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ANNOUNCEMENT



**Congratulations
to all May 2016
graduates!**

Celebrating 60 Years of CIES: Student Reflections from the 2016 Conference in Vancouver



Students, Alumni and Faculty gather at the TC CIES reception in Vancouver, Ca.

The Comparative and International Education Society (CIES) was founded in 1956 to promote inter-cultural understanding, scholarship, academic dialogue and societal development through the international study of educational ideas, systems, and practices. CIES serves as the flagship professional society for our discipline. In March 2016, we celebrated the diamond jubilee of our scholarly home that is CIES in Vancouver, Canada. Attracting more than 2700 scholars, practitioners, professionals, and students, the annual CIES conference offers a great venue for meaningful scholarly exchanges and networking opportunities among ICE

alumni, current students and faculty. At this year's conference, over 25 students presented their original research at the conference. We are excited to share several of the insightful reflections from our student presenters and attendees regarding the wonderful experiences they had in Vancouver.

Here are select excerpts from: Maggie Appleton, Emily Bishop, Peter Bjorklund, Alexandra Da Dalt, Phoebe Linh Doan, Amanda Earl, Sara Frogde, Chiara Fuller, Qinxin Hua, Jennifer Johnson, Emily Richardson, Dominique Spencer, Yein Suh, Aimee Vachon, Kelsey Woodrick, and Cassandra Ziegler.



Dear Students, Alumni and Faculty of the ICE Program:

As we wrap up another productive semester in the ICE program, I am excited to present the Spring 2016 issue of our Global Update newsletter. The articles in this issue demonstrate the breadth and depth of our program's participation within the field of international and comparative education.

Our students' reflections about the 60th annual CIES conference in Vancouver, British Columbia in March represent the diversity of academic, professional, and networking opportunities that attendance at this week-long event provides. This year's conference theme, "Six Decades of Comparative and International Education: Taking Stock and Looking Forward," encouraged all of us to consider both past accomplishments and future goals for our work.

Professor Gita Steiner-Khamsi's video, which interviewed the Society's presidents of the past ten years, had its debut at the conference. Teachers College made a strong showing in Vancouver in numbers of faculty, students, and alumni in attendance. We were pleased to see so many alumni and friends along with faculty and students at the TC reception in Vancouver.

Another highlight of the week was the inaugural Henry M. Levin African Diaspora SIG lecture, entitled "Educating the African Diaspora: A Critical, Comparative Perspective," which was delivered by TC's own Professor Ernest Morrell.

I am also pleased to have been elected as the newest Vice President of CIES. Thank you for your support. I look forward to planning the annual conference for 2018.

Congratulations to students graduating this spring, and best wishes for an enjoyable and productive summer to all! Thank you, as always, for your support of the ICE program.

Regina Cortina
Professor of Education
Program Director



Congratulations to students graduating this spring, and best wishes for an enjoyable and productive summer to all!

EXPLORING THE INTERSECTION OF YOUTH DEVELOPMENT AND SECONDARY EDUCATION AT CIES 2016

By Arushi Terway, Thea Hogarth and
David Balwanz

If you looked closely, perhaps you noticed a new SIG at CIES 2016. The brand new Youth Development and Education (YDE) SIG was many years in the making for co-chairs Arushi Terway (PhD, Teachers College) and David Balwanz (PhD, Univ. of Maryland - College Park), who hoped to provide an intellectually diverse, inclusive and critical space for CIE students, researchers and practitioners to exchange ideas and experiences related to youth development and secondary education. During this inaugural CIES meeting, the YDE SIG hosted three panels, one of which was a CIES highlighted session on "Bridging the gap between secondary education and youth development."

YDE continued on page 13

CIES VICE PRESIDENT ELECTIONS

CIES Elects Professor Regina Cortina as Vice-President

By Lucía Caumont-Stipanovic and Amlata Persaud

Professor Regina Cortina, Professor of Education, and Program Director of the International and Comparative Education (ICE) program at Teachers College, Columbia University, was elected as Vice-President of the Comparative and International Education Society (CIES) in March, 2016.

Professor Cortina has been integrally involved in CIES since 1985 and over the course of her academic career has served the society in many positions, most recently as a member of the Board of Directors (2013-2016), Honorary Fellows Committee (2015-2016), and the Publications Committee. Her current role as Vice-President places her in a leadership position of the society over the next four years during which time she will serve consecutively as Vice President, President-Elect, President, and Past President of the organization.

As CIES moves into a new decade after marking its 60th anniversary in Vancouver this year, Professor Cortina is keen to build on its strong foundations and to expand its horizons as a space for serious reflection, discussion and collaboration among all stakeholders in the field of international and comparative education.

Echoing her own research into the education of girls and women, gender and education, intercultural bilingual education, and the rights of indigenous citizens, Professor Cortina aims to enhance the social justice, diversity and inclusion agenda of CIES. She strongly advocates for unrelenting attention towards the challenges faced by the global south, highlighting the need for rigorous scrutiny of dominant development discourses that create and perpetuate social, economic, and political inequalities in developing nations and communities.

During her tenure, Professor Cortina intends to build and strengthen relationships between CIES and other comparative and international education societies in the global south as a way of giving voice to the under-represented, and enriching the exchange of knowledge and ideas in CIES.

Over the years, Professor Cortina has consistently organized and participated in panels with graduate students and junior faculty in order to promote scholarly growth and interaction. Building on collaborations at CIES, Professor Cortina has actively published books and articles with students.



From left to right: Prof. Marianne Larsen (U of Western Ontario), Prof. Christopher J. Frey (Bowling Green State), Prof. Regina Cortina (TC), Prof. N'Dri T. Assié-Lumumba (Cornell), Prof. Mark Bray (U of Hong Kong), Prof. Supriya Baily (George Mason), Prof. Noah W. Sobe (Loyola University Chicago)

She aims to continue to support youth involvement in the society, notably by increasing funding support and professional development opportunities of current students, recent graduates and early career professionals.

Professor Cortina notes that a key priority during her leadership will be enhancing and enlarging the space for knowledge sharing. She intends to strengthen the flagship Comparative Education Review journal as well as to expand media options for members' publications, including the use of monographs, electronic journals and newsletters.

Summing up her aspirations for the Society, Professor Cortina shared for this newsletter, "I am honored to have been elected to the Vice-Presidency of CIES, and I look forward to working with all its members to ensure that our professional society is one which provides world-class support to academics and practitioners in addressing the most important issues and challenges facing educational development internationally."

Professor Cortina's election to the Vice Presidency of the Comparative and International Education Society (CIES) signals an important new chapter in the life of the organization. The International and Comparative Education (ICE) Program at Teachers College adds its congratulations to Professor Cortina on this outstanding achievement and wishes her success during her term at CIES.

Lucía Caumont-Stipanovic and Amlata Persaud are Doctoral Fellows in the ICE Program at Teachers College

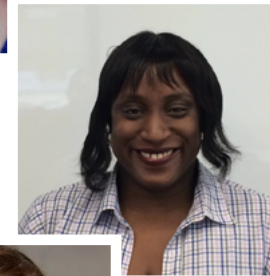
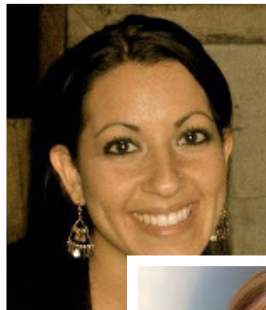


What is one key learning takeaway that resulted from your participation at CIES 2016 about the field of international and comparative education?

Emily R: "There is significant evidence in our field. Before conducting more and more research and evaluations, we need to first recognize and learn from existing evidence and apply it to our various projects and contexts."

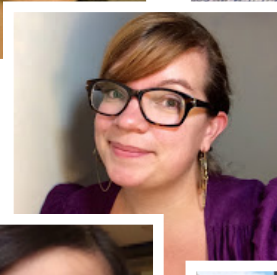


Chiara: "I learned how to meet and network with other professionals and graduate students in my field. I also learned that attending workshops, asking thought-provoking questions and building bridges through conversation with the professionals from a wide range of fields significantly helped expand my knowledge in the field of Comparative International Education."



Dominique: "The field is growing and professionalizing more and more each year, and it is such an exciting thing to be a part of!"

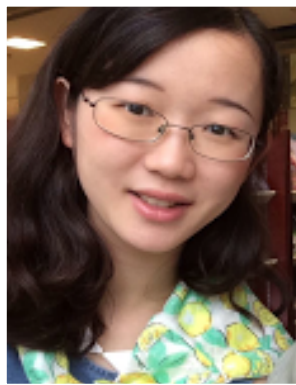
Emily B: "I presented an overview of my dissertation work so far. Refining everything I have at this midway point to effectively share key points, and then answering questions from the panel audience, were really helpful processes to sharpen my next steps."



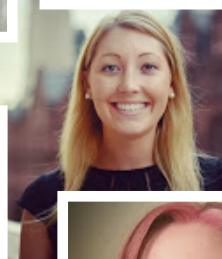
Amanda: "After watching the video of interviews with past CIES presidents that Professor Steiner-Khamsi put together in honor of the Society's 60th anniversary, I learned that the ICE field has grown exponentially over the past 10 years. While at its start CIES was made up of mostly academics, more and more NGOs, nonprofits, and practitioners have joined making it a highly dynamic, pertinent, and cooperative field of study."



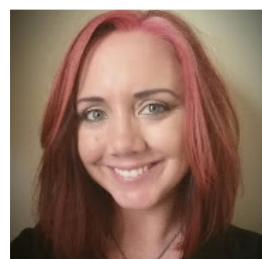
Qinxin: "By presenting the paper that I have been working on with the principle author, I was able to identify what interest the readers/audience have about our various findings and what readers/audience would doubt and challenge us with."



Cassandra: Being at CIES helped me relate what we do at TC to the bigger picture, and where I might see myself fitting in it."



Alexandra: "It is key to always include the voices of the communities we are trying to represent in our work."



Jennifer: "Based on one of the sessions I attended on non-academic careers, I'm reevaluating my priorities for how to try and build my skills over summer break and ultimately change the way that I orient my approach to a career in IED."

CELEBRATING 60 YEARS continued on page 5

CELEBRATING 60 YEARS OF CIES

CELEBRATING 60 YEARS continued from page 5

How would you like to contribute to and/or shape the field after your complete your degree at TC?

Aimee: "I plan to continue my work/research in early childhood systems across contexts and hope to contribute to the evolving study of education for our youngest citizens."



Dominique: "I am considering pursuing my PhD after completing my MA at TC, and CIES allowed me to witness the wide variation of work and research topics being pursued by academics and practitioners in our field. It definitely broadened my perspectives in how I see myself contributing to the field after graduation, and I have a lot to think about!"

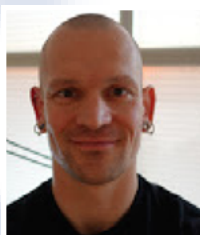


Kelsey: "Conduct research and carry out projects relating to language and protracted refugee crises."

Cassandra: "I would like to make it possible for all pre-service and in-service teachers to have the opportunity to gain international experience at least once in their careers. A research question I am interested in might ask how and/or if this experience can make a difference in a teacher's practice to better serve the growing diversity of children they educate."



Maggie: "There is still a lot of research that needs to be done regarding quality education in Africa. Especially considering the tremendous population growth projected for the continent in the next 50 years. I hope to contribute to this both as a practitioner, as well as seeking our research opportunities (while I'm at TC and in the future)!"



Pete: "Continue to examine practices and conditions that foster strong teacher identity and how they can be effectively implemented in various contexts."

Alexandra: "I hope I am able to empower and partner with activists making social change around the world, and use their stories to teach students to become global citizens."

In what ways did you take advantage of networking and/or social opportunities at CIES? What advice would you give to students participating in future conferences?

Aimee: "I attended both evening receptions (the general Opening and the TC Alumni reception), where I met different people in the field. I would advise future students who are interested in making meaningful connections to identify leaders in their specific fields of interest prior to attending the conference, so that it will be easier to identify what sessions to attend and who to seek out for one-on-one introductions while at the conference."

Dominique: "I loved being able to get to know my TC colleagues and professors more, as well as meet dozens of new colleagues. I would recommend that students really scope out the program for professors, colleagues, and professionals that you are interested in hearing from, and then introduce yourself to them after the session (business cards are a great idea!). Even if it's just for a few quick minutes, at least they can match a face to the name if you reach out to them in the future."

Emily B: "One of the most helpful conversations I had at CIES this year happened in a dead-end corridor because no one could find the stairs to get back to the main part of the venue, but it wouldn't have happened at all if I hadn't engaged with the panel that had just ended and asked a question that caught a USAID advisor's attention. It feels like a lot to be switched on for presentation after presentation as well as all the chance encounters in between, but it's worth it. The great thing about conferences like CIES is that it's not just appropriate to walk up and introduce yourself to someone whose work you admire, it's encouraged! A good way of coping is to team up with TC friends who have similar interests to recommend panels and contacts to each other - or share notes and introductions when there are inevitably schedule clashes."

Sara: "I attended some of the pre-conference workshops, where I was able to meet a lot of people in a friendly small environment than during large sessions. Additionally, I went to some smaller sessions where everyone introduced themselves and had a chance to talk about why they were interested in that topic. At night I attended the receptions for both the conference and my school and was able to meet academics whom I have read and meet practitioners I want to work for. I think the most important thing was to go up and talk to people, they probably won't come to you, but they are usually willing to chat."

CELEBRATING 60 YEARS continued on page 6



CELEBRATING 60 YEARS continued from page 5

Yein: Do your research before the conference! I was able to meet people from the organizations in which I have been interested, and make personal connections. CIES is a fantastic opportunity that brings people in the field together, so take full advantage of it!

Phoebe: “Don’t hesitate to ask questions after the presentation. Presenters are actually very friendly and excited to hear questions about their presentation. Note down some interesting points and compliment their presentations to start the conversation.”

Pete: “Have a card or some type of readily available info to give people. There were times when I met someone who I was really interested in connecting with and I wish I had a card to give them. It’s professional and can help you make meaningful contacts. Also if a presenter/scholar at CIES shares your interests don’t be afraid to go speak to them and get on their radar, it could pay dividends down the road.”

Chiara: “I talked to as many people as I could that worked inside as well as outside of my field. I carried many business cards with me and exchanged contact information with other professionals throughout the day. I networked from the morning sessions until the evening social gatherings. My advice for students who would like to participate in future conferences would be to read the weekly and daily workshop schedules in advance. Make a schedule of the workshops before the conference begins and once you begin to attend sessions, make adjustments to your schedule as you see fit.”

Cassandra: “The opening reception and TC Alumni reception were definitely great places to meet new people and connect with other TC’ers! It was nice to have the opportunity to chat with ICE faculty outside of TC. Attending several sessions within the same SIG was also a great way to network as you often saw the same faces from session to session, making it easy to strike up a conversation after a while!”

Alexandra: “Chat with everyone you can! You never know what interesting connections you’ll find from even the most casual coffee table conversations. There are so many interesting people from all over the world at CIES, take advantage of all that you can learn in AND outside of sessions.”

*We would also like to
acknowledge and congratulate
our student presenters at this
year’s CIES!*

Emily Bishop
Peter Bjorklund
Corrie Blankenbeckler
Misbah Budhwani
Manuel Cardoso
Holly Cook
Alexandra Da Dalt
Phoebe Doan
Amanda Earl
Julia Firestone
Diana Rodriguez Gomez
Cristina Gonzalez
Qinxin Hua
Thea Hogarth
Emily Jensen
Lubna Kayyali
Ji Liu
Kyle Long
Rachel Maranto
Sheila Matsuda
Caitlin McKinnon
Zehra Mirza
Cassandra Puls
Emily Richardson
Marlana Salmon-Letelier
Maggie Appleton
Dominique Spencer
Yein Suh
Melodie Wong

FACULTY PROFILES

Nancy Green Saraisky

Adjunct Assistant Professor

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Nancy Green Saraisky is a Research Associate and Adjunct Assistant Professor in the International and Comparative Education program at Teachers College, Columbia University in New York City. Her current research is in two broad areas. The first explores the politics of international, large-scale assessment. This grows out of Dr. Green Saraisky's dissertation, which looks at the politics of international large-scale assessment by examining the effects of the Programme for International Student Assessment (PISA) on American educational discourse between 2000 and 2012. She analyzed an original dataset of thirteen years worth of media articles, think tank reports, and academic literature to understand how actors, politics, timing and norms interact to define educational problems in the public arena. In this work she shows how the use of PISA scores changes over time and is driven by political concerns rather than variation in performance scores. Her dissertation was supported by a National Science Foundation Graduate Research Fellowship.

Her second line of research centers on public reaction to assessment, using the case of the opt-out movement. Along with Dr. Oren Pizmony-Levy, Dr. Green Saraisky is conducting a public opinion survey about the opt out movement to understand who is opting out of standardized testing and why they are doing so.

Prior to her doctoral studies, Dr. Green Saraisky held a variety of positions in journalism, philanthropy, and government, including positions at ABC News/Peter Jennings Reporting, the Markle Foundation and the Open Society Institute/Soros Foundations. Dr. Green Saraisky also served on the Clinton Presidential campaign and on the transition staff of the National Security Council. She started her career in politics on the foreign policy staff of Senator Edward M. Kennedy (D-MA).

Dr. Green Saraisky holds a Ph.D. in Political Science and Comparative Education from Columbia University, an M.Sc. in Government from the London School of Economics, and a B.A. in International Relations and Asian Studies from Tufts University.



Felisa Tibbitts

Lecturer

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ft2442@tc.columbia.edu

Felisa Tibbitts is a Lecturer in the International and Comparative Education Program at Teachers College, Columbia University. Her research interests include peace, human rights and democratic citizenship education; curriculum policy and reform; critical pedagogy; and education and social movements. She was a Fulbright Fellow at Lund University, Sweden (Fall 2014) and a Human Rights Fellow at the Kennedy School of Government, Harvard University (2011-2013). She has published practical resources on curriculum, program development and evaluation on behalf of the Office of the U.N. High Commissioner for Human Rights, UNICEF, UNESCO, OSCE/ODIHR, the Council of Europe and non-governmental organizations, such as Amnesty International and the Open Society Foundations. Dr. Tibbitts is widely read in the field of human rights education and her scholarship has appeared in numerous books and journals including the Journal of Peace Research, Intercultural Education, Prospects and the International Review of Education. She is senior editor of the Information Age Book Series "Critical Perspectives in Democratic Citizenship Education." Previously she was an adjunct faculty member at the Harvard School of Education and the UN-Mandated University for Peace. She remains affiliated with the Institute of Reconciliation and Social Justice in South Africa. She also co-founded the NGO Human Rights Education Associates (HREA – www.hrea.org), which she directed from 1999-2011 and remains active in international HRE networks. She received her bachelor's degree and two Master's degree (Public Policy, Education) from Harvard University and her D.Phil in Political Science from the Otto-von-Guericke Universität of Magdeburg.

Courses for Fall 2016

ITSF 4613 International Perspectives on Peace and Human Rights Education
ITSF 5199 Human Rights Education and Non-formal Education

Courses for Spring 2017

ITSF 4603 Human and Social Dimensions of Peace
ITSF 4614 International Organizations, Civil Society and Peace Education



Center for African Education Event

By Danielle Falk

On Monday, November 30, 2015, Teachers College, Columbia University gave a murakaza neza (warm welcome in Kinyarwanda, the official language of Rwanda) to Jean Claude Nkulikiyimfura. Visiting from Rwanda, Jean Claude, also known as JC, came to TC to speak about the importance of psychosocial support for youth who have experienced trauma. JC is the Executive Director of the Agahozo-Shalom Youth Village (ASYV, the Village), a residential and educational community in rural Rwanda for 500 of the country's most vulnerable adolescents. The mission of this secondary school is to enable orphaned youth to realize their maximum potential by providing them with a safe and secure living environment, healthcare, education and necessary life skills. Education and service are used to model and create socially responsible citizens in Rwanda and around the world.

Nearly 30 students joined JC in Russell Hall where they discussed the challenges a post-conflict state, such as Rwanda, faces in the aftermath of genocide. The 1994 Rwandan genocide and preceding civil war destroyed the country's education system. Schools became sites of mass killing, and more than two thirds of the nation's children witnessed violent injury or death. In the two decades since, Rwanda has rebuilt its education sector, which now stands at the center of the country's ambitious 2020 plans.

ASYV is one example of how education is helping to rebuild Rwanda. Beyond disseminating academic knowledge, the Village is a place of healing. JC explained that restoring normalcy and a sense of hope for youth who have experienced trauma

is critical for their cognitive and social-emotional growth. TC students made personal and professional connections to their own experiences working with students and teachers in India, South Africa and New York City. While each country, city and even school faces unique challenges, the discussion made it clear how important education is in order to promote and protect the social-emotional, physical and cognitive well-being of students and staff.

Every year, ASYV accepts 8-10 international fellows to live and work in the Village for the year. If you are interested in learning more about the fellowship, please visit asyv.org or contact Danni Falk at dlf2136@tc.columbia.edu.

Danielle Falk is a Master's Candidate in the ICE program



Jean Claude Nkulikiyimfura speaking to CAE faculty and students at TC.

Celebrating International Women's Day at TC

By Sara Frodge

International Women's Day was celebrated early at Teachers College this year when the TC Student Senate and the Society for International Education, in partnership with the the Organization for Pakistani Students of Columbia University and the Human Rights Working Group of SIPA, hosted a screening of the documentary "He Named Me Malala," which elicited a

great response from the crowd, inciting laughs and tears and a large final applause.

The most interesting part of the evening, was a panel consisting of Takudzwa Kanyangarara, a Programme Officer at the UN Girls' Education Initiative and a girls' education advocate at UNICEF; Shenila Khoja-Moolji, a research fellow at Teachers College and an Education Affiliate with the Religious Literacy Project at Harvard University; Genevieve Chabot, the founder and CEO of Iqra Fund; and Elizabeth Buckner, our own Visiting Assistant Professor of International Comparative Education and Middle East Studies at Teachers College, which I moderated in my role as the Co-President of SIE and Special Projects Senator. Each panelist contributed insights from their diverse expertise

WOMEN'S DAY continued on page 9

Evolving African Higher Education Landscape: Guest Talk with Dr. N'Dri Thérèse Assié-Lumumba

By Christine Bell

On December 3, 2015, the George Clement Bond Center for African Education at Teachers College, Columbia University, hosted Dr. N'Dri Assié-Lumumba, the 2015 President of the Comparative and International Education Society (CIES). Dr. Assié-Lumumba is a professor of African and Diaspora education, comparative and international education, social institutions, African social history, and the study of gender in the African Studies and Research Center at Cornell University.

Dr. Assié-Lumumba's talk centered on the evolution of higher education institutions on the African continent, with a specific focus on universities. She analyzed the meaning of the university through a historical lens from the pre-colonial to the post-colonial eras, and she addressed the common misconception that higher education was brought to the continent through colonization. Dr. Assié-Lumumba highlighted the influence and expertise of early African higher education institutions, particularly throughout West and North Africa that impacted academic thought in various parts of the world. She then discussed general perceptions of Western education models across the African continent and how overall perceptions have evolved with time. In a compelling and educative manner, Dr. Assié-Lumumba presented a sketch of how these trends played out in different regions of the continent.

The talk further explored the process of training and recruiting African educators in the post-colonial era to positions that had previously been occupied by colonizers as well as the need for more curricula that meets local contexts across the continent. Her analysis presented critical questions surrounding the agency of national authorities as they frame the role of universities in the national development agenda. The talk further pointed out that the way the university is conceptualized on the African continent is often in contrast with how higher education is delivered by private institutions.

The talk was well attended by students and faculty members from the Teachers College community and beyond, and spurred an engaging discussion. The Center for African Education is honored to have hosted Dr. Assié-Lumumba and offers the sincerest gratitude for her time and expertise. The content of Dr. Assié-Lumumba's talk will be published as a chapter in a forthcoming book.

Christine Bell is a Master's Candidate in the ICE Program



WOMEN'S DAY continued from page 8

and backgrounds, shedding light on issues surrounding girls' education, from humanitarian to religious perspectives, and responded to the film through their own unique academic lens. The event ended with questions from the audience, which sparked passionate responses from both the panel and audience members. The conversation started with barriers to girls' education, such as distance to school, sexual abuse and cultural norms and how these barriers both change and stay the same in times of conflict or displacement. We then heard interesting perspectives on the role of religion in both encouraging and discouraging girls from pursuing education, and how these cultural attitudes can be distorted through media.

The event was graciously sponsored by the MalalaFund and Participant Media, who are working to continue this dialogue in learning spaces everywhere. They have created a curriculum and offer free downloads of the movie for teachers to host screenings of their own. Further, we were able to provide each attendee of the screening with a Schoola Bag, a campaign that makes it easy to donate your clothes to girls in need. If you are interested in either campaign, you can access them through the links below. They believe the message of this film, the conversation about girls' education, and this particular girl's fight for it, should be seen by everyone. I think so too.

Schoola bags: <https://www.schoola.com/>
Free film download: <http://www.prizelabs.com/withmalala/>

Sara Frodge is a Master's Candidate in the ICE program

L1-BASED MULTILINGUAL EDUCATION IN SOUTH ASIA: A REPORT

By Carol Benson



MLE is widely seen as a key strategy for reaching speakers of non-dominant languages with relevant educational services. Current policy in Nepal supports use of learners' own languages for beginning and/or continuing literacy and learning, but government implementation of L1-based MLE has been limited, putting the onus on NGOs, local stakeholders and university linguists to demonstrate the potential of MLE to raise the quality and equitable provision of basic education to speakers of non-dominant languages.

My evaluation was based on a review of reports followed by nine days of fieldwork that included school visits, discussions with stakeholders and meetings with the support team. Key characteristics of the Rajbanshi program are:

- Staggered introduction of the three languages
- Initial literacy learning in L1, followed by L1 maintenance and development
- Appropriate methods and proficiency goals for each language
- Bilingual methods for content area instruction
- Adherence as much as possible to the Nepali national curriculum

Overall, I found the approach theoretically sound and the commitment of school management committees and educators inspiring. My main suggestion was to expand L1 development in upper primary to build a stronger foundation in both language and academic content. However, stakeholders are pleased with the quality of education being offered, and are confident that the first graduates will be able to adapt effectively to Nepali-medium schools next year. For the first time, Rajbanshi children are going to school, staying in school and learning successfully.

Carol Benson is an Associate Professor in the ICE Program

In November I was invited to Nepal to conduct an external evaluation of an innovative program in multilingual education (MLE). On the way, I gave a paper entitled Empowering non-dominant languages and cultures through multilingual curriculum development at the Language and Development conference, held November 18-20 in New Delhi. There, I met with professors Ajit Mohanty (former guest professor at TC) and Minati Panda, both leading figures in multilingual education policy and practice, to discuss expansion of a collaborative agreement between TC and the Jawaharlal Nehru University in Delhi. In the process, representatives of the Language Development Centre and the Nepal Educational Support Trust helped me create three internships now being carried out by ICE students Kelsey Woodrick, Chiara Fuller and Joyce Catsimpiras.

The Rajbanshi MLE program

In three pilot schools in southeastern Nepal, a relatively strong, additive model of L1-based MLE is being implemented in Rajbanshi, Nepali and English from Kindergarten (K) through Grade 5. The goal of the program is to improve the quality of education for Rajbanshi-speaking learners by addressing issues of access, retention and school success. The first learner cohort graduated in March 2016 and will be followed for three years to determine how successfully they adapt to Nepali-medium education.



Carol Benson working with local research partners.



NATIONAL SURVEY ON THE OPT-OUT MOVEMENT

By Nancy Green and Oren Pizmony-Levy

Since the passage of the landmark No Child Left Behind Act (NCLB) in the United States in 2001, states have been required to test students in reading and mathematics annually in grades 3-8 and again in grades 10-12. This requirement is part of a larger accountability movement that has spread worldwide as reflected in the rise of national and international learning assessments (for a review see the Education for All Global Monitoring Report, 2015). In recent years, however, a new counter movement has emerged. Parents and students are refusing to take standardized tests administered by the states, known as “opting out.” In summer 2015, the New York Times reported that one-fifth (20 percent) of New York State students opted out of standardized tests. While the media have paid attention to the spread of the movement and its consequences for the validity of the tests, we know very little about who actually opts-out of standardized testing.

The National Survey on Opting Out of Standardized Tests is, to our knowledge, the first of its kind to examine the social base of the opt-out movement. The survey is intended to provide information about who is participating in the opt-out movement, how participants mobilize, and how participants view current education policy reforms. During the first phase of the project, in Fall 2015, we developed the survey

questionnaire based on informal interviews with parents/activists in the movement. In Spring 2016, with the help of ICE students Sonal Chandrakant, Adrian Cuevas, and Lizbeth Morales, we disseminated the survey through various social media outlets and listservs.

At the time of this writing, data collection is completed and we are beginning data analysis. We already have some initial insights from the process of administering the survey. When we initially posted the survey on some key opt-out listservs, we received many skeptical inquiries as to our motivations and funding sources. We had to explain that the project receives no funding from public or private sources and we have no links to any educational reform movement.

We have also observed the role of social media in this movement. Participants started taking the survey very soon after it went live. We were aiming for a sample of several hundred respondents when we started the project, but within a week of posting the survey we received more than 800 responses. Those involved in the opt-out movement seemed eager to have their voices and opinions heard and the link to the survey seems to have been shared widely.

We hope this study will be useful for those involved with or interested in the opt-out movement, and that it will contribute to public discussion on this issue. We plan on presenting our work on this interesting case at CIES 2017.

Nancy Green Saraisky is an Adjunct Assistant Professor in the ICE Program; Oren Pizmony-Levy is an Assistant Professor in the ICE Program



PEACE EDUCATION, TEACHERS COLLEGE AND UNESCO

By Felisa Tibbitts

UNESCO's motto is “building peace in the minds of men and women”. In spring 2016, students engaged in Peace and Human Rights Education were given several opportunities to provide input into UNESCO initiatives to promote the role of education in co-existence and the prevention of violent extremism.

Yadana Desmond, co-chair of the Peace Education Network (PEN) at Teachers College (TC), worked with Professor Felisa Tibbitts to coordinate input from students on a draft Youth Statement on Violent Extremism and Education that was released at the UNESCO MGIEP Talking Across Generation (TAG) event, “Can education radicalize youth for peace?”, held in New Delhi, India on February 15th. Students provided numerous suggestions for how youth might be engaged at

the national level, including the writing of sections of national action plans in education and the creation of a forum for youth-led organizations. At the local level, TC students suggested that youth be provided with opportunities to research their own environments in order to understand the conditions leading to violent extremism, and be involved in the refinement of skills needed for effective, context-specific interventions. Due to the outstanding participation of students, Teachers College was acknowledged in the final version of the resolution.

Another tactic that UNESCO is taking to address the topic of violent extremism in schools is the development of technical supports for educators. Professor Tibbitts is part of an expert group that has been advising UNESCO on a new resource: “A Teacher’s Guide on Discussing Violent Extremism.” Students in the Human and Social Dimensions of Peace class provided written feedback and verbal input to a UNESCO staff person in Paris through a Skype meeting. Students encouraged UNESCO to include whole-school strategies that promote inclusive environments and pro-actively address violence in the teacher resource. UNESCO took these recommendations under consideration and expressed appreciation at the

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ICE PROGRAM UPDATES

(UN)SPOKEN: A CELEBRATION OF MOTHER TONGUE DAY

By Kelsey Woodrick

On February 19th, the Society for International Education had the opportunity to host (Un) Spoken: A Celebration of Mother Tongue Day for the first time at Teachers College.



The event was two-fold: commemorating the Bangladeshi fight for the recognition of their mother tongue, Bangla, as well as celebrating the vibrant array of mother tongues spoken at Teachers College, Columbia University, and the greater Morningside Heights community. (Un) Spoken aimed to recognize all mother languages – the name was selected because it encompasses both oral languages and sign languages, both of which were represented at the event.

Mother Tongue Day extends from a profoundly significant history. It began in Bangladesh, in 1952, when Dhaka university students were killed for participating in the Bengali Language Movement. The movement continued until 1970, when Bengali was officially recognized as a national language in what is now Bangladesh (formerly East Pakistan). Translated directly from Bangla, the day is remembered as “Mother Tongue Day,” though the United Nations now refers to the day as “International Mother Language Day.” Irrespective of the title, the significance rings clear on both local and global levels: advocating for the recognition of mother languages is challenging and, too often, compounded by adversity.

(Un)Spoken featured keynote speakers from Teachers College and beyond. Ms. Jolene Lane, Director of the Diversity and Community Affairs Office, discussed the Diversity and Community Initiatives Grant, which made the event possible; Dr. Carol Benson, an associate professor in the International and Comparative Education Program, spoke on the importance of mother tongue languages; Ms. Valérie Fialais, a PhD candidate

Advocating for the recognition of mother languages is challenging and, too often, compounded by adversity.

at IUFM d’Alsace, the University of Strasbourg, France, shared research on first language foundations in studying additional languages; Ms. Sameera Uddin, a student in the School of International and Public Affairs, Columbia University, described the Bangladeshi history and origins of Mother Tongue Day. News of the event even reached to the United Nations! Mr. Mekki Elbadri, a senior reviser and Arabic translator at the UN joined as a keynote speaker; his speech reflected upon personal and professional language situations. We were thrilled to have such dynamic, captivating, and experienced keynote speakers at the event.

(Un) Spoken also highlighted eighteen participants. The participants ranged from faculty and students at Teacher College, to members of the outside community; they represented a variety of languages, including Farsi, Bengali, Arabic, Vietnamese, Malagasy, Thai, Spanish, Portuguese, Malay, Chinese, English, Cantonese, Japanese, Malayalam and Korean. Participants were encouraged to share their mother tongues through any form of expression- poetry, prose, song, dance, skit, among so much more. Many shared personal reflections and incorporated language lessons into their presentations.



Participants, panelists and organizers at (Un)Spoken: a Celebration of Mother Tongue Day.

To add extra flavor to an already dynamic event, Mr. Randolph Scott-McLaughlin II displayed his extraordinary saxophone playing talent and Mr. Max Frieder shared his renowned art, created in local communities and in refugee camps. The Society for International Education is grateful to have had many individuals from the Teachers College community and beyond interested in sharing their languages and cultures.

(UN) SPOKEN continued on page 16



Highlights from the ICE Internship Fair

By Caitlin McKinnon

The International Comparative Education (ICE) Internship Fair was held on November 12, 2015, at Everett Hall, Teachers College. The event was sponsored by the Society for International Education (SIE), the ICE Program, and TC Career Services. There were about 18 employers recruiting at the event including UN Women, the Inter-Agency Network for Education in Emergencies, World Federation of United Nations Associates, and the Education Development Center, to name just a few. Students and employers were eager to interact with each other and network. This event provided a venue for students to learn about and apply for internship opportunities in New York City and internationally.



ICE students at the Fall 2015 ICE Career Fair.

For new or continuing students looking forward to the Fall 2016 Internship Fair, here are a few tips to keep in mind:

1. Attend the Networking and Preparation for Internship Fair workshop to receive proactive and extensive career coaching and counseling in the field of ICE from TC Career Services and ICE faculty members in advance of the event
2. Stop by TC Career Services and get your resume critiqued prior to the event
3. Bring copies of your resume and business cards with you to the internship fair
4. Research the employers ahead of time and come up with your game plan for introducing yourself and exploring the options.

Caitlin McKinnon is a Master's candidate in the ICE program

YDE continued from page 2

The urgency of this conversation has grown over the past decade as youth development and education (YDE), inclusive of secondary education, has received increasing global attention. Over the next twenty years, demographic and other expansionary pressures are likely to influence significant increase in enrollment in secondary education and youth development initiatives – especially in low and middle income countries. However, while secondary education and youth development programs reach similar populations and often seek to address many of the same issues, they are often treated as separate concerns in academic, practitioner, and policy circles.

The establishment of the YDE SIG was grounded in two observations. First, an increasing share of the global youth population is gaining access to post-basic education and human development opportunities. Second, at present, issues in (and relationships between) youth development and secondary education are under-researched, under-theorized, and insufficiently debated within the CIE community.

Since the early 2000s, youth development and secondary education have emerged as critical topic in the CIE development practitioner and academic communities. Over the past decade, increased dialogue, publication and debate on EFA Goal 3, 'skills development,' and inclusion of post-basic education targets in the SDGs have further invigorated research and theorizing on YDE topics. However, up until 2015, dialogue and exchange on YDE issues did not have a home within CIES.

The founding of the YDE SIG opens a new chapter for this dialogue within CIES and the co-chairs invite all members of the CIE community to visit the official website (<https://youthdevelopmentandeducationsig.wordpress.com/>) and sign up for the newsletter for further information about SIG activities.

Arushi Terway is a graduate of the ICE Program (Ph.D., '16), Thea Hogarth is an M.A. candidate in the ICE Program, David Balwanz is a postdoctoral research fellow at the University of Johannesburg

ICE PROGRAM UPDATES

ITS WORKSHOP: CONTINUING ITS SUCCESS IN 2015-16

By Ryan Allen

The ITS Workshop series brings together scholars from various institutions, disciplines, and backgrounds to share exciting new research related to international and comparative education. Organized by Professors Oren Pizmony-Levy and Garnett Russell, with support from Ryan Allen, the series successfully held over ten academic workshops during the 2015-2016, continuing the trend from last year.

This year, the organizers expanded the scope of the workshops by organizing two events with other departments at Teachers College. The March 3rd workshop featuring Dr. Gadi Bialik, Tel Aviv University, School of Education, was cosponsored with the Educational Leadership Program and the March 27th event featuring Dr. Bryan Gopaul, Assistant Professor, Higher Education Warner School of Education and Human Development at University of Rochester, was cosponsored with Program in Higher and Postsecondary Education. Through inter-departmental collaboration, the workshops can bring together a wider array of students and scholars.



Professor Amy Stambach, from the University of Wisconsin, discussing her research at an ITS workshop.

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opportunity to interact directly with students in a graduate school of education. A long-standing issue for the United Nations and other international organizations working in the field of human rights and education is how to address the claim of universal values. Do universal values exist? The United Nations was founded on the humanistic vision that it was possible to establish common values and legal norms through political processes of deliberation by representatives of member states and other experts. Since its inception, but particularly in recent years, philosophical and political debates have ensued regarding the claim of universality in relation to UN-espoused values and the associated human rights framework.

ITS Workshop Presenters for the 2015-2016 Academic Year

Fall Semester

Dr. S. Garnett Russell, Teachers College, Columbia University, and graduate student members of her research team, Diana Rodriguez Gomez, Marlana Letelier and Sandra Sirota

Dr. Daniel Friedrich, Teachers College, Columbia University

Dr. David Post, Penn State University

Dr. Nancy Green, Teachers College, Columbia University

Dr. Michelle Morais de Sa e Silva, Harvard Kennedy School of Government

Spring Semester

Dr. Zehavit Gross, School of Education, Bar-Ilan University, Israel

Dr. Gita Steiner-Khamsi and Dr. Oren Pizmony-Levy, Teachers College, Columbia University

Dr. Felicitas Acosta, Universidad Nacional de La Plata & Universidad Nacional de San Martín

Dr. Gadi Bialik, Tel Aviv University, School of Education

Dr. Bryan Gopaul, Warner School of Education and Human Development University of Rochester

Dr. Amy Stambach, University of Wisconsin

Dr. Mary Mendenhall, Teachers College, Columbia University

Ryan Allen is a doctoral fellow in the ICE program

Professor Tibbitts was asked by UNESCO IBE to develop an interdisciplinary working paper that could help frame this contested area, drawing on the fields of philosophy and the social sciences and linked with educational practices such as values education and human rights education. Students in the International Organizations, Civil Society and Peace Education class provided input on an initial draft of this document, now called "Universal Values: Origins, Debates, Renewal and Schooling". The final version is scheduled to be released later in 2016. On the basis of this paper, UNESCO IBE will pursue further consultation with stakeholders on the issue of common and particularistic values and implications for schooling.

Felisa Tibbitts is a Lecturer in the ICE program

STUDENT SPOTLIGHT

ADVANCED CONSORTIUM ON COOPERATION, CONFLICT, COMPLEXITY: ICE Students Receive AC4 Fellowships

Kelsey Woodrick MA Candidate, IED

This summer, I will travel to Burma as an AC4 fellow to conduct qualitative research for my master's integrative project. My research focuses on how the linguistic and cultural inclusivity of a community based school system, referred to as "mixed schools," influences ethnic reconciliation and national peacebuilding. Mixed schools are a community-based education system created in partnership between Burma's government and non-state actors. They combine local languages and cultures with the national Burmese language and immersion into the country's formal education system. Through this model, students are able to preserve their languages and cultures without ethnic cleansing and assimilation into the dominant Burmese culture. Students also develop the language skills needed to attend tertiary school and enter the workforce. This multilingual and multicultural approach to education supports peacebuilding because it gives ethnic communities local agency to use their mother-tongue languages without conflict and oppression from the dominant Burmese group. Currently, such models only exist in Karen and Mon ethnic communities.



My research will determine the social norms constructed through the mixed educational system and how this model supports the linguistic and cultural inclusivity necessary to build sustainable peace between ethnic groups. My research relates to Dr. Marie Lall and Dr. Ashley South's existing study on how Karen and Mon ethnic educational systems impact national conflict resolution. Though we share a similar theoretical framework, my research will be completed on a smaller scale, specifically analyzing how mixed educational models influence peace Burma's current national situation. My research will also highlight the perceptions of students, teachers, and community members, which Dr. Lall and Dr. South's study does not address. Prior to conducting fieldwork in Karen and Mon communities, I will spend time in Chiang Mai collaborating on my research design with Dr. South.

This study will draw on a qualitative approach that combines a case study comparison between the Mon and Karen mixed models, open ended interviews, and classroom observations. Based on Dr. South and Dr. Lall's previous research, the Mon model prepares students to integrate into the national curriculum, whereas the Karen model does not. Therefore, the case study comparison will help to identify gaps between these models in order to understand why the system is benefiting the Mon group more than the Karen group. In both contexts, I will specifically analyze curricula, language instruction, and

local and national resources (i.e. textbooks and teaching materials). I will conduct open ended interviews with teachers, students, and community members for a multilayered understanding of the situation. I will also take part in classroom observations. Specific sites for participant selection will take place in Mon and Karen ethnic communities. Through these specific components of the research project, I hope to offer suggestions to bridge the gap between Mon and Karen mixed school models as well as to gain a deeper understanding of how the multilingual and multicultural nature of these schools contributes to peace building. This research seeks to offer data that highlights the opportunity for ethnic reconciliation through local agency, languages and cultures. It will primarily emphasize Mon and Karen efforts to support peacebuilding and ethnic reconciliation through the integration of multilingual and multicultural instruction in the mixed education model. It will also provide suggestions to strengthen the Karen system in comparison with the Mon system, as well as offer ways in which other ethnic groups, such as the Rohingya, can utilize mixed education to develop peacebuilding in their own contexts. Lastly, it will highlight the perceptions of teachers, students, and local actors who are directly related to the mixed school models. The use of ethnic languages and cultures in schools are politically, socially, and culturally important for Burma to promote sustainable peace and progression to a democracy.

Sophia Antoun MA Candidate, IED

My AC4 project will be focused on the Chinese Muslim community in Cairo, Egypt. Cairo is home to some of Egypt's fastest growing Chinatowns, in which many Chinese Muslims are finding opportunity that is otherwise obscured by discrimination and religious regulation in their native China.



Little academic research has been conducted to explore, document and contextualize the community's development. This summer, I intend to explore the integration process of Cairo's Chinese Muslim community alongside Egyptians' acceptance and interest in the Chinese businesses opening throughout Cairo. My hope is to highlight that despite a deeply sectarian history, Egyptian society is a place of peaceful diversification and cultural integration.

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AC4 continued from page 15

Marlana Salmon-Letelier Doctoral Fellow, IED

The AC4 Fellowship provides funding for Columbia University graduate students, at both the Master's and doctoral levels, to conduct research related to conflict, violence, development and/or sustainable peace. I am grateful for the funding I have received from the AC4 organization and will use it to conduct a pilot study for my dissertation research in Nigeria.



For this research, I use self-categorization theory as a lens to investigate (1) how simultaneous multicultural and nationalistic school practices shape group identities at the individual, local, national and global levels and (2) how shifts in identities relate to changes in tolerance levels and interconnectedness across ethnic and religious groups.

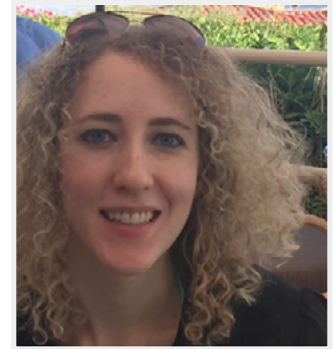
I focus on integrated Federal Unity Colleges (FUCs) in Nigeria that use a quota system to ensure an ethnically diverse student body and were founded with the intention to unite Nigerian youth. Drawing from literature

on education in conflict settings, integrated schools, citizenship and multicultural education, and intergroup theory, this project will contribute with an innovative exploration of the simultaneous implementation of multicultural and national unity practices in diverse schools in conflict settings while also considering intergroup relations in the context of a state affected by Islamic extremism.

Foreign Language and Area Studies Fellowship

Amanda Earl M.A. in IED

The Foreign Language and Area Studies Fellowships (FLAS) program provides funding to support the acquisition of crucial and less commonly taught languages in conjunction with the pursuit of area or international studies. FLAS Fellowships are federally funded by institutional grants from the U.S. Department of Education under Title VI of the Higher Education Act and are awarded to students who show promise for making professional contributions in the service of higher education, government office, or other careers in which cultural and linguistic knowledge is especially necessary.



After completing my MA this semester, this fall I will begin TC's EdD program in IED with a concentration in Latin American and Latino Education, where I will be funded as a FLAS Fellow for the 2016-2017 academic year by Columbia University's Institute of Latin American Studies (ILAS). My research interests converge around educational policies and teaching practices that affect marginalized and Indigenous students in Latin America and Latino and recent immigrant students in the US. Specifically, I am interested in the provision of home language supports and bilingual education for English Learners (ELs) in NYC and the provision of culturally relevant higher education for indigenous students through the state system of Intercultural Universities in Mexico. To enhance my understanding in both of these areas, as a FLAS Fellow, I will take classes in Náhuatl, an Indigenous language of Mexico descended from the Uto-Aztecan

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(UN) SPOKEN continued from page 12

More than 60 people attended the event at Teachers College. The event was sponsored through the Diversity and Community Initiatives Grant, the Office for Diversity and Community Affairs, Student Senate, Student Development and Activities and the Society for International Education. It would not have been possible to celebrate this event for the first time in Teachers College history without the participation of the keynote speakers,

presenters, and the Diversity and Community Initiatives Grant. The Society for International Education extends sincere appreciation to all departments, offices, faculty, students and community members who made this event possible. We hope to continue (Un) Spoken as a recurrent event in years to come, recognizing and celebrating mother tongues from local and global communities.

Kelsey Woodrick is a Master's candidate in the ICE program

STUDENT SPOTLIGHT

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language family through the Indigenous and Diasporic Language Consortium of New York City, a collaborative university project supported by Columbia, NYU, and Lehman College.

Becoming plurilingual is not simply an asset; it is fast becoming a necessity for educators and researchers in the educational development field. Cultural diversity, immigration, and the changing demographics of national populations mean that we also need to rethink the form and delivery of public schooling across diverse contexts, including the provision of native language supports and multilingual education models whose cognitive, socio-emotional, and academic benefits for second language learners have been proven. For example, in New York City in 2013, of the total student population of the NYC Department of Education, more than 41% spoke a language other than English at home and 14.4% were classified as ELs. Of these ELs, 62.4% were native Spanish speakers, many of whom were first or second generation Mexicans. And crucially, an increasing number of Mexican immigrants to the US and NYC are speakers of Indigenous languages. Given this context, learning Náhuatl, which is now spoken by over 1.7 million people in Mexico and is increasingly spoken among Mexican immigrants in NYC, will significantly help me to interact with and learn from the Indigenous communities, scholars, and students located both in Latin America and the US whose knowledge and experience will help to expand and strengthen the scope and applicability of my doctoral studies.

12th Annual Morton Deutsch Award for Outstanding Graduate Student Paper on Social Justice



Alexandra Da Dalt
M.A. in IED (2015)

The Morton Deutsch International Center for Cooperation and Conflict Resolution (MD-ICCCR) at Teachers College, Columbia University, sponsored the 12th annual Morton Deutsch Award for an Outstanding Graduate Student Paper on Social Justice. Morton Deutsch, one of the world's preeminent psychologists, has made significant contributions over the many years of his career in the areas of conflict resolution and social justice. The Morton Deutsch Awards are designed to recognize innovative

scholarship and practice in the area of social justice. The winning paper was evaluated based on degree of innovative thinking and sound analysis, recommendations for remedying identified situations, and contribution to scholarship, practice, and policy.

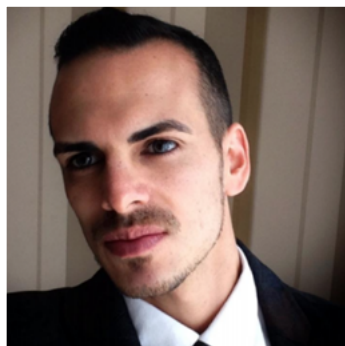
My paper "Women's Perceptions of Gender and Power in Post-Conflict Timor-Leste: Opportunities for Transformative Education around Gender Roles" examines the state of women's rights and gender politics in Timor-Leste, a unique political, social, and cultural post-conflict context. Though there is strong scholarship in the quantitative-based reporting and analysis of gender and women's rights in Timor-Leste, there is a lack of space for Timorese women's voices to directly narrate how they see these issues affecting their lives and their futures. This qualitative study expands on previous findings and attempts to bring Timorese women's voices to the center of the current conversation around gender in Timor-Leste. Findings indicate that rigid post-conflict gender roles and a strong patriarchal tradition are obstacles to gender equity, despite the apparent numbers of women in Timor-Leste pushing forward and fighting for women's rights. Themes of competition between women, gender-based violence, access to reproductive health and rights, concerns about financial stability and access to education, and women's political representation emerged during the interview process. These trends indicate the possibility for a transformational feminist peace education/critical consciousness education (*conscientização*) program, structured around the needs and concerns of participants. I hope to continue this project in the future by returning to Timor-Leste and expanding on the interview process, and finding other methods to provide a platform for Timorese women to express their experiences and hopes for the future of their country.

2016 AERA Sociology of Education SIG Graduate Student Travel Grant



Phoebe Linh Doan
Doctoral Candidate

The Sociology of Education SIG funds on average three travel awards, each with a maximum of \$400. The travel awards are meant to recognize up and coming researchers who do high-quality scholarship in Sociology of Education. In order to apply for the stipend, students must be presenting a sole or co-authored paper on one of the paper session panels. Interested students should submit a brief abstract of the paper they will present at AERA, itemized travel costs, and any other sources of funding they have to help offset the costs.



Brian Clark M.A., 2010

Program & Product
Developer,
LeapEd Services

Before TC: Coming from a family of Mexican agricultural laborers, Brian was taught at an early age the power of education in overcoming

socio-economic obstacles. It was because of his family's story that Brian decided to join Teach For America in 2006. Inspired by the resilience he saw in his students, he decided to fuse together his passion for education with his interests in international affairs. Prior to teaching, Brian received a Bachelor's degree in International Studies from Pepperdine University. During his undergraduate studies, Brian studied abroad in France and interned at the Embassy of Chile in Washington, D.C. and the Consulate General of Belgium in Los Angeles.

While at TC: At Teachers College, Brian explored the role of language policies in education. As a former Spanish teacher who worked at a Native Hawaiian homestead on the island of O'ahu, Brian was particularly interested in linguistic diversity issues. While pursuing his Master's in International Education Development, Brian had the opportunity to intern at the United Nations. Through the internship, Brian served as a rapporteur at a conference hosted by UNICEF on the rights of indigenous children. He also served as an editor for the journal published by the Society for International Education at Teachers College.

After TC: Since graduating from Teachers College, Brian has helped to build teacher training and leadership development programs in India and Malaysia, with an additional focus on literacy. Currently, Brian is working with LeapEd Services, Malaysia's first education services provider. Contracted with the Ministry of Education, LeapEd is involved in multiple nationwide school transformation initiatives. Brian is currently the lead

designer of a capacity building program that aims to cultivate future school transformation experts.

Advice for Students: Brian says: "Think outside of the box! Be entrepreneurial and find ways to leverage your connections at TC. While working in India, I contacted my friends at the Society for International Education

*Think outside
of the box. Be
entrepreneurial
and find ways
to leverage your
connections at TC.*

and they helped me set up a scholarship competition for the students at my schools. It was a big deal for the competition winner to receive recognition from a US-based entity, especially one at Columbia University! The money we raised was hardly a large amount in U.S. figures, but for his family it was able to cover tuition for the entire year.

Wendy Smith M.A., 1999

Senior Advisor,
World Vision International



Before TC: During her undergraduate studies, Wendy became interested in development studies and worked on a research project on understanding the implications of tourism development on boy's school retention in Kenya. Then, she decided to work as a Peace Corps volunteer for three years in Benin, where she worked in rural classrooms and with local officials. Her time as a Peace Corps volunteer allowed her to get involved in many projects ranging from crop rotation to water preservation; this wide range of development experience prompted her to pursue a systemic view towards development.

While at TC: Joining TC as part of the Peace Corps Fellows program, Wendy worked with Professor Gita Steiner-Khamsi for her master's degree in International Education Development. She particularly benefitted from the mixture of theoretical, methods, and practical work that TC has to offer. For Wendy, her understanding of education also opened up with these courses; she continues to draw on many of the discussions she had with faculty and classmates. Besides coursework, she considers the TC community a unique experience to work with both academic scholars and practitioners in the field. In 1999, TC was the host of the Comparative International Education Society annual conference. Wendy had the opportunity to present her work at the conference, and she greatly enjoyed the research presentations and discussions that followed. That was a time when many people with different interests came together and gathered at TC with a shared passion to improve education. The same is true for Wendy's fellow ICE students. As it was a diverse cohort, many of them are working on projects and doing consulting work in diverse areas of the broader international and comparative education field. Among her cohort, there was a strong commitment to building both research and project management skills and expertise. Many of Wendy's classmates at TC became close colleagues and lifelong friends.

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TC ALUMNI PROFILES

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After TC: After graduating from TC, Wendy worked for four years as an education advisor at the International Rescue Committee, where she engaged with the field of education in emergencies. She is now the Director of Early Childhood Education, Basic Education, and Education in Emergencies at World Vision International, where she oversees the development of models, standards and education programming in various country offices.

Advice for Students: Wendy's advice to students is "don't be in a hurry;" look broadly across disciplines and utilize your time at TC to the fullest. There is so much to learn at TC, so it is important not to waste this wonderful resource. Instead, take your time and absorb every moment. She also advises new students to consider building skills that are specific and technical, but also use your time wisely to build bigger picture visions. She says to cast your net widely, build your interest, and gain perspective from all angles. The variety of courses at TC prepares you both in the theoretical and practical realms, so be sure get a good mixture of both.

Christine Harris-Van Keuren Ph.D., 2016



Senior Research Scientist, Educational Policy Institute

Before TC: Dr. Harris-Van Keuren was born in Iowa and raised on a horse racing farm outside of Des Moines. After high school, she graduated from the University of Iowa with a BA in English Literature with the intent to go on to law school. However, after interviewing attorneys, she discovered that most of them didn't like their jobs very much and it wouldn't allow her to make the kind of impact that she wanted. After a period of time "finding herself," which included consulting with Microsoft, selling diamonds, and booking bands in Seattle during the grunge era, she moved to Viet Nam where she researched education to workforce links. It was during this time that she realized that she'd rather work to improve literacy or attendance rates than increase a company's

*Cast your net
widely, build
your interest
and gain
perspective
from all
angles.*

bottom line. After returning to the United States, she was accepted into the Harvard Graduate School of Education and received a master's degree in International Education Policy with an emphasis in statistics.

While at TC: Dr. Harris-Van Keuren wrote and published teaching notes and cases for Harvard Business School, was a teaching assistant for Professor Gita Steiner-Khamsi, published with the Inter-American Development Bank, and presented on numerous occasions at the Comparative and International Education Society (CIES) national conferences. Because of her work with Professor Steiner-Khamsi, Dr. Harris-Van Keuren has researched teachers' salaries in post-Soviet states and the status of the teaching profession globally. This work has been published with USAID and a UNESCO Background Paper for the Global Monitoring Report. Due to her focus in economics, she was selected to attend the inaugural cost analysis training hosted by Henry Levin at the Center for Benefit-Cost Studies of Education at Teachers College and the Institute of Education Sciences of the U.S. Department of Education. This intensive training is designed to enable researchers and evaluators to apply cost-effectiveness and benefit-cost analysis (CEA/BCA) to policy issues.

After TC: While writing her dissertation, Dr. Harris-Van Keuren secured a Senior Research Scientist position with the Educational Policy Institute based in Virginia Beach, Virginia. Her work focuses on international education and economics issues and she conducts analyses on projects and programs to help inform policy and practice. She is currently working on multiple cost analysis evaluation projects across five different countries and a handful of domestic evaluation projects. She published a second Background Paper for UNESCO's Global Monitoring Report with Iveta Silova and assisted in co-authoring an OECD report on the status of the teaching profession with Carina Omoeva. She served as an adjunct professor for Lehigh University for several years and led master's level students abroad to collect data in low income countries. Dr. Harris-Van Keuren was recently invited to attend the International Summit on the Teaching Profession (ISTP) 2016 in Berlin, Germany and has a few more papers and book chapters due for publication this year.

Advice for Students: Dr. Harris-Van Keuren's advice to TC students is to not become generalists. Students should have a general foundation in international and comparative education but they should then acquire a strong geographical area of expertise, topical focus, and/or methodological specialty. Dr. Harris-Van Keuren also encourages students, especially doctoral students, to join a writing group. She believes that a small and dedicated group is a safe space to try new ideas and help push you toward completion.

Dr. Harris-Van Keuren currently lives in Colorado with her husband, two children, and a well-loved but spoiled Golden Retriever.

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globalUpdate

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