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JOIN US FOR A RECEPTION AT CIES 2012

Teachers College is in full force this year at the Comparative and International Education Society (CIES) Conference 2012 in San Juan, Puerto Rico, with 66 students and faculty and numerous alumni presenting.

Please join faculty and students in celebrating this accomplishment at an Alumni Reception:

Tuesday, April 24
7:30 PM - 9:30 PM

Caribe Hilton
1 San Geronimo Street,
San Juan, Puerto Rico 00901

Please RSVP online at
www.tc.edu/calendar

An Interview with Harold Noah

By Krystynn Krywko, Ed.D, Class of 2010, March 13, 2012

Over his lifetime, Harold J. Noah has contributed to the Teachers College community as a student, a professor, and a dean. On April 21, Professor Noah will receive the TC's Distinguished Alumni Award at TC's Academic Festival 2012. This brief interview highlights some of Harold Noah's experiences at TC.

Over the course of your time at TC you saw the school from different angles—student, professor, dean—what was it like to be dean of a school where you were once a student?

I had quite some time to get to know members of the faculty and the administration before I became dean. That eased the transition. I arrived to study at TC in the Fall of 1960, was awarded my PhD in the Spring of 1964, and became Full Professor in 1969. My first year as dean came in 1975.

I remember the morning in September 1975 when I left home to begin my first day as dean. The radio was playing Berlioz's "March to the Scaffold" from his *Symphonie Fantastique!* But I didn't really feel intimidated by the position of dean, or by its responsibilities. Perhaps I should have. The reason for my relative ease in the job was that I had tremendous support from the then President, Lawrence Cremin, from the Provost, Kenneth Toepfer, and from the long-time Associate Dean, Sloan Wayland. In addition, I thought that after 15 years at the College I knew its strengths and weaknesses, so there wouldn't be too many surprises.

I also insisted on teaching at least one course a semester throughout my years in the dean's office. I hoped that preserved some of my credentials as an academic.

Were you able to bring a different viewpoint and understanding to the position of dean due to your past experiences?

I think so. Prior to Teachers College, I taught economics at a selective London secondary school for 8 years, and I had a taught for one year at a high school in Newark, N.J. This meant

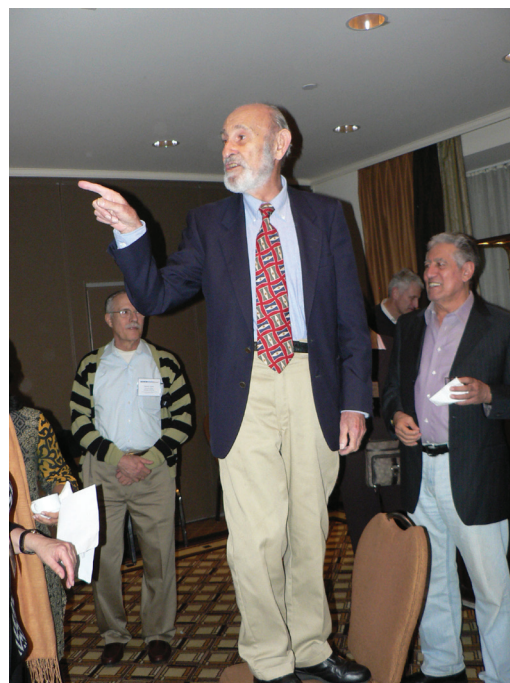
I was very sympathetic to all those parts of the College that dealt with the possibilities and problems of the public schools—which was around two-thirds of the College in those days.

In addition, because I grew up in Britain I had studied educational arrangements in Europe and Russia; I was very open to and tolerant of educational practices that were different from American practices. This was useful in the 1970s and early '80s when the College had to adapt to some massive changes in the external environment, including sharp drops in enrollment and government funding.

Students often lament, "If only I were in charge..." Were there any issues you resolved as the dean that troubled you as a student?

My own experiences as a student in the Department of Philosophy and the Social Sciences were all very positive. Looking back to those years in the early

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faculty updates ● ● ●

Monisha Bajaj: Professor Bajaj completed a new book entitled, *Schooling for Social Change: The Rise and Impact of Human Rights Education in India* (Continuum, 2011). The book examines the landscape of human rights education initiatives at the levels of national and state policy, regional pedagogical development, and the grassroots practice of non-governmental organizations (NGOs) in India. The book focuses on the experiences of youth aged 12-18 who participate in human rights education and their teachers as well as highlighting the promise and paradox of alternative reforms such as human rights education. Professor Bajaj's book was awarded the 2012 Jackie Kirk Outstanding Book Prize of the Comparative and International Education Society; the selection committee noted that "Bajaj ...skillfully brings together issues of activism, pedagogy for social change, participatory work with teachers and students, and gender and rights, and, along with the multi-level analysis, is an excellent example of the ideals represented by this book award."

Lesley Bartlett: New publications: *Teaching in Tension: International Pedagogies, National Policies, and Teachers' Practices in Tanzania*, edited by Frances Vavrus and Lesley Bartlett: International efforts to improve educational quality in Africa have focused in recent years on one key strategy: learner-centered pedagogy. However, it has not flourished in classrooms for reasons that often go unrecognized by development organizations and policymakers. This volume draws on a long-term collaboration to ask how teachers in Tanzania conceptualize learner-centered pedagogy and struggle to implement it. *Lives in Motion: Immigrants, Refugees, and Education in the Global South*, edited by Lesley Bartlett and Ameena Ghaffar-Kucher: The unprecedented human mobility the world is now experiencing poses new and unparalleled

challenges regarding the provision of social and educational services throughout the global South. This work examines the role played by schooling in immigrant incorporation or exclusion in this understudied region, including Thailand, India, Nepal, Hong Kong/ PRC, the Philippines, the United Arab Emirates, Jordan, Kenya, Egypt, South Africa, Senegal, Sudan, Mexico, and the Dominican Republic.

Regina Cortina: In the fall of 2010 Professor Cortina was awarded the Dean's Grant for Tenured Faculty Research, to explore European development aid to education in Latin America and its strategic importance for the field of comparative and international education. Professor Cortina is working on a book -manuscript on the topic that will assess the importance of European technical assistance in creating greater leverage for education as a decisive factor in international development, poverty reduction, and greater opportunities for marginalized groups. As a follow-up to this project, on October 2011, Professor Cortina organized a successful conference at Teachers College on "Reconstructing National Identities: Intercultural Bilingual Education in Latin America," and a forthcoming book, *The Education of Indigenous Citizens*, will be published by Multilingual Matters.

Gita Steiner-Khamsi: Professor Steiner-Khamsi was invited to join the editorial team of the Routledge's World Yearbook of Education series. The other co-editors of the series are Jenny Ozga (Oxford University) and Terri Seddon (Monash University). Most recently, as part of the World Yearbook of Education series, she co-edited with Florian Waldow the 2012 volume *Policy Borrowing and Lending*. One of the most rewarding teaching and research experiences was the UNICEF-funded six-country UNICEF CEECIS Study on Teachers (see picture and text in this newsletter). The study greatly resonated with researchers and policy makers in the respective countries, the comparative and international education community, and donors or agencies including UNICEF offices in other world regions. Based on the positive reception of the six-country study, UNICEF offices in other countries requested and funded empirical research on teacher related policies (recruitment into teaching, teacher salary reform, teacher management and deployment) that Gita Steiner-Khamsi carried out with experts from the respective countries. She completed four more UNICEF studies; three of them in the Eastern and Southern Africa region (Lesotho, Malawi, Swaziland) and one in Mongolia. The one in Mongolia was carried out in close collaboration with two alumni from the IED/CIE program: Bolorchimeg Bor (UNICEF) and Batjargal Batkhuyag (Mongolian Education Alliance).

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Get a lifetime CU e-mail address

Did you know that TC alumni are eligible to retain a lifelong Columbia University e-mail address? This address provides lifelong forwarding privileges to a Gmail, Yahoo, or other private e-mail account. For more information about alumni E-Mail Forwarding benefits, go to <http://www.tc.edu/alumni>.

Program faculty:

Monisha Bajaj, Lesley Bartlett, Regina Cortina, Jo Anne Kleifgen, Hope Leichter, Gita Steiner-Khamsi, Mun Tsang.

Term appointments in AY 2011/12: Carine Allaf, Belinda Chiu, Catalina Crespo-Sancho, Kimberly Foulds, Mark Ginsburg, Mary Mendenhall, Natasha Ridge, Lucia Rodriguez, Andrew Shiotani, Portia Williams.

Alumni Reunion in Georgia

By Natia Mzhavanadze and Nino Chinchaladze

Those of us fortunate enough to have studied at Teachers College would unhesitatingly confirm how heart-warming it is to rejoin the big family again. This time, the Georgian TC alumni were happy to reunite and meet Dr. Peter Mook in Tbilisi, Georgia, on January 28, 2012. Peter Mook (Economics and Education/PhD/1973) worked for many years at the World Bank after having served on the faculty of TC. He is now a member of the TC Alumni Council. There was a record attendance at the meeting in January: ten of the twelve alumni who studied at TC were able to attend the Alumni Reunion in Tbilisi. The cosy atmosphere and retro environment in a historical part of the city made the friendly and professional conversations even more enjoyable and unforgettable.

The Georgian Program for Education Professionals started in 2006 as a joint initiative of the Ministry of Education and Science of Georgia and the Open Society Foundations with the administration of the Center for International education (Tbilisi) providing 24 educators with the opportunity to pursue M.A. programs at Teachers College Columbia University and at the Harvard Graduate School of Education. The purpose of the program was to provide Georgian education system with qualified professionals able to contribute to the wide-scale reforms being implemented.

Twelve Georgians were awarded M.A. degrees by TC. Most pursued their studies in the program of International Education Development, with one completing the course in Economics and Education. As anticipated, all of the alumni remain active in the education field trying to make positive changes in various educational sub-domains. Several alumni serve in one of the state universities, some hold managerial positions in international NGOs and others work in new entities founded by the ministry serving either in international relations divisions or managing international educational studies (PISA, TIMSS, PIRLS) or programs of teacher professional development. One even serves as the Minister of Education of Abkhazia (autonomous entity of Georgia).

Whatever their current occupations, their most significant common feature has remained the same over the years. All are enthusiastically dedicated to the value of education – an



From left to right: Rusudan Chanturia, Tamuna Gabisonia, Peter Mook, Nino Chinchaladze

attribute that has been strengthened, nurtured and supported by TC. The reunion is over, but our getting together in January enhanced the spirit of belonging to our Alma Mater, and we all look forward to more frequent and rewarding reunions in the future. On behalf of the Georgian alumni of TC, we wish to express our gratitude to Dr. Mook and to the Office of Alumni Relations and Drs. Gita Steiner-Khamsi and Marion Boultee, who encouraged and facilitated this event.

UNICEF-TC Study Published

By Gita Steiner-Khamsi

The six-country study, *Teachers: A Regional Study on Recruitment, Development and Salaries of Teachers in the CEECIS Region*, is published. The study developed and applied a new methodological tool for measuring teacher shortage in the Central and Eastern Europe and Commonwealth of Independent States (CEECIS) region. It measured overt teacher shortage (unfilled/vacant teaching posts) as well as covert teacher shortage (teachers who have burdensome teaching loads or teach additional subjects for which they were not trained, teachers who are retired, teachers who are part-time university students, etc.) at the school level. The study was carried out as part of a two-semester course, International Education Policy Studies, and was co-taught by Professor Gita Steiner-Khamsi and Philippe Testot-Ferry (UNICEF CEECIS, Senior Regional Advisor). The Teaching Assistants for the class were Erin Weeks-Earp (doctoral student in CIE) and Erin Tanner (UNICEF CEECIS).

As with previous courses that had a mixed composition of class and a mixed instructional design (including distance learning and a field component), the UNICEF-sponsored courses enrolled UNICEF staff, government officials, and university lecturers from the six countries. Such courses have been offered almost annually since 2002. The first few courses were co-sponsored by the Open Society Institute. Later on other

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Members of the CEEIS TC team at a half-day conference in New York where they presented their tentative findings for feedback

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Krystynn Krywko, Ed.D, 2010
Professor Gita Steiner-Khamsi
Meg Whittenberger, M.A. Cand., 2012

We welcome your news, announcements and updates!

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UNICEF-TC Study (cont.)

co-sponsors also expressed interest, and different types of collaborative agreements have been made with the World Bank, Inter-American Development Bank, I*Earn, and most recently with USAID. These kinds of courses are very popular with students in the IED/CIE programs, and they are admitted based on individual interviews. For example, in the UNICEF CEECIS co-sponsored course only one in five applicants could be admitted.

The six mixed research teams (half in New York, half in the CEECIS region) collected and analyzed data on recruitment into teaching, teacher shortage, salaries as well as work condition of teachers. Their national studies were published in English and in the national languages of the following countries of the CEECIS region: Armenia, Bosnia and Herzegovina, FYR Macedonia, Kyrgyzstan, Moldova, and Uzbekistan. The comparative regional study is available online: http://www.unicef.org/ceecis/education_1465.html.

Harold Noah (cont.)

1960s, I can only say that all of the faculty members and administrative staff were immensely supportive of the students. During those years, the department ran a Tuesday morning seminar for all of the doctoral students. Faculty, students and scholars from outside TC would report on their work. Discussions were lively and these regular weekly occasions gave a strong coherence to the department that was very valuable. In later years, this practice dropped away, and I still regret that I did not do enough to help keep it going.

One issue I indirectly helped to resolve was the enrolment process. Course registration was always a big hassle. It could take hours to get through the lines that formed at the cashiers' windows in the basement of Russell Hall, and there were only a few days of enrollment before Late Fees kicked in. While this was not my direct responsibility, I remember constantly urging that the process of registration be streamlined. With the advent of computers that was done.

What advice would you give a student who was just beginning their studies in comparative education at TC?

This is a difficult question for me to answer. I retired from the College in 1987, and comparative education as a field has expanded and changed greatly during those years. New questions, new concerns, new approaches, new methods have developed and taken hold. I know that I am far from being *au courant* with all these new developments. But perhaps there are some abiding elements that a beginning student of comparative education might want to keep in mind.

UNICEF CEECIS sponsored the research teams and additionally covered the cost of travel and accommodation to present the study at the congress of the World Council of Comparative Education Societies (WCCES) in Istanbul. The collaboration was mutually beneficial: UNICEF staff and their institutional partners in the participating countries had the opportunity to study teacher-related issues and policies in their own country and across their region in depth. In turn, the TC students were able to bridge theory and practice in policy studies and apply research methods to a topic (teacher quality) that is currently experiencing tremendous attention by think tanks, governments, and non-governmental organizations.

TC participants (see photo on page 3; names listed from left to right): Andrea Ahlert, Erin Weeks-Earp, Amritpal Sandhu, Raisa Belyavina, Saima Gowani, Katherine Batchelder, Gita Steiner-Khamsi, Latika Young, Ann Wiley, Ghazala Mehmood, Kate Munro, Dan Cooper.

If you are aiming at a master's degree, learn as much as you possibly can about the various paths comparative education has travelled in, say, the last hundred years. Then try to figure out for yourself how a comparative approach to some specific issue in education can help toward understanding and policy making.

As a candidate for a doctoral degree, determine what specific educational questions or problems you want to prepare yourself to examine. Recognize that you can't be a professional investigator in everything. Determine which particular areas of the world, or types of educational systems, you wish to learn about and investigate. Learn as much as you can about the different possible ways of tackling the problem you have chosen for your research. Choose your adviser(s) carefully. It's best to have someone supporting and encouraging you who knows a lot about what you are investigating, and who is enthusiastic about the topic you've selected. Work hard and steadily, not in fits and starts.

Doctoral study in comparative education was a life-changing experience for me, and for those who studied with me at that time. May it be so for all who are beginning their studies now.

In recognition of his accomplishments, the program faculty established the Harold J. Noah Award in International and Comparative Education in 2008 to honor alumni of Teachers College who have made significant contributions to the field of International and Comparative Education.

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