collaborative research project was part of a larger initiative between the International Rescue Committee (IRC) and the University

of Nairobi, dating back to 2009, through which the first-ever graduate program for Education in Emergencies was developed. Teachers College faculty and students have contributed significantly to various activities over the years, including curriculum design, faculty development and research initiatives. Mary Mendenhall served as the Director for this partnership from 2009-2013 and initiated the aforementioned collaborative research project on refugee education in Kenya. Professors Lesley Bartlett and Sarah Dryden-Peterson served as research consultants guiding the study and training the faculty.

Impact Assessment of Professional Development Programs on LGBTI Refugee Protection

by Oren Pizmony-Levy

Over the past decade the cause of lesbian, gay, bisexual, transgender, and intersex (LGBTI) individuals who seek international protection from persecution in their home country has been advanced by international organizations. By 2008, this cause had gained enough momentum that the United Nations High Commissioner for Refugees (UNHCR) published a guidance note on refugee claims relating to sexual orientation and gender identity. Past research on NGOs servicing refugees and asylum seekers shows that while these NGOs support LGBTI refugee protection, they also express a great deal of ignorance and avoidance about the issues and challenges confronted in their daily work.

In an ongoing research project, initiated by ORAM International (NGO) and funded by the US State Department's Bureau of Population, Refugees, and Migration (BPRM), a TC-based research team, led by Professor Pizmony-Levy, is evaluating the impact of professional development programs on LGBTI refugee protection. These training programs have been implemented in different locations around the world, among them Amman, Dakar, Istanbul, Kuala Lumpur, and New Delhi. To examine the impact of these programs, the research team developed a pre/post research design. Staff members who participated in the training completed a baseline survey and will be asked to complete two follow-up surveys at six weeks and three months after the initial training. UNHCR personnel and NGO workers who did not attend training will serve as the control group.

Once data collection is completed and the final report is published, the research team – involving Master's students Michael Ramsey, Megan Jansen, and Christine Jang – plan to craft a peer-reviewed paper that will expand the human rights education literature on LGBTI issues and contribute to the ongoing debate about globalization and the spread of norms, policies and practices worldwide.

Working Groups

TC Working Group on Peace, Conflict and Education

by Anushri Alva

In light of unprecedented dimensions of conflict, violence and inequality, the Working Group on Peace, Conflict and Education (WGPCE) was established at Teachers College, Columbia University to examine the role that education can play in both exacerbating structural or direct violence and promoting peace and respect for human rights. As scholars and practitioners who are deeply committed to peace and human rights education as well as the provision of education in conflict- and crisis-affected areas, we believe that, through this effort, we will be able to initiate a process of dialogue, exchange and engaged scholarship at Teachers College, in the broader Columbia University community and beyond. The Working Group was initiated and chaired during the 2012-2013 academic year by Dr. Monisha Bajaj (who has now joined the faculty at the University of San Francisco); Dr. Mary Mendenhall currently serves as chair for the 2013-2014 academic year. Ms. Anushri Alva, a recent graduate from the program, has served as a Graduate Student Coordinator extraordinaire since the group's inception.

In the spirit of collaboration and in alignment with the WGPCE's mission, we have had the pleasure of co-sponsoring events with groups across TC including the International Center for Cooperation and Conflict Resolution (ICCCR), the Society for International Education (SIE), the Critical Peace Education Network (C-Pen), and Gottesman Libraries, as well as groups outside the TC community including the Forum for African Women Educationalists (FAWE). In the fall of 2013, we also established a partnership with the Human Rights and Education Colloquium, a student group at NYU sponsored by the International Education Program at the Steinhardt School of Culture and Education.

Since its inception the WGPCE has set up a website (www.tc.edu/peace), a blog (<http://blogs.cuit.columbia.edu/peace>) as well as a Facebook page (<https://www.facebook.com/wgpced>) to publicize events and to interact with the wider community of practitioners and scholars in the fields of conflict transformation, education in emergencies, and peace and human rights education. To date, the Working Group has organized 14 events and published 13 blog articles by scholars, practitioners and students. Visit us online for more information about past and future events and speakers and to read the blogs from our contributors.

Updates from the International Working Group on Intercultural Bilingual Education

by Katy de la Garza

The first meeting of the International Working Group on Indigenous Intercultural Bilingual Education in Latin America was held in Santiago, Chile, on June 19-21, 2013. The working group is an interdisciplinary forum that seeks to deepen understanding of policies and practices related to the building of quality and relevant educational opportunities for Latin American Indigenous children. The forum has been set up to discuss issues and build strategies together with Indigenous peoples and not for them.

Initial research questions focused on how the implementation of policies for Intercultural Bilingual Education (*Educación Intercultural Bilingüe*, EIB) can be improved so that countries invest wisely in the schooling of Indigenous children; how policies can be enhanced to provide teacher training specifically for teachers working in EIB schools and Indigenous settings; and what policies have proven to be most effective when examined in rigorous comparative studies of EIB.

The working group's first meeting had more than 20 participants, including academics and practitioners from Latin America and the

United States that work on Indigenous peoples' educational issues in Argentina, Bolivia, Colombia, Ecuador, Mexico, Guatemala, and Peru. Participants presented on topics related to pre-service and in-service teacher education initiatives and their impact on Indigenous teachers and children; the Second Regional Comparative and Explanatory Study (SERCE), funded by UNESCO, which has produced information on the academic performance of Indigenous students in non-Indigenous schools; public policy in EIB and the difficulties of implementation; curricular development and the education of Indigenous peoples; educational outcomes of Indigenous students and conditions that contribute to these outcomes; higher education, intercultural and Indigenous universities; Latin America's challenges to enforce EIB; and other topics.

Several of these presentations will be published in an upcoming book edited by Professor Regina Cortina on education, Indigenous peoples and interculturality in Latin America. Moreover, Professor Cortina, Katy de la Garza and Mirka Tvaruzkova will present updated research findings at CIES Toronto in March 2014, where two panels will focus on Indigenous Students and Education Policy in Latin America.

The initial meeting of the working group last June and the upcoming
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ICE Program Initiatives



Reaching out to our Alumni

by Amlata Persaud

The International and Comparative Education (ICE) Program is continuing its Alumni outreach efforts during the 2013-14 academic year. The aim of the International and Comparative Education (ICE) program is to re-establish contact with the program's alumni and to create a dynamic alumni network for sharing news, identifying opportunities for collaboration inside and outside of the classroom, and developing a sense of community between current and former students and faculty.

In addition to establishing an updated database of alumni, we would like to develop alumni profiles that can be featured on our website and in our newsletters. Faculty, alumni and current students are all keen to learn more about the important and meaningful work that ICE graduates are carrying out in the policy, practice and research arenas around the world.

We have developed a brief survey to help us update our records, and ask that you take the time (3-5 minutes max!) to enter your information. Click here to take the survey or enter the following URL into your web browser: <http://tinyurl.com/icealumnisurvey>. Please share the survey link with your former class-mates so that we can welcome as many former students as possible into our growing alumni network.

Expanding Partnerships for ICE Students

by Mary Mendenhall

The International and Comparative Education (ICE) Program at Teachers College, Columbia University supports its students both inside and outside of the classroom by promoting practical training and experiential learning opportunities that complement and augment our academic program. In recent years, we have forged effective partnerships with many organizations, including Echoing Green, the International Network for Education in Emergencies, the International Rescue Committee, Open Society Institute, UNDP, UNICEF, Inter-American Development Bank, and USAID. We would like to expand these opportunities to include more partner organizations.

Partnerships can entail graduate student internships and/or class-based projects. Through these dynamic partnerships, our graduate students draw on their professional experiences, knowledge and research skills to make important contributions to the partnering organizations. As graduate interns, students contribute essential and experienced human resources to an organization and can help advance work on key projects and programs. Through class-based partnerships with faculty support, students can help prepare literature reviews on emerging topics, develop comparative case

studies of an organization's education program across different countries, contribute to policymaking and strategic planning processes, support monitoring and evaluation activities, design research projects and develop curriculum and training materials, just to name a few examples.

If you or your organization would like to explore possible partnership opportunities and/or share internship and job opportunities with the ICE Program at Teachers College, please contact Dr. Mary Mendenhall at mendenhall@tc.edu and Ms. Amlata Persaud, Doctoral Fellow, at amlata.persaud@tc.columbia.edu.

CICE Journal Update

By Emily Bishop



Current Issues In Comparative Education (CICE) is an online, open-access journal, founded in 1997 by doctoral students in Comparative and International Education at Teachers College. CICE is dedicated to

serve as a platform for debate and discussion of contemporary educational matters worldwide. We seek to present contemporary scholarly articles to a wide and varied audience. The editorial board is dedicated to ensuring diversity among its own members and the authors it publishes. CICE aims to provide a multi-faceted view of comparative education by addressing changes in world politics, economic markets and the social milieu as they affect education, as well as by welcoming submissions from professors, researchers, students, advocates, policy-makers, and practitioners.

Our recent issue - *Education for Social Change and Transformation: Case Studies of Critical Praxis* - guest-edited by our friends Dierdre Williams of Open Society Foundations and Mark Ginsburg of FHI360, is complemented by a double session at this year's CIES Conference. (See CIES program for session on 'Educating All to Struggle for Social Change').

The forthcoming issue is a special edition for the 125th anniversary of Teachers College, and takes a broad, reflective view across the field of International and Comparative Education. This issue - *The Making of a Field and Vision for the Future* - explores the question of how CIE theories and theorists have influenced institutions, policies, educational models, trends and/or research agendas in local, regional and international contexts.

You can find all our issues and calls for papers at <http://www.tc.columbia.edu/cice/> or you can stay in touch via Facebook at <https://www.facebook.com/cicejournal> or on Twitter at https://twitter.com/TC_CICE. Finally, if you would like to be added to our email list, or if you have any questions or comments about the journal, please don't hesitate to get in touch at cice@tc.edu.

Alumni Achievements

Jed Oppenheim, M.A., 2006

Advocacy Coordinator, ACLU-MS

Board Member, Jackson (Mississippi) Public School District



Before TC

During his college years, Jed went to post-apartheid South Africa as a study abroad student and immediately saw similar issues to post-Civil Rights Movement United States. After his undergraduate years he went back to the African continent to work in Ghana as a teacher of English. These experiences made Jed question how post-colonial education systems were structured and he felt the need to go back to school and gain more legitimate skills. He also wanted an

international and national focus on education issues and Teachers College's dynamic programs and New York location were the right fit.

While at TC

As a student in the Comparative and International Education Program, Jed focused his studies on education in emergencies. He greatly benefitted from the knowledgeable faculty--who were both practitioners and academics; the TC classes related to economics of education; the challenging and dynamic group work; the skills sets gained for grant writing; and the insights of Paulo Freire's Pedagogy of the Oppressed focusing on "learner-centered" pedagogy. He also worked with the School of Public Health on a child and family health care assessment in post-Katrina Louisiana and Mississippi. Moreover, Jed took advantage of the opportunity to take classes at Columbia University's School of International and Public Affairs and of the uncountable intellectual, cultural, networking, entertainment and social resources New York City has to offer. With his strengthened analytical, critical and practical skills, Jed was ready to go back to work!

After TC

Once he completed his studies Jed went to post-conflict Rwanda as a teacher and program manager for a local, non-governmental organization, and on to post-tsunami Indonesia to implement right based education programs with educators, government officials and parents. While his international experiences were making him a more skilled, sensitive and analytical practitioner, in 2008 the US was in its election year, and Jed felt it was time to go back home and contribute to educational transformation in America.

Current work

Jed recently completed five years as a Senior Advocate for the Southern Poverty Law Center (SPLC), a non-profit civil

rights organization dedicated to fighting hate and bigotry and seeking justice for the most vulnerable members of society (<http://www.splcenter.org/>). He believes in advocating for reform systems in crisis; increase access to equitable and quality education; fight against racial disparities; and to continue providing access to resources and opportunities for all.

His work at SPLC - especially as it relates to ending the school to prison pipeline and in support of students with disabilities - led to his 2014 appointment to the Jackson Public School (JPS) Board of Trustees, where he has recently begun a five-year term. JPS has 30,000+ students, 90% of whom are low income. Through this appointment he will be able to address the systemic issues facing our youth by contributing to district-level policy, budgetary and other large-scale decisions while using a human rights framework. He is also the new advocacy coordinator for the American Civil Liberties Union of Mississippi.

Zohra Omar, M.A., 2010

English Teacher, Gimnasio Moderno, Colombia



Before TC

Zohra is from Pakistan and completed her undergraduate studies at the University of Pennsylvania. She went on to complete the requirements for a teaching certification from the Graduate School of Education at UPenn. Although Zohra initially applied to the Curriculum and Teaching program at Teachers College, she transferred to IED after learning about the program from an incoming student. She immediately decided that it

was a program that fit her interests and passions perfectly.

While at TC

The IED/CIE program at TC exceeded all of Zohra's expectations. She credits the program with providing her with a broad understanding of global issues in education and, more specifically, peace education. IED coursework helped Zohra make connections between academic concepts and theories and her past experiences in developing countries. She found her professors to be inspiring researcher practitioners who drew on their own projects as examples of applied work in IED. The knowledge she gained reached beyond the academic, as they offered critical "life skills and life lessons." Zohra built on her exposure to Latin America at TC by working in Ecuador over the summer break. In addition to

(continued on page 10)

Alumni Achievements

Zohra Omar, M.A. 2010
(continued from page 9)

her work with professors, Zohra highlights the role that her peers played in her learning and growth at TC. The diversity of the student body in the IED/CIE program was unique to her experiences in higher education - providing her with a multiplicity of perspectives on education and development.

After TC

After graduating from TC, Zohra traveled to the Dominican Republic for the summer to work with the DREAM (Dominican Republic Education and Mentoring) project. As a teacher coach, she collaborated with local Dominican teachers to help them develop more active learning methodologies. She then transitioned into a more permanent position with Escuela Nueva in Bogota, Colombia. She was drawn to the Escuela Nueva model, which aims to transform traditional schooling by introducing participatory and collaborative learning pedagogies. As the International Educational Specialist, Zohra was part of the teacher training team. After two years with Escuela Nueva in Bogota, Zohra returned to Pakistan to work with the Teach for Pakistan program. Zohra directed the pre-service training program. She describes the position in Pakistan as an "extremely challenging" one that further developed her leadership, program management and problem-solving capabilities.

Current Work

Upon her return to Colombia, Zohra decided to move in a direction that allowed her to stay connected to where learning happens. She took up a post as a teacher at a school, teaching fourth-grade English to second language learners. She is now in her second year of teaching, a job that constantly keeps her on her toes, and one that she urges all education professionals to do from time to time to ensure that they keep up-to-date with the challenges and realities of children and of our education system.

Words of Advice

"Take a variety of classes. Be open to new experiences. Choose one professor and build a strong relationship with him/her. Really make use of your friends and build a community of practice. The Peace Education Network was a big part of my TC experience. I recommend getting involved with at least one organization. If you can find a grant for travel and internships, get it. For the IP, I recommend participating in a project or conducting research and then writing about it."

Updates from the International Working Group on Intercultural Bilingual Education (continued from page 7)

publication are the result of a collaboration between Professor Cortina from Teachers College, and Ernesto Treviño, Director of the *Centro de Políticas Comparadas de Educación in the Universidad Diego Portales* in Santiago, Chile. Moreover the framework for discussion at the meeting was based on research included in Professor Regina Cortina's 2014 book, *The Education of Indigenous Citizens in Latin America* (London: Multilingual Matters). Support for the meeting was provided by Teachers College and Columbia University's Global Center Grant.

Keep in Touch with TC!

We welcome your news, announcements, and updates!
Keep in touch with your program, classmates, and colleagues. For information regarding future editions of **globalUPDATE**, please contact us at iedcieinfo@tc.columbia.edu

The Society for International Education (SIE) in collaboration with other student organizations at Columbia's School of International and Public Affairs (SIPA) and NYU is hosting a Career Opportunities in International and Comparative Education Conference on Saturday, April 26th, 2014.

If you are interested in participating on a panel or attending this networking event, please contact SIE at sie@tc.columbia.edu for more details.

Teachers College Events

Reshaping Mexico-United States Relations (continued from page 3)

de Investigación y Docencia Económicas (CIDE), who discussed the current education reform. Javier Elguea, President of the Education Institute of the Carlos Slim Foundation and President of the Instituto Tecnológico de Teléfonos de México (INTELMEX), presented the education program of the foundation. Arturo Borja, Director of International Cooperation and Evaluation at the Consejo Nacional de Ciencia y Tecnología (CONACYT), addressed CONACYT's policies for graduate studies.

Professor Cortina started the discussion by explaining that education is one of the greatest challenges for Mexico. She observed that since the 1970s, education reforms have been tied to the negotiations between the government and the teacher's union, which focused on the preservation of union power and tended to undermine teacher professionalization. Blanca Heredia stated that the implementation of the current reform is a "bumpy road ahead." From her perspective, the main challenges are the differentiated capacities that states have, the recentralization of the teacher salary policy, and the creativity needed to address the problems of quality in education.

Javier Elguea described the programs of the Carlos Slim Foundation, which have focused on the provision of health services, basic education quality, and social justice. The education program of the Foundation includes a network of digital classrooms and libraries that has reached 3.5 million of students in 3,600 schools in the last seven years. Finally, Arturo Borja stated that 60 percent of the PhDs and 23 percent of the Masters programs in Mexico have been accredited by the Programa Nacional de Postgrados de Calidad, which certifies the quality of programs and provides students with scholarships. He noted that most of the CONACYT scholarships (46,000) are granted to study in Mexican institutions. Fewer than 5,000 scholarships are granted to study in foreign institutions. When receiving CONACYT scholarships to study outside of Mexico, 25 percent of students go to the United States, followed by 21 percent to the United Kingdom.

The conference officially launched the Columbia University's new Center for Mexican Studies, whose aim is to become the leading center in the Northeast for the study of Mexico. The Center's website can be accessed at http://ilas.columbia.edu/mexicanstudies/mexican_studies_at_columbia.

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

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