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ANNOUNCEMENT

Alumni Reception at CIES



See page 2 for details
and RSVP

Esteemed TC Professor Harold J. Noah Turns 90

By Peter Mook and Gita Steiner-Khamsi



Harold J. Noah (sixth from left) surrounded by former students and TC faculty and staff. From left to right: Louis Lo Re (Office of Development and External Affairs), Gary Robertson (alumnus), Kathy McNally (alumna, economics of education), Ann E. Boehm (professor emerita), Suzanne Murphy (VP Development and External Affairs), Harold J. Noah, Robert Carow (alumnus, economics of education), Gita Steiner-Khamsi (professor, comparative and international education), Peter Mook (alumnus and former professor, economics of education), Joyce Mook (alumna, anthropology of education), Warner Burke (professor, organizational psychology), Jim Shields (alumnus, international educational development).

In January 2015, the children of Harold J. Noah, in collaboration with the Teachers College Office of External Affairs, invited faculty, alumni, relatives, and friends to honor Harold Noah on his 90th birthday. Noah is Professor Emeritus of Economics and Comparative Education at Teachers College, former Dean of the College, past President of the Comparative and International Education Society (1973), and long-time editor of the *Comparative Education Review*.

At Teachers College, Noah held the Gardner Cowles Chair of Economics of Education. He and his close collaborator Max Eckstein, their dissertation advisor George Z. Bereday, and many of their students actively propelled the professionalization of international and comparative education for over five decades.

The birthday celebrations took place in Naples, Florida, where Harold and his wife, Helen, live currently. Susan Fuhrman, President of Teachers College, composed a letter in honor of the occasion (see back cover).

The faculty, students, and alumni of the International and Comparative Education Program at Teachers College extend their gratitude to Harold Noah and send their best wishes for continued good health, happiness, and fulfillment!

Peter Mook is a member of the TC Alumni Council and former student and colleague of Harold J. Noah. **Gita Steiner-Khamsi** is Professor of International and Comparative Education.

MESSAGE FROM THE PROGRAM COORDINATOR



Dear Students, Alumni and Faculty of the ICE Program:

I am pleased to introduce Global Update, the newsletter of the International and Comparative Education Program, for Spring 2015.

As I mentioned in my previous message from the Fall, I am sharing with you some results of the Teachers College Alumni Feedback Survey. Teachers College sent out the survey last summer to gather information for the self-study that the College and our program conducted in preparation for the upcoming site visit by our regional accrediting agency, the Middle States Commission on Higher Education.

In an effort to collect feedback from our graduates, we sent a survey to 255 alumni who graduated over the past three years from our Master's programs (MA and EdM). The survey results from the responding alumni show that the largest percentage of alumni rated the program as preparing them well or very well for continuing their education (40%) and for their current job (45%). Interestingly, 75% reported that their current job is related to their TC program of study, and most alumni (72%) secured their current position within six months of graduation.

Regarding post-TC employment, the survey tells us how well we are able to position our students for the world of work after graduation. The large majority of responding alumni are currently employed (87% full-time, 6% part-time). Most of the employed alumni work in the US (74%). In terms of types of organizations where they work, the pattern includes private non-profit organizations (27%), international organizations based in the US or abroad (21%), higher education (17%), and K-12 schools (15%).

The ICE program faculty and I will continue to reflect on the survey data, and we are open to changes based on what we learn. In terms of professional development opportunities, we have already taken concrete steps to improve the support the program and college can provide. We have been collaborating more closely with Teachers College Career Services (TCCS) to ensure that all internship and job postings are made readily available to students and alumni through a centralized online database (TCCSLink). We have also been co-sponsoring programs with TCCS and student organizations to ensure relevant career-related panels, alumni events, and skills-building activities are available for current students.

We send you our best wishes as you pursue your academic and professional endeavors. Thank you for being part of the ICE Program and Teachers College.

Regina Cortina
Professor of Education
Program Coordinator



*The large majority
of responding
alumni are currently
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ALUMNI RECEPTION AT CIES

Wednesday, March 11, 2015

7:45 PM to 9:45 PM

Washington Hilton, 1919 Connecticut Ave., NW, Washington, D.C. 20009

Join TC Faculty Carol Benson, Regina Cortina, Cathryn Magno (Ph.D. '00), Mary Mendenhall (Ed.D. '08), S. Garnett Russell, Oren Pizmony-Levy, and Gita Steiner-Khamsi from the International and Comparative Education Program for a reception held in conjunction with the Comparative and International Education Society (CIES) 2015 Annual Conference in Washington, D.C.

RSVP at <http://bit.ly/TCCIES15>

PROGRAM PERSPECTIVES

International Education Internship and Career Insights from Current ICE Students and Alumni

By Raisa Belyavina

Internships and other professional opportunities are an integral part of the student experience in the ICE program. All students are strongly encouraged to pursue internships as part of their studies at Teachers College. Our program's current students and recent graduates share career insights from their professional experiences. Here are select excerpts from Corrie Blankenbeckler, Sherry Duan, Kyle Long, Gene Osagie, and Mary Lynn Woods. Please also visit the ICE student blog to read more ICE student internship experiences: <http://www.tc.columbia.edu/academic/its/ICE/index.asp?Id=Career+Resources&Info=ICE+Student+Blog>

What is your most recent professional or internship experience?

Corrie: I have been working as a Technical Advisor for World Education, Inc. for several years. In this capacity, I provide guidance and technical support on a variety of field programs, primarily in Africa and the Middle East. The work that I do includes design and proposal development, implementation, monitoring and evaluation of programs in areas of formal and non-formal education, literacy and math skills, youth, capacity building, educational technology, teacher training, and educational leadership.

Kyle: From 2010-2014, I worked for the American University of Iraq in a number of capacities, including adjunct lecturer in the English department, Assistant Dean of Students, Director of Communications and Institutional Development and most recently as the Director of the U.S. Office.

Gene: I work with Plan International and help facilitate and manage human rights advocacy projects and campaigns led by marginalized, SIFE (i.e. students with interrupted formal education) and displaced youth, as well as young students from middle- and upper-class families.

Mary Lynn: My internship was with the Institute of International Education (IIE) in the Global Scholarship Programs division. I was tasked with developing a social media strategy for the division and its individual programs.

Sherry: So far, I have mostly worked with NGOs in New York, including the Institute of International Education, State University of New York, Global Poverty Project, and Global



Partners, Inc. My duties have varied from social media and program management to research.

Share one meaningful experience you had on the job, why it was important and what you learned from it.

Kyle: I was very fortunate to find myself in an environment that embraced initiative. There were ample opportunities to make or fix things (and break them, too). For example, I helped to create the University's board of trustees. I recruited new board members, drafted the bylaws and other guiding policies, and set meeting agendas. This was important for a number of reasons, not least because having an autonomous board was essential for the University to pursue regional accreditation in the United States.

Gene: With the CEO of Plan, the Founding Chair of the Global Education First Initiative, and the founder of the Because I'm a Girl campaign, I went to the African Union to help Plan Ethiopia organize an event between ministers of education and 1,000 young people from all over the continent to push for greater investment in education. Around this we created a series of workshops on gender equality, universal primary education and its importance, and the rights of children.

Continued on page 4



Mary Lynn: To get a 'lay of the land' on the communication that was already ongoing in the office, I interviewed the managers of different programs. At the end of one interview, I said to the manager, "It must be really rewarding to know you're providing such rich opportunities to students all over the world." And he responded, "It is rewarding. Ultimately, we're a part of bringing about world peace." His comment was impactful to me by lifting my perspective from the day-to-day to considering the ripple effects of the efforts of the whole. I use that phrase now any time I present on the importance of global citizenship.

What were the challenges you confronted during this experience?

Kyle: I came to the University while it was in its infancy. It had been founded only a few years before; it hadn't even graduated a class of students. So it was very much a start-up and came along with myriad challenges: building a brand, increasing enrollment, acquiring resources, etc. In my position, among other duties, I was tasked with explaining the concept of a liberal arts education to skeptical students, parents, ministry officials, and community leaders. This was no easy task. Another difficulty was finding a balance between doing my own work and managing the work of staff members reporting to me.

Gene: Logistics, dealing with deeply traumatized children, coordinating a group of 1,000, and dealing with diplomats and ministers at the African Union.

Mary Lynn: On a practical level, I was spread pretty thin between my internship and my other responsibilities (graduate assistantship, job, class). I was very aware of the brevity of the internship (10 weeks) and tried to make the most of it. As far as the job itself, it was difficult at first to acclimate to the culture of the office and try to create a strategy recommendation that would work for IIE practically in such a short timeframe.

Sherry: Coming from an Asian background, I was taught that I

need to be modest and never try to take credit for achievement in front of people. However, during my internships, I learned that it was very important to take credit for what you have done well. It is a good way for other people to get to know what you are good at and to get recognized.

What do you know now that you wish you knew when you started the job?

Corrie: A great piece of advice that a supervisor once gave me, was that "International Development, and the field of International Education in particular, is a small world. Be careful to build and maintain friendships, as you will likely cross paths again, and may want to join forces to advocate for a common cause."

Kyle: Knowing more about social, political, and economic issues in Kurdistan helped me to do my job more effectively near the end of my tenure. I knew nothing of the local context when I started, so I probably missed a number of opportunities to help the University develop in my first or second year.

Sherry: Networking is very important. Don't underestimate yourself. Try to start a conversation with anyone in the company. You never know what opportunities it may lead you to.

What content knowledge and/or skills do you think are most useful for students in the ICE program to acquire to be successful in pursuing their career goals?

Corrie: I suppose it very much depends on your individual career goals. It seems to me that whatever you pursue, a strong understanding and ability to make use of research (quantitative as well as qualitative) will be invaluable.

Kyle: In my experience, management skills became essential (i.e. managing people and money). If you can't lead a staff, you won't be able to achieve organizational goals. And you can't lead a staff if you can't manage a budget. So, some basic financial accounting/literacy is important. The other thing ICE graduates should know is how to find resources (and not only financial, but also human, technological, etc.). When you work for an organization that doesn't have many, it's all hands on deck to get them, even if it's not in your job description. Networking skills are indispensable.

Mary Lynn: During my internship, I applied some of

Study a foreign language—even if you don't plan to be overseas long.

PROGRAM PERSPECTIVES

the development methods I had learned in class to a communications context. For example, I created a logical framework for the division to have a sustainable implementation plan for social media that could be used long after my 10-week internship was finished. I also relied on my research skills to gain a rich contextual background for building my recommendations by benchmarking how other organizations in the field position their social media.

Sherry: Quantitative skills and computer skills are skills that every ICE student should have, whether you are planning to find program management work or research and evaluation.

What advice do you have for students interested in a similar line of work, organization, country?

Corrie: Don't underestimate the importance of field experience in international education. If you can't get a job from the U.S., find somewhere that you can move to—safely!—where you can begin to develop a more immediate experience of the challenges and opportunities that many face on a daily basis. Also, don't pass up opportunities to learn another language (or several). Communication and learning exchanges are much easier to facilitate when you are speaking the same language!

Kyle: Study a foreign language—even if you don't plan to be overseas long. I didn't learn much Kurdish and it most certainly hindered my effectiveness. Also, be open to really weird opportunities, and see them through. I almost quit a couple months after I moved to Iraq. But I fought through my discomfort and ended up having a life-altering experience.

Gene: I remember once I walked into the office of this great literacy organization called LitWorld for an interview. In the course of the conversation, one of the staff members said, "You have to treat finding a job as a job, otherwise you'll never get a job in a market as saturated as this," so I'd get up and go and apply to jobs like I was going to work, and took it very seriously, I even had a 9-5 schedule at one point.

Mary Lynn: Walking into a new academic environment was incredibly intimidating at first. To gain my footing, I met with as many people as possible. I asked anyone to coffee who might have any insight into my field or interests. As a result, I have a network of colleagues with similar interests who have influenced my direction and informed my perception of the field.

Raisa Belyavina is a doctoral fellow in Comparative and International Education.

ICE PRESENTERS AT THE 2015 CIES CONFERENCE



ICE Faculty & Visiting Scholars

Carol J. Benson
Regina Cortina
Cathryn Magno
Mary Mendenhall

Oren Pizmony-Levy
S. Garnett Russell
Gita Steiner-Khamsi
Farida Ryskulueva

ICE Students & Alumni

Alexandra T. Da Dalt
Amanda Braga
Amearah Elsamadicy
Amy Crompton
Andrea Lira
Arushi Terway
Atenea Rosado-Viurques
Benjamin Schwab
Bruce Burnside
Chelsea Kallery
Diana Rodríguez-Gómez
Elisabeth Hansen
Elizabeth Peer
Emeline Brylinski
Emily Bishop
Emily Richardson
Erin Weeks-Earp
Gabrielle Oliveira
Garam Jang
Huma Kidwai

Hyekyung Kang
Jacqueline Gaston
Ji Liu
Katherine Baker
Kevin Wong
Kyle Long
Linh (Phoebe) Doan
Maria Jose Bermeo
Marina Raoilimanantsoa
Nancy Green
Nicolas Stahelin
Peter Bjorklund
Raisa Belyavina
Rodrigo Mayorga
Rosa Fernández
Ryan Allen
Sandra Sirota
Shiori Kitajima
Thiago Pereira
Victor Llanque

Professor George C. Bond In Memoriam

1937-2014

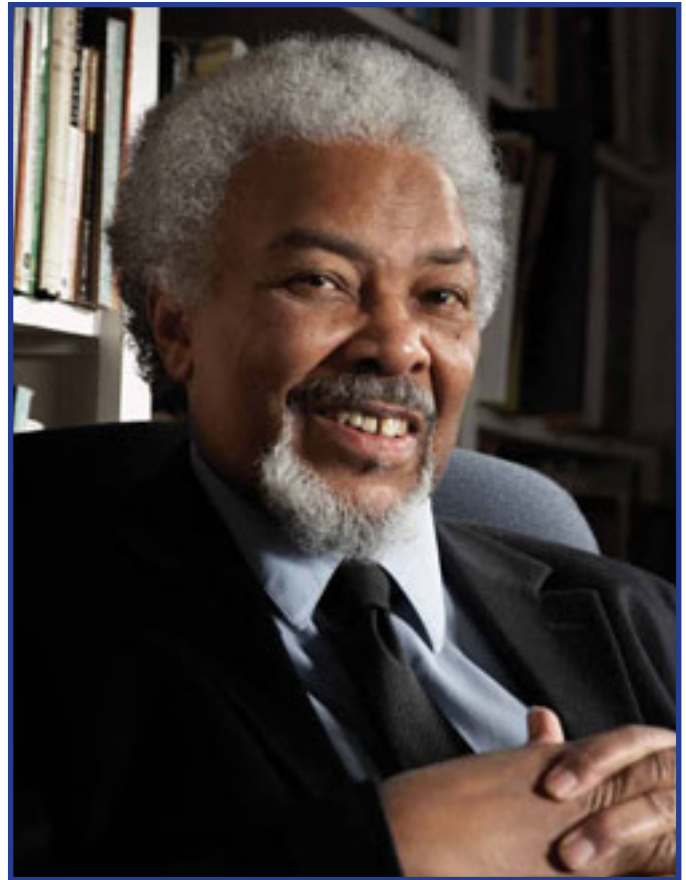
By Lambros Comitas

George Bond was not only a distinguished and internationally known scholar, he was also a most devoted paterfamilias and a fierce advocate of equal and inalienable rights for the entire human family. In Bond, one found a searching mind and a liberated spirit blended with those virtues we all treasure—dignity, compassion, concern for others, and an abiding faith in the lasting values of our society.

He was a social anthropologist of very considerable merit, one with an enduring concern with the human condition, one who used his skills to probe both traditional and complex social groupings. Suffusing much of that work was an underlying concern with the moral and cultural values by which populations live their lives and order their moral experiences and the ethical dilemmas that often emerge in situations of change. In Sierra Leone, he studied the Poro, a male secret society in the context of British colonial rule on indigenous forms of authority and ritual. In northern Zambia he studied the Yombe, a Tumbukan speaking people to which he made five field trips that were key to the serial production of Bond's bountiful corpus of publications on Yombe politics, religion, history, the influence of Christianity and western medicine on indigenous medical and religious beliefs and practices, and on changes in Yombe sociopolitical organization, agriculture, and education. In Uganda, at the height of the HIV/AIDS outburst in Africa, Bond and colleagues explored the social dimensions of AIDS, a contribution of applied anthropology to the battle against AIDS in Africa, which exposed the dreadful commonplace effects of this disease. And in the United States, Bond has long been considered an authority on Afro-American higher education and social organization manifested by his study of the social development of Tuskegee and his long-term preoccupation with the structure of the established Black middle class in the context of the Black social order in a White-dominated society.

Bond joined the Teachers College faculty in 1974 and was early recognized for his exceptional scholarly and academic worth. He was awarded the William F. Russell Professorship in Anthropology and Education; elected chair of the Department of International and Transcultural Studies; named director of the Institute of African Studies at Columbia University for 10 years; and was founder and director of the Center for African

George C. Bond continued on page 7



He was a social anthropologist of very considerable merit, one with an abiding concern with the human condition, one who used his skills to probe both traditional and complex social groupings.

TEACHERS COLLEGE EVENTS

George C. Bond continued from page 6

Education at Teachers College. He served on innumerable faculty committees, doctoral defenses, proposal hearings, and whatever ad hoc grouping the administrative mind could fashion. Black students and others at TC and Columbia with interests in anthropology, Africa, or education most always sought out Bond for advice and always benefitted from those intellectual encounters. Bond was, in fact, a pivotal figure in an informal network that sought research and employment opportunities for students and junior faculty of color. He knew, kept close ties with, and was admired by a host of academics, of all colors and genders, from here and abroad. Professor Bond, walking through the hallways of Zankel and Grace Dodge cane and coffee cup in hand, was a most familiar figure: he knew everyone and everybody knew him.

In the anthropology program at Teachers College, Professor Bond was not just a respected teacher and mentor of students but the stern protector of academic integrity and firm upholder of high disciplinary standards. He was the indispensable spine of the program. For his colleagues, George Bond epitomized the best in anthropology devoted to the service of mankind. With a formidable understanding of the nature of society and the complexity of culture, he taught aspiring anthropologists to proceed in their investigations with sensitivity to ethics and awareness of the pitfalls of hubris, to examine complex problems in all their multifaceted dimensions, and above all, to proceed with principle and responsibility. He taught this with modesty, gentility, utmost civility, and to the sensitive ears of his New York colleagues, with a fine British accent.

George Bond was a genuinely sanguine person, an optimist who saw light at the end of every tunnel and found hope in every impasse. Perhaps it was these qualities that enabled him for his last two agonizing years to carry on with remarkable fortitude despite the terrible pain and torment that he suffered. Several lines from Testament, a poem by the anthropologist M.G. Smith, capture these aspects of him.

There is a limit to all human ways
There is a limit to all human love
And a great darkness in all human light
Yet faith flows down the river, peace fills trees,
And glory lights the morning when she comes
All wet and radiant from the golden clouds
And walks upon the mountains like a bride.
For there is promise in all human pain
There is a morning in all human night
And life and birth and beauty beyond death.

Lambros Comitas is the Gardner Cowles Professor of Anthropology and Education.

Reception for the Carmela and Marie F. Volpe Fellowship for International Service in Education

By Megan Jensen

The Carmela and Marie F. Volpe Fellowship for International Service in Education supports ICE Program students to travel internationally and conduct research with a focus on education of orphans, street children, child laborers, or other marginalized children. This past summer, the Volpe Fellowship provided me with funding to return to the township of Kayamandi in the Western Cape of South Africa, where I worked as a Fulbright English Teaching Assistant (ETA) in 2011. As an ETA, I worked with school administration, faculty, and students to reach their goal of developing a library and accompanying literacy programming for the space. Since then, the second high school in the township has developed its own library space.

The Volpe Fellowship allowed me to return to the township for six weeks, during which time I was able to explore how the libraries were being used, as well as how student and teacher perceptions of literacy and learning might be utilized to integrate the spaces in more locally relevant ways. I conducted observations as well as informal and formal interviews with a variety of stakeholders in the schools. Both staff and students were eager to know what their contemporaries were saying about the spaces.

I truly appreciated the opportunity to travel back to the area in which I had worked, as I was able to apply many of the new concepts and research methods I learned at TC. I sought to approach my work with an ideological model of literacy, which emphasizes the role of cultural contexts and social power structures in influencing how we understand, value, and promote certain literacy practices over others. As such, I asked students and teachers how they defined notions such as literacy and reading and what roles they played in their lives, as well as how they viewed the library spaces promoting those

I was able to explore how the libraries were being used as well as perceptions of literacy...

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A Year of Celebration: Comparative Education and China

By Ji Liu

Exactly 100 years ago, Dr. Kuo Ping Wen became the first Chinese doctoral degree recipient at Teachers College. Soon after completing his dissertation under the tutelage of renowned professor of comparative education Paul Monroe, history of education professor Frederic Farrington, and professor of education administration George Strayer, Dr. Kuo returned to China and founded the National Southeast University, for which he is often regarded as the father of modern Chinese higher education.

Coinciding with the centennial celebration for Dr. Kuo's achievements, the ITS department has been hosting a series of special academic events on "Comparative Education and China" during the 2014-15 academic year. In the fall semester of 2014, the department welcomed Adjunct Associate Professor Jun Teng from Beijing Normal University to teach a course titled "Colloquium in International Educational Development: Focus on China and Education." The course attracted students who have a strong interest in international education development and China from ITS as well as other departments. This past October, the ITS department held a special celebration at TC entitled "Kuo Ping Wen Symposium, in Service to Education: The Life and Times of Kuo Ping Wen, China's First Global Educator." In the spring semester of 2015, students will have a chance to pursue their interests in Chinese education policy through Adjunct Assistant Professor Henan Cheng's course "Educational Development and Policy in China." This series of events not only commemorates the long and historic connection between TC and China, but also symbolizes the ITS department's interest in continued collaboration with comparative international education colleagues in China.

On October 25th, 2014, co-organized by TC, the China Institute and the C.V. Starr East Asian Library of Columbia University and co-sponsored by Ms. Carolyn Hsu-Balcer (Dr. Kuo's great grandniece), Dr. Kuo's legacy was celebrated with a full audience in Milbank Chapel. Three panels of scholars from Mainland China, Hong Kong, and Taiwan convened to discuss the history, philosophy, and implications of Dr. Kuo's legacy. Many high-level Chinese government officials, scholars, faculty, and students



From Left to Right: ITS student Ji Liu, Carolyn Hsu-Balcer, Professor Cheng Davis, ITS Department Chair Gita Steiner-Khamsi, ITS Adjunct Associate Professor Jun Teng, ITS doctoral fellow Ryan Allen.

Photo Credits: Heather Van Uxem Lewis / Teachers College.

were in attendance.

As highlighted by President Susan Fuhrman during her keynote speech, TC was the "birthplace of comparative and international education." TC's unyielding goal of educating scholars and leaders had tremendous impact on the development of education in modern China. Over the past century, many instrumental figures in Chinese education studied at TC, including Tao Xingzhi, Hu Shih, Zhang Boling, Chen Heqin, Jiang Menglin, and, of course, Kuo Ping Wen.

In conjunction with the centennial celebrations, ITS doctoral fellow Ryan Allen and M.Ed. candidate Ji Liu released their new co-edited book, *Kuo Ping Wen: Scholar, Statesman, and Reformer*, in honor of the remarkable life achievements of Dr. Kuo. "Needless to state, generation after generation of Teachers College alumni went on to take on leadership positions in their respective countries," writes Professor Gita Steiner-Khamsi for this edited volume, "and draw on what they have learned from their mentors at Teachers College, and then take it one or two steps further over the course of their own professional careers." Indeed, it is because of these alumni stories and successes that many students from around the world are attracted to TC to pursue advanced studies in comparative international education, a trail blazed by Dr. Kuo Ping Wen over a century ago.

Ji Liu is an M.Ed. candidate in the International and Comparative Education Program at Teachers College, Columbia University, and co-editor with Ryan Allen of the book Kuo Ping Wen: Scholar, Statesman, and Reformer.

Ador Riak Nyiel Reflects on His Education in Kakuma Refugee Camp

By Anna Spector

On November 10, 2014, the Working Group on Peace, Conflict and Education, the Center for African Education at Teachers College, SIPA's Humanitarian Affairs Working Group, and Gottesman Library welcomed Ador Riak Nyiel, the Deputy Principal of Malek Academy in South Sudan to give a presentation to the TC community about his education in Kakuma refugee camp and the importance of girls' education in South Sudan. Ador recently completed a Master's degree in Education in Emergencies from the University of Nairobi, a program that Dr. Mary Mendenhall helped develop through a partnership between the University of Nairobi and the International Rescue Committee.

Ador arrived in Kakuma refugee camp in northwestern Kenya at the age of 16. He attended secondary school in the camp and, following this, teacher training programs offered by the Government of Kenya, UNHCR, and Windle Trust Kenya. From the beginning of Ador's time in Kakuma, he was dedicated to his own education as well as ensuring that other refugee children had access to quality education. Attending these trainings inspired Ador to pursue a Bachelor of Education in Nairobi and return to a recently independent South Sudan to be a teacher.

Ador explained that due to South Sudan's history of conflict, he believes education is not only important for children to gain literacy and numeracy skills, but it is also vital to help children form their identities in the young country. He emphasized that education plays an important role in peace building, stating that education helps people "understand diversity and appreciate each other." Ador made it clear that in South Sudan, teaching peace alone is not enough; schools need to offer children and youth transferable skills, such as computer literacy, and provide accelerated learning programs for overage students.

During the presentation, Ador described some of the challenges that teachers working in emergencies face, including overcrowded classrooms, lack of teaching materials, irrelevant curriculum and minimal financial incentives. However, teachers are well respected and appreciated by the community. Despite the number of challenges Ador faces on a daily basis, he is grateful to be a teacher.



Ador is hopeful and dedicated to being a teacher regardless of the current conflict in South Sudan. Since becoming a teacher, he has had to persevere to overcome obstacles such as moving his school from Bor, an area that has been affected by the current violence, to Juba. Since moving the school, Ador has become even more committed to quality schooling, by improving teacher education in South Sudan, and supportive of his students' psychosocial well-being, particularly by encouraging female students to attend school.

Anna Spector is an MA candidate in the ICE Program



Volpe Fellowship continued from page 7

concepts on their campuses. Excitingly, I gathered a lot of data on how school stakeholders feel they can create and manage more locally relevant and contextualized library programming.

In the fall semester at TC, I had the chance to share these findings at a Carmela and Marie F. Volpe Fellowship for International Service in Education Reception. My fellow Volpe fellowship recipient Ameerah Elsamadicy presented her findings from Cairo, Egypt. There was a great turnout and many great questions posed and discussions held.

My hope is that my report, titled "Where I Feel Free: Learner and Teacher Perspectives on Libraries and Literacies in South African Township High Schools," will bring the Kayamandi school community more information about how they envision accessing literacies that enable them to be critical agents both in and outside of their school environments.

For more information about the Volpe Fellowship, please contact the Program office at iceinfo@tc.columbia.edu.

Megan Jensen completed the MA program in February 2015.



Global Survey of LGBT-Youth-Serving Non-Governmental Organizations

Successful Reception and Promising Results

By Oren Pizmony-Levy

In recent years, we have seen increasing international attention to the experiences of lesbian, gay, bisexual, and transgender (LGBT) youth. In the first-ever international consultation on the topic, UNESCO concluded that homophobic and transphobic bullying in schools is significant throughout the world. Moreover, the findings suggest that in many countries, nongovernmental organizations (NGOs) have played an important role in addressing the problem by providing direct services to youth and schools and by documenting the extent of homophobic and transphobic bullying using research practices. These NGOs, however, seem to work independently from each other.

In order to better coordinate resources and facilitate the exchange of information in the field of LGBT-youth serving NGOs, a research team was established in Fall 2014. The team includes Professor Oren Pizmony-Levy and seven thoughtful and committed Master's students and alumni: Emeline

Brylinski, Hung Huynh, Adane Miheretu, Loren Mora, Deepika Narasimhan, Dimitri Nessas, and Jamie Remmers. The research team is diverse in terms of interests and disciplinary backgrounds. Our goal is to provide key information regarding the current status of NGOs serving LGBT Youth: Which type of services do they provide? Where are they located? What is their funding source? We will accomplish this goal with the Global Survey of LGBT Youth-Serving Non-Governmental Organizations.

In the first year, drawing on published directories and structured searches on Google, the team identified close to 800 relevant NGOs worldwide. The team also developed a survey questionnaire, which includes four sections: (a) organizational questions (including networks and collaborations); (b) programs, services, and populations served; (c) needs assessment (including the organizations' strengths, weaknesses, opportunities, and threats); and (d) respondent's demographic background. The questionnaire and the overall research design benefited from the valuable feedback of our colleagues Joe Kosciw of GLSEN (Gay, Lesbian, and Straight Education Network), Mary Mendenhall, S. Garnett Russell, and Felisa Tibbitts.

With generous support from the Arcus Foundation, the research team began the data collection phase. In addition to English, the survey was also available in French and Spanish. In the coming months, the survey will become available in three additional languages: Arabic, Chinese, and

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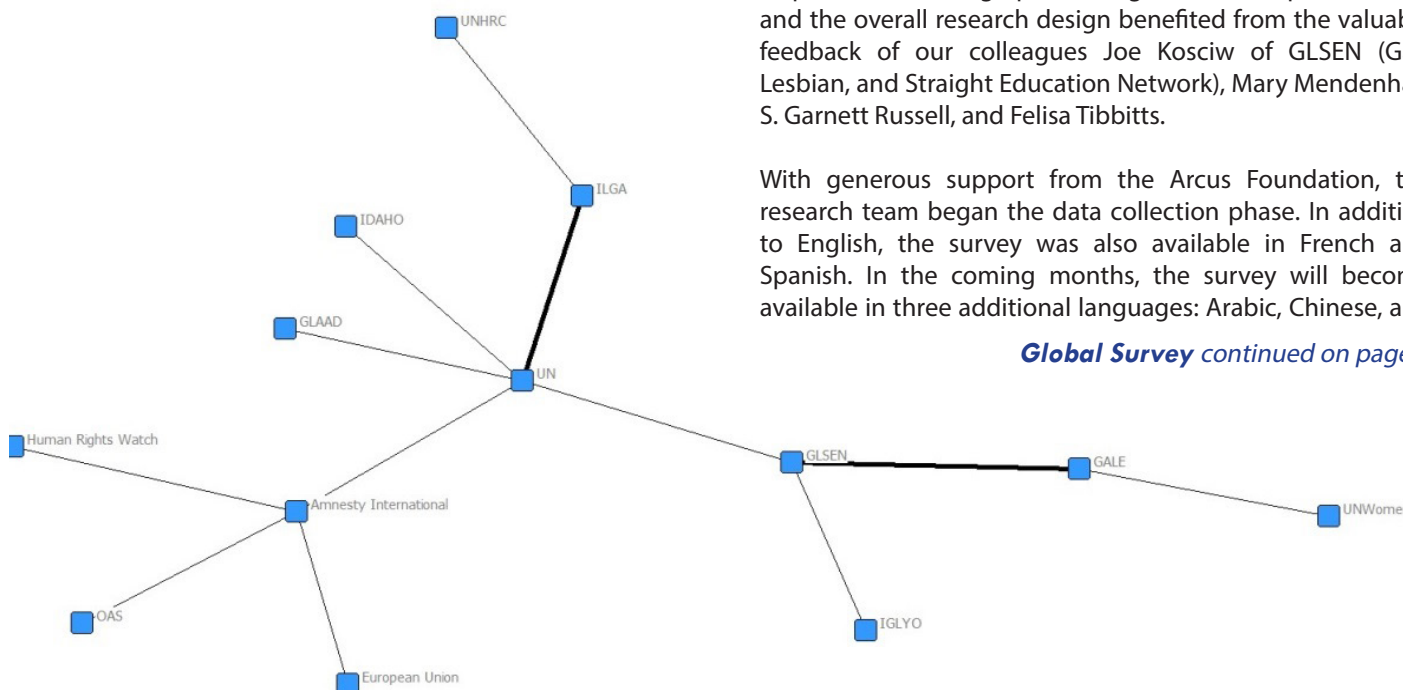


Figure 1: Social network analysis

RESEARCH HIGHLIGHTS

Global Survey continued from page 10

Russian. As we write this update, 250 NGOs from 70 countries already completed an online questionnaire (available in English, French, and Spanish). Overall, the survey is very well received and participants appreciate this initiative. In the open-ended section of the survey, an NGO from the Philippines commented:

"We would love to be apprised of the results of this study. We would also love to be connected to organizations that can help us advocate for more LGBT inclusive and safe schools in the Philippines (whether through funding or knowledge sharing/mentoring)."

Participants also commented on the importance of understanding the local conditions in which NGOs operate. For example, an NGO from Uganda wrote:

"It is important to know that the challenges faced by LGBTI Youth in African societies differ a lot from what is in the western world. [Here we have] culture and stringent laws [and] homophobia in society that is state sponsored."

Our preliminary findings suggest that international organizations (such as the United Nations) and leading human rights organizations in the West (such as GLSEN) have the potential to connect independent domestic organizations. Figure 1 (on page 10) presents a social network analysis of these organizations. Two organizations are linked if multiple respondents co-mention them as a potential resource to accomplish goals and mission.

To maximize the impact of the survey, the research team will prepare and disseminate an official research report, an international directory of NGOs active in the field of LGBT youth, and at least one article in a peer-reviewed journal. The international directory will include detailed information on each NGO, including name, address, functions, target groups, and services provided. We believe that the Directory will improve the communication between NGOs in the field.

For more information about the project, we invite you to attend our presentations at CIES 2015 and to visit orenpizmonylevy.com.

Oren Pizmony-Levy is an Assistant Professor in the ICE Program.

Human Rights Education for Diversity in NYC Schools

By S. Garnett Russell

Professor S. Garnett Russell is currently undertaking a research project during the 2014-2015 school year on "Human Rights Education for Diversity" in two public high schools in the New York metropolitan area. Funded by a Dean's Faculty Diversity Research Grant to support new research initiatives, the project investigates the influence of human rights education on students' perceptions of rights, diversity, and inter-group conflict within an ethnically, racially, and culturally diverse student population. In conjunction with doctoral research assistants Diana Rodriguez-Gomez, Marlana Salmon-Letelier, and Sandra Sirota, the team has collected quantitative survey data, qualitative interview data, and classroom observations of a human rights course taught twice a week through a non-governmental organization that teaches human rights education.

Initial findings point to a disjuncture between global human rights discourse and how students engage with human rights issues in their daily lives. Despite learning about human rights, students continue to stereotype and create boundaries by gender, race/ethnicity, and language. Nonetheless, some students also recognize their own civic engagement as a tool to promote social change in their schools and communities. This study will provide important empirical evidence on how human rights education can be used to teach about global concepts of human rights and diversity for diverse populations, both in the U.S. and in a global context. Findings from this preliminary study may inform future studies on the use of human rights education for diverse student populations. Furthermore, while this study focuses on diverse and disadvantaged students in the U.S., findings may also carry important implications for other contexts for reducing inter-group tensions within diverse or marginalized populations.

S. Garnett Russell is an Assistant Professor in the ICE Program.

Despite learning about human rights, students continue to stereotype and create boundaries.



Updates from the Center for African Education

By Julie Dunn



At the Teachers College Center for African Education, under the leadership of Interim Director Professor S. Garnett Russell and graduate students Julie Dunn, Jonathon Fairhead, and Amelia Herbert, we welcome TC students and faculty who are interested in research and education issues in Africa and the Diaspora.

The Center has hosted a number of events this past semester to foster engagement with the TC and Columbia community. In December, in collaboration with Columbia's Institute for African Studies, we welcomed Kayum Ahmed, the Chief Executive Officer of the South African Human Rights Commission, as he spoke on issues of human rights both in the United States and abroad. In another event, human rights advocates from the Institute for the Study of Human Rights at Columbia University, working across Africa, met with TC students to discuss various human rights concerns from across the continent. Traveling from South Sudan, Ador Riak spoke about his experiences receiving teacher training in Kenya's Kakuma refugee camp and his current position as Vice Principal of a high school in Juba.

After a busy fall semester, we are excited about the

upcoming opportunities and events scheduled for the spring semester. With funding awarded by the Vice President's Grant for Diversity and Community Initiative and the TC Provost's Investment Fund, we plan to host a cultural event with a writer or filmmaker from Africa or the African Diaspora and facilitate workshops on civics education for teachers both in New York City and in Kenya. Workshops to be held this spring will target local New York City teachers as we open dialogue and

offer materials to support the instruction of incoming African immigrant youth. The workshops will assist in identifying additional needs among local teachers and allow preparation for future workshops.

Plans for summer 2015 entail a workshop for teachers from Malawi, South Africa, and Kenya that will provide the opportunity to develop curricular materials on civics education to take back and share with fellow teachers. Follow-up workshops in the fall for teachers here in New York will expand on the first workshop held in the spring, encouraging discussion on educational issues happening abroad and at home.

We are also enthusiastic to continue collaborating with various national organizations and individuals as we seek possible internships in sub-Saharan Africa for the summer of 2015.

Follow the TC Center for African Education on Facebook and be sure to check out our website as we announce future events and opportunities.

Julie Dunn is Graduate Student Coordinator for the Center for African Education and M.Ed. candidate in the ICE program.

Workshops to be held this spring will target local New York City teachers as we open dialogue and offer materials.

ICE PROGRAM UPDATES

Students and Alumni Attend International Human Rights Education Conference

By Sandra Sirota

The Fifth International Conference on Human Rights Education, "Advancing UNiversal Human Rights Culture," was held at American University Washington College of Law in Washington, D.C. from December 4-6, 2014. The capitalized "UN" in the title was deliberate, in order to call attention to the UN World Programme for Human Rights Education. The conference brought together scholars, practitioners, and activists from across the globe to share knowledge and discuss legal, educational, and social issues related to human rights education around the world.

In the welcoming remarks, Dr. Sev Ozdowski, Director of Equality and Diversity, University of Western Sydney and President of the Australian Council for Human Rights Education invoked the words of Nelson Mandela: "No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite." This set the tone of the conference, reminding us about the importance of this work.

During the conference, presenters from across the globe shared their work, with a focus on the themes of global trends in human rights education; human rights as unifying standards for a modern society; how to nourish a human rights culture; where and how to educate about human rights; key national initiatives in human rights education; human rights of specific groups; and human rights education and conflict.

Current students and alumni of Teachers College were in attendance and I had the opportunity to present on a



Presenters from across the globe shared their work, with a focus on the themes of global trends in human rights education.

panel. During the presentation, I reflected on the role of human rights education in the civil rights movement in the United States and the anti-apartheid movement in South Africa in a presentation titled "The Role of Human Rights Education in Social Movements: Focus on South Africa and the United States." I also discussed human rights education as a social movement today.

The Sixth International Conference on Human Rights Education will likely be held in Chile in 2015.

Sandra Sirota is a doctoral fellow in International Educational Development at Teachers College, Columbia University.



Update on Activities of the Peace Education Network

By Kempie Blythe

The Peace Education Network (PEN) is a collaborative student organization dedicated to creating a nurturing space within Teachers College to foster dialogue, collaboration, and questioning that deepen our understanding of the theory and practice of the expansive field of peace education. Building on the wealth of experience within and outside of our own community, we seek to create a forum to share both skills and knowledge through discussions, workshops, and panels. We are committed to building a community and network of dedicated individuals who seek to cultivate a culture of peace in a multiplicity of ways. PEN also works in coordination with the Working Group on Peace, Conflict, and Education to support the growth of our faculty, student, and practitioner community in understanding the complexities and nuances of the relationships between education and peace.

This Fall, PEN was honored to host fellow classmates, Sandra Sirota and Caitlin Long, to lead our inaugural skills-sharing workshop on innovative ways to implement Human Rights Education (HRE), both in and outside the classroom. Building on their collective years of experience, Sandra and Caitlin shared the lessons they have learned from their respective work with Advocacy Lab and Speak Truth to Power. Together, we generated new ideas and approaches to making HRE both engaging and relevant to the lives of youth.

This Spring, PEN plans to host a variety of workshops and discussions on designing, implementing, monitoring, and evaluating peace, human rights, and conflict-sensitive education curriculum; non-violent communication including conflict resolution, constructive feedback, and intercultural communication; and alternative, innovative approaches to cultivating peace in formal and non-formal educational settings. PEN is also planning on hosting a spring panel discussion that will encourage critical reflection on the current state of peace education and the ways in which it may be moving toward social justice.

Kempie Blythe is an MA student in the ICE Program.

Updates from the Current Issues in Comparative Education Journal

By CICE Editorial Board

Soon to publish the first issue of our 17th volume, the Current Issues in Comparative Education (CICE) journal continues to flourish as a platform for new and established voices from across our academic community and beyond and as a rewarding writing and editing training opportunity for students in the ICE program, who contribute to every stage of each issue's production. With leadership from Doctoral Fellow Sandra Sirota, we are in the final stages of reviewing articles on the theme of "social movements, activism, and education," and are looking forward to sharing a diverse set of contributions on this timely topic. We are, as ever, encouraged by the range of perspectives among the submissions we received and equally happy to read perfectly polished pieces as we are to help authors hone their skills by working with us through our



collaborative review process.

The breadth of innovative and thoughtful analyses and commentaries we had the privilege to choose from demonstrate the interest in and importance of this discussion. We will be publishing the issue in the spring and look forward to meeting many of our authors and readers at CIES and to continuing the debates and reflections both at the event and across our online outlets. We are enormously grateful to our board and advisors for their continued support, to all those who submitted a contribution to the journal, and to our volunteer editors for their time and skills.

ICE PROGRAM UPDATES

Society of International Education: Recap of Fall 2014 Events

By Christian Tanja and Kevin Wong

The Society of International Education (SIE) had an eventful fall semester, with more great plans for the spring! As a newly-assembled SIE leadership team comprised of both first- and second-year students, we had the opportunity to enhance our efforts at Teachers College in serving the student body of the International and Transcultural Studies (ITS) department. We wanted to build on the successes of previous years, while bringing in new ideas and energy to the programming. In partnership with the International and Comparative Education (ICE) program, here is a recap of the hallmark events hosted during the fall 2014 semester.

In October, we held a welcome back happy hour and helped support an ICE Résumé and Interview workshop,

*SIE held the 2014
ICE Internship
Fair, which hosted
23 organizations
looking to recruit
new talent for
various internship
positions.*

which delivered useful tips to a packed house of eager ITS students. SIE collaborated with ICE program faculty and staff and Teachers College Career Services in November to hold the 2014 ICE Internship Fair, which hosted 23 organizations looking to recruit new talent for various internship positions for the upcoming year. With over 120 students participating, it was a successful run of the annual event.

In celebration of International Education Week, SIE and the Office of International Student Services hosted a



career panel of ITS students with various experiences working or interning in the international education field. Those in the audience learned of diverse paths and resources to work both locally and overseas. We ended the panel with a networking potluck. Reaching beyond TC's walls, SIE continued its partnership with NYU and hosted multiple collaborative events including a leadership lunch meet up, happy hour, and an ice skating mixer to take a break from finals.

We hope that you join us for our upcoming Spring semester events. Already in the works is a celebration of International Women's Day on Thursday, March 5th co-sponsored by the Office of the Vice President of Diversity and Community Affairs (ODCA). SIE also plans to host a second-year IP (Integrative Project) sharing event, a second career panel and networking event featuring ICE faculty and alumni, and will have a strong presence at the Comparative and International Education Society (CIES) conference in March. We welcome your input and hope you can contribute your skills and talents to SIE's efforts in support of the student body.

Special thanks to the Student Development and Activities office, Student Senate, TCCS, the ITS department, ODCA, Peer Advisors, SIE leadership and committee members, and all of our fellow classmates for your support and participation. For upcoming events, look out for updates on Grace Dodge Notes, join our Facebook group, or email us at societyintled@gmail.com.

Christian Tanja and Kevin Wong are SIE co-presidents.



Emerging Scholars

Graduating Doctoral Students in the ICE Program

Maria Jose Bermeo



My research focuses on the role of the teacher in settings affected by urban violence and insecurity. Acknowledging education's potential role in reinforcing or interrupting violent cycles, my study aimed to unpack how teachers respond to these dynamics. What do teachers do when faced with a student involved in crime and violence? How do

they respond and adapt to situations of urban violence that impact their schools? For my dissertation, I carried out a multi-sited case study with government schools located in marginal urban neighborhoods in Guayaquil, Ecuador. Drawing on 12 months of fieldwork and employing focus group, interview, and participant observation techniques, I explored how teachers responded to their students becoming involved in micro-trafficking of illicit drugs. I found that teachers took up varied, inconsistent, and often contradictory roles, ranging from shielding students from direct physical harm to engaging in tacit compliance with illicit activities.

Teachers' responses were mediated by multiple factors: their assessment of personal risk and of their potential effectiveness in attempting to interrupt trafficking; the climate of fear and intimidation associated with the presence of criminal networks in the environment of the school; absence of clear policy; the precarious conditions associated with the teaching profession in a time of rapid politicized education reform; and internal school factors related to collaboration and leadership. Teachers also carried contradictory and muddled notions of youth criminality and victimhood, attributing social categories to their students in ways that also play into the diversity of their responses. This case study offers empirical evidence of how teachers become security actors when the illicit drug market intrudes into school settings, and the implications this role carries for their teaching practice and for educational equity. Ultimately, the dissertation argues for the need to see urban violence and insecurity as a pedagogical dilemma, which requires cautious attention to mechanisms of educational exclusion linked to teacher responses to student involvement in violence.

As I move forward in my career, I aim to continue to examine the intersection of drug trafficking, urban violence, and education in Latin America, while also working directly with teachers and youth in developing strategies for transforming violence in our cities.

Erin Weeks-Earp



My dissertation—Pathways into Teaching: Daytime and Correspondence Education in Russia—is about teachers in Russia, with particular focus on correspondence teacher education programs. The two major types of higher education in Russia are daytime (students acquire content by attending lectures) and correspondence (students acquire content through independent reading). I looked at the formation of teacher cadres in Russia, specifically at daytime and correspondence teacher education programs and the university-to-work transition for teachers. I spent one academic year in Russia, partially supported by a grant from the International Research & Exchanges Board, where I gathered qualitative and quantitative data from schools and institutions of higher education. With this data I developed a typology of the correspondence-educated teacher, identified whether the type of education program effects employment at the school level, and evaluated how recruitment into teaching differs for the two types of programs.

In preparation for fieldwork, I was very fortunate to have worked on a major international collaborative project at Teachers College with my advisor, Gita Steiner-Khamsi. The project resulted in the study entitled "Teachers: A regional study on recruitment, development, and salaries of teachers in the CEECIS region." The project provided me with critical fieldwork experience in post-socialist education systems; I visited schools in Uzbekistan where I interviewed teachers and school principals. The instruments and frameworks that were developed for the project contributed directly to my own dissertation methods and research questions. I gained valuable practice designing, conducting, and reporting education policy research before launching into dissertation fieldwork.

Emerging Scholars

Graduating Doctoral Students in the ICE Program

Nicolas Stahelin



My research interests are interdisciplinary, centered on the field of political ecology in relation to globalization, environmental justice, and the comparative sociology of education. My dissertation, “Environmental imaginaries across the global-local continuum: The political ecology of

public environmental education initiatives in Rio de Janeiro, Brazil,” examines the political ecology of environmental education (EE) and education for sustainable development (ESD) policy and practice at global, national, and subnational levels. At the national level, I focused on Brazil because it has rejected UNESCO’s framework for ESD, preferring instead an approach officially recognized as “critical, transformative, and emancipatory environmental education.” My objectives were (a) to compare and contrast Brazilian national EE policies with the ESD framework propagated by UNESCO at the global level; (b) to explain how and why a local EE implementation effort in the state of Rio de Janeiro (Rio) conflicts with both national and global policy frameworks; and (c) to examine the friction that takes place at the interface of conflicting EE policy templates across the local-global spectrum.

I pursued these objectives using qualitative methods in a vertical case study research design. The case is anchored locally to an EE program run by a branch of the Rio State Secretary of the Environment, whose work is guided by a Marxist approach to environmental justice. This agency has run an EE program for public school teachers, students, and community partners to mobilize the community on environmental issues. I closely followed this program over the course of a year, conducting over 45 in-depth interviews and over 100 hours of observations, as well as compiling and analyzing over 30 archival documents (on-site and on-line) for analysis.

In my findings, I show that key spaces within the Rio state public

administration have articulated a leftist politics of resistance to UNESCO’s ESD policy. I characterize these state-led efforts as a form of radical socio-environmental praxis aiming to democratize local environmental management and to increase grassroots control over territory. This effort is a rich example of counter-hegemonic education for environmental justice, which emphasizes recognition of social difference and its effects on environmental vulnerability, marginalization, and conflict. My discussion engages both the limits and possibilities of this political project, inserting environmental concerns squarely into the literature on public education for democracy and social justice. My goal post-graduation is to research, write, publish, and teach about issues located at the intersection of education, development, and the environment.

Nancy Green

I am a PhD Candidate in Comparative Education, with a specialization in political science. My dissertation examines the politics of international large-scale assessments, analyzing the effects of the Programme for International Student Assessment (PISA) on American educational discourse between 2000 and 2012. I will be presenting my work at several conferences this spring. Along with international assessment, I am currently interested in elites and publics in educational policy-making and the role of culture in educational success.

Prior to my PhD studies, I held a variety of positions in journalism, philanthropy, and government. I came to TC from ABC News, where I worked for Peter Jennings Reporting, the long-form documentary arm of the network. Prior to that, I was responsible for a broad range of programs at the Markle Foundation. For several years, I was based overseas in Budapest, Hungary, as an education program officer for the Open Society Institute/Soros Foundations. I also served on the Clinton Presidential campaign and on the transition staff of the National Security Council. I started my career in politics on the foreign policy staff of Senator Edward M. Kennedy (D-MA).

I hold an MPhil from Columbia, an MSc in Government from the London School of Economics, and a BA in International Relations and Asian Studies from Tufts University. I have also studied at Nanjing University, in the People’s Republic of China.



ICE Students Lead Environmental and Sustainability Education @ TC

By Oren Pizmony-Levy

What is the role of education in the face of global environmental challenges? With this question in mind the ICE program has now developed a new course titled “Environmental and Sustainability Education: Comparative and International Perspectives” (ITSF 5031). This course offers an overview of the foundations of environmental and sustainability education (ESE) and examines related policies and practices. Through this course, two students developed interesting research projects, which have now been recognized by the CIES Education for Sustainable Development (ESD) SIG with the Outstanding Paper Award.

Alexandra T. Da Dalt, second year MA student in IED and the coordinator of the TC Working Group on Environmental and Sustainability Education, wrote “Sunny Days”: A Comparative Study of Sesame Workshop’s International Environmental Education Programming.” In this sophisticated qualitative paper, she examined the content (e.g., biocentrism vs. anthropocentrism) of Sesame Workshop clips in three countries: Bangladesh, South Africa, and the US.

Rosa Fernández, third year MA student in IED, wrote “How Green is the Big Apple? Social Predictors of Environmental Education and Education for Sustainability Programs in New York City Public Schools.” In this ambitious quantitative paper, she examined the issue of access to environmental and sustainability education across school demographics such as race/ethnicity and social class. For this paper, Rosa is also the first-ever recipient of the 2015 TC Streisand Scholarship.

Previous award winners from the ICE Program include: Nicolas Stahelin (2013) and Chelsea Kallery (2014, honorable mention).

Congrats Alexandra and Rosa!

Oren Pizmony-Levy is an Assistant Professor in the ICE Program.

Anushri Alva | MA, 2014
Literacy Coordinator for Economic Empowerment Program, Sanctuary for Families

Before TC: As an undergrad pursuing a degree in East Asian Politics, Anushri worked with the Migrant Outreach Education Initiative along the Thai-Burma border, delivering cultural orientation and English instruction to Burmese refugees and migrant workers seeking resettlement in the border region. Consequently,



this led her to co-found Burma Connect (now known as Connecting Myanmar) to fund educational initiatives along the border. This experience strengthened her belief that the right kind of education plays a key role in altering the trajectory of a person’s life, especially when in a vulnerable position. Hence, she pursued the Teach for India fellowship in Pune, India, where she taught a class of fourth-graders. Having 45 students ranging from the ages of 7 to 16 crammed into one classroom, in a community where gender-based violence was compounded by structural violence and debilitating poverty, she began questioning the relationship between education, social mobility, and empowerment. During her fellowship she also developed an interest in the impact of arts on trauma and co-developed an arts-integrated curriculum for her school.

At TC: While at Teachers College, Anushri became keenly interested in the idea of structural privilege and poverty, exploring the impact of caste identities on Indian education, drawing on the discourse around race in the US and the idea of civic disengagement and schooling. For her Master’s thesis, she conducted field research in the state of Jammu and Kashmir on the “Perceptions of Kashmiri Youth towards the Value of a Higher Education.” She served as the Coordinator of the Working Group on Peace, Conflict, and Education at TC and established a partnership with the Human Rights and Education Colloquium at NYU that she also co-chaired for a year. Teachers College was a space where she believes she was truly allowed to engage with the questions that plagued her around education’s role in society and left her with new questions to explore and deconstruct in her career ahead.

After TC: Anushri is currently the Literacy Coordinator for the Economic Empowerment Program (EEP) at Sanctuary for Families in NYC, an organization that is dedicated to serving survivors of domestic violence, sex trafficking and other forms of gender based violence. The Economic Empowerment

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Program is a pioneering living wage, career readiness, and technology training initiative that helps program participants break the cycle of poverty, homelessness, and abuse. Participants come from citywide domestic violence shelters. Anushri handles the educational needs of the participants and has developed structured programming that not only enables participants to develop critical thinking skills essential for a living-wage, career-track job, but also helps unpack trauma and address their feelings of isolation, loss of power, and civic disaffection. She also works with the After School Enrichment Program that serves adolescents who have survived gender-based violence. This job has been particularly eye opening for her as it takes on a very integrated and holistic approach, where a survivor's needs of economic empowerment are understood and addressed in the context of gender-based violence and structural inequalities. Working with social workers, clinicians, and public policy experts, this job balances the micro with the macro and has given her a lot of perspective on poverty alleviation in her home country of India.

Advice for Students: Teachers College is a great place because it attracts a wide variety of people from many different schools of thought. Use grad school to meet people who challenge you and disagree with you—this definitely enabled me to have some truly difficult but perspective-altering conversations. Take classes that make you uncomfortable—because that's where you'll really push yourself to think differently and consider different perspectives. Leverage the fact that you are in New York City, and reach out to people who do work that excites you.

Melissa Kelly | MA, 2006 Sr. ECD Specialist at ChildFund International

Before TC: I majored in Spanish, Portuguese, and Latin American Studies at the University of Pittsburgh. Afterwards, I taught in the US and Brazil for a few years. I had been looking at international affairs schools but none really seemed to be a good fit. I found TC's IED program on a graduate school website and it seemed the right next step to build upon my focus on international issues and languages and my experience as a teacher.



While at TC: I pursued an MA in International Educational Development with a concentration in Peace Education. I made

so many friends in the TC community and have been continually impressed by others' experiences and passions from my time at TC. In my coursework, Dr. Bartlett's Ethnography in Education course helped me build skills that I use in personal and professional life. I also worked with Dr. Monisha Bajaj on a curriculum companion to a film, which was very helpful to further building my skills in curriculum design. I was a Portuguese tutor at SIPA and also took advantage of being in NYC for conferences, brown bags, and talks at the other Columbia graduate schools, NYU, Hunter College, the UN, etc.

After TC: While concluding my studies at TC, I was selected as an intern at UNICEF for the Inter-Agency Network for Education in Emergencies (INEE). During that time, I attended an Early Childhood Development (ECD) in Emergencies conference and was fascinated with the focus on education with linkages to so many other issues. After INEE, I became a research consultant at the NYC Department of Education while pursuing opportunities to gain field experience. I had many informational interviews with professionals in the field and they all said the same thing: pick a place and go to the field. So I saved and reached out to international organizations in Mozambique for a volunteer position. Save the Children offered me a Technical Coordinator position with a small stipend with an ECD program that was just starting up. That position turned into the program manager of the project, which focused on community-based preschools with parenting education and linkages to health in the highest HIV prevalence areas of the country.

I returned to the US in late 2010 and moved to Washington, D.C. for a consultancy with Care International and Save the Children to design the Essential Package for Children and Caregivers affected by HIV and AIDS and moved back to Mozambique for two months in early 2011 to start up the validation of the package. This turned into a permanent position with Save the Children in DC, focusing on Mozambique, Zimbabwe, Zambia, Haiti, Pakistan, Tanzania, and Indonesia over the next two years. I traveled about 50% of the year to these countries for trainings, evaluations, curriculum design, and overall program guidance, including preparing for a national pilot to scale-up the ECD program in Mozambique, led by the Government of Mozambique and financed by the World Bank. In June 2013, I moved to ChildFund International as the Senior Advisor for Early Childhood Development, also located in Washington, D.C.

*Use grad school
to meet people
who challenge
you and disagree
with you.*



Current Work: In my current work, I get to work on a bit of everything, including proposals, curricula, training, project management, leadership/representation, and technical and strategic guidance. I have some direct assistance with countries, including Kenya, Ethiopia, Uganda, Guatemala, and Afghanistan, and then more light-touch support with many others and on regional ECD networks. I sit on a multi-sectoral team with health, nutrition, education, livelihoods, and child protection colleagues focusing on issues for children from conception to age five and their parents/caregivers, including children's transition to primary school. In this role, I am building on my curriculum design skills, conflict resolution, and the ethnographic work to contextualize interventions.

Advice for Students: During your time at TC, join groups at TC (CUPID, ALAS, etc.) and take advantage of events around the city to complement your studies and learn more about the issues affecting education. During your time at TC, connect with alumni and others in the field for informational interviews. I really benefited from talking with many doctoral students and technical advisors to better understand how I could use my skillsets and plan my next steps after TC. Finally, field experience is essential to working in international development programs. I know that we come out of TC with a lot of debt but deferring loan payments and finding a volunteer position with a small stipend or a training scheme will allow you to apply your studies to real contexts to better understand all of the complexities of programs.

Charles von Rosenberg | MA, 2011 Program Officer, Global Coalition to Protect Education from Attack (GCPEA)

Before TC: Charles studied literature and linguistics at the Université de Paris VIII – Vincennes. He lived for three years in Paris studying, teaching English as a Second Language, and playing music. After college, Charles spent time at home in Denver and travelling around the world, eventually finding work as a teacher in South Korea. Charles applied to the Bilingual/Bicultural Education program with the goal of using his teaching and learning experiences to improve bilingual education programs and curricula in the United States.



While at TC: After learning that the Bilingual/Bicultural Education program was specifically geared towards teacher training, Charles switched to the International Educational Development program, with a focus on education policy. Combining these two strands, he continued to work on language education, but through the lenses of development and policy. Charles worked in the Office of Budget and Planning as a Graduate Assistant. In his final semester, he took an internship with the Institute of International Education (IIE) and compiled an historical database of programs within the Global Scholars and Leadership Programs division. This internship allowed him to interview IIE staff at all levels of the organization to find out specifics on the programs that they had worked on over the past ten years.

After TC / Current Work: The week prior to graduation Charles was offered a position with GCPEA, an international coalition of UN and non-governmental organizations advocating for an end to attacks on education in conflict situations. He has worked there for the past four years, seeing the Coalition grow dramatically in size and influence. His thematic focus within the Coalition's work is on protecting higher education from attacks, working closely with IIE's Scholar Rescue Fund, the Scholars at Risk network, and the Council for At-Risk Academics (CARA). As part of the GCPEA Secretariat, Charles works with GCPEA Director, Diya Nijhowne, to operationalize projects, campaigns, and ideas put forth by GCPEA Steering Committee members.

Advice to Students: Take advantage of the enormous opportunities to meet the brilliant people that surround you at TC. It may not come as a surprise, but there is a fantastic group of talented professors and students there that are doing and will do amazing work. Do not wait to be told what to do. It is your responsibility to develop your ideas, attend lectures and extracurricular activities, and dive deeply into your work. Remember that every class, every assignment, every potential connection, offers an opportunity that can bring you closer to achieving your goals. Take time to understand what you are looking for in your experience at TC and follow up on opportunities to gain skills, knowledge, and contacts that will help you on your way.

Join groups at TC and take advantage of events around the city to complement your learning.

TC ALUMNI PROFILES

Matthew Michaels | MA, 2011 Program Specialist, Peace and Resilience through Youth Development and Engagement (PRYDE)

Before TC: Matt received his Bachelor's degree in International Studies, specializing in African Peacebuilding and Development, from American University. During his time there, he studied in Nairobi where he worked with a community pre-primary school in Kibera, Nairobi's largest urban slum. While he had always focused on education in development, this experience solidified his track towards education. He served in the U.S. Peace Corps in Togo after he graduated, where he worked on youth and gender issues, especially education. He came to Teachers College looking to learn more about education policy for development and to use his studies to continue to explore human rights and peace education.



While at TC: At TC, Matt pursued his Master's degree in International Education Development, intending to focus on education policy, particularly bridging systemic educational development work with community and school-based work. In his first semester, however, he took Professor Monisha Bajaj's International Perspectives on Peace and Human Rights Education course and quickly adopted the additional focus on peace education.

The following semester, in Professor Lou Cristillo's Education for Global Security course, he was grouped with five classmates for a group project, tasked with developing an education model to promote human security through education. Drawing on their diverse set of strengths and experiences, the group formulated a conflict resolution program for youth in South Sudan. Following the course, Matt and two group mates, Meghan Hausdorf and Maysoon Malik, undertook to expand on the model and form an organization to promote community-driven youth peace education programs. Following months of visioning and planning, they founded PRYDE (prydeforpeace.org) in November 2011.

Matt credits his time at TC, particularly his exposure to the Peace Education field and continued learning about education in emergencies and post-conflict settings, with reshaping the direction of his career. He now is an ardent proponent of a more comprehensive understanding of peace and its integral role in facilitating development. Matt's learning experiences at TC strongly influence his work with PRYDE and all his professional undertakings.

After TC: Since graduating, Matt, with his colleagues, has worked tirelessly to build up PRYDE as a professional organization with a model for peace education that works and is sustainable. Drawing on their experiences overseas and at TC, the team has developed a peace education model that prioritizes the role of communities in choosing the direction their own social development follows, engages youth in nonviolent, restorative approaches to conflict, and offers them the skills they seek to be leaders in the peaceful social development of their communities.

As a Program Specialist for PRYDE, Matt is responsible for coordinating program development, building partnerships, conducting outreach to grow a community of peace education advocates, and overseeing organizational operations. He also consults with UNICEF's Child Protection Section on developing graduate-level programs in Child Protection and supporting advocacy and communication efforts for children's rights.

Advice for Students: Never stop believing you can change the world; you do through every action you take. Choose to make a positive change and to achieve great things. The world will tell you to follow the set of guidelines it sets out for you. If you believe in them, follow them; but if you think there is another way, a better way, pursue that. Dare to be an innovator, and try new ideas. That, and network, network, network! There are a lot of really great people out there with whom you can synergize. You never know where a professional relationship will take you or what doors one will open.

*Drawing
on their
experiences at
TC, the team
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a model that
prioritizes
the role of
communities...*



Rachel Cooper | MA, 2013
Education Policy Consultant, World Bank

Before TC: Rachel holds a Bachelor's degree in Political Science from George Washington University. Immediately following her undergraduate degree, Rachel worked for several years in fundraising, development, and programming for an array of non-profit organizations based in New York City. Her deep-rooted interest in international relations, love of travel to all corners of the world, and passion for education eventually led her to apply for a Master's degree at Teachers College.



While at TC: Rachel pursued a Master's in International Educational Development with a concentration in International Policy and Planning and a focus on the South Asia region. During her first semester at TC, Rachel served as a graduate assistant at the State University of New York Global Center in Manhattan, working on a needs- and merit-based scholarship program for undergraduate women interested in pursuing internationally-focused careers, a position she maintained for two semesters. During her last semester at TC, Rachel was hired to manage the scholarship program. During the summer following her first year at TC, Rachel travelled to India to serve as a Research and Program Fellow for an education foundation, where she helped design a college scholarship program for rural female students and conducted independent research that she used for her IP in her last semester at TC.

After TC: Immediately following the completion of her Master's degree, Rachel stayed on at the SUNY Global Center to continue as a program manager and to jointly work with SUNY's Confucius Institute for Business. A little less than a year later, Rachel moved to Washington, D.C. to serve as a consultant to the Education Global Practice at the World Bank, where she is currently working. Rachel

works on a team as part of the Systems Approach for Better Education Results (SABER), exploring private education markets for poor families in Sub-Saharan Africa and South Asia. Rachel's work focuses primarily on the South Asia region, for which she conducts policy research and implementation analysis, oversees data collection in the region, and contributes to country-level and regional reports on the role of the private sector in education delivery.

Advice for Students:

Build relationships with professors and practitioners whose research interests align with your academic and professional interests – their advice can be invaluable. Take courses that both interest you and challenge you. The skills I gained in Gita Steiner-Khamsi's Comparative Education Policy course I utilize every day at the World Bank. Likewise, taking Henry Levin's Economics of Education course in EPSA has helped me understand concepts I would struggle with otherwise. The research methodology I learned from Amra Sabic El-Rayess was crucial for my IP as well for my consulting work. If you are interested in pursuing a career in education policy, it is a good idea to try to develop an understanding of qualitative and quantitative/statistical methodology. Explore internship opportunities both in New York City and in developing contexts. The relationships you build in New York City while in graduate school can be important as you pursue career options. At the same time, having work experience in a developing country can be important for your CV. Additionally, if you have the opportunity to design and conduct independent research, seize it! I advise using your IP as an opportunity to add to your portfolio, and not just as another paper you need to write to obtain your degree.

Build relationships with professors and practitioners whose research interests align with your academic and professional interests.

TC ALUMNI PROFILES

Emeline Brylinski | MA, 2014 Consultant, Global Monitoring Report, UNESCO

Before TC: Emeline did her undergraduate studies in France, in pedagogy and ICTs, where she specifically looked at alternative pedagogy and studied the use of media to develop a culture of intercultural education within the school. Meanwhile, she was involved with a middle school, volunteer work, and worked as a summer camp counselor with youth in foster care and with youth with disabilities. However, the youth she worked with were dropping out if they were not already excluded from school or socially segregated. She realized how policies often reinforce discrimination at school, instead of creating an enabling and safe space for these young people.



At TC: Emeline came to TC for an MA in International Educational Development and graduated in May 2014. During her time at TC, she explored how policies and curriculum reinforce structural violence or can enable and shape a culture of contextualized inclusion. She unofficially combined two majors, international educational policy and peace and human rights education, and took methods classes and courses on policy and peace education. Then, she completed her degree with courses outside of the department, focusing on the youth audience she had worked with previously. These courses presented an opportunity to reflect the diverse issues related to educational policy for marginalized children and youth in the field of international educational development.

Emeline also attended many conferences and roundtables and got involved in student organizations; these activities gave her the chance to interact with different students, professors and researchers and to be exposed to diverse perspectives. She was also involved in a research project

with Professor Pizmony-Levy; was a mentor for youth in foster care at New Alternatives for Children; and over the summer break conducted an internship in Tunisia with the international peacebuilding organization Search for Common Ground.

After TC: Right after graduation, she joined the Education for All (EFA) Global Monitoring Report (GMR) team at UNESCO – Paris for an internship. This summer experience was a perfect bridge between her MA and working at an institution. She worked with a team of researchers from whom she learnt a lot and was able to contribute in her field of expertise to draft research about marginalized populations and inclusive educational policies. For four months, she supported research and monitoring on a range of topics such as language of instruction, access to education, teachers, and quality of education. Following the summer internship, she became a consultant for the team to support the finalization of the 2015 report that will be launched in April. With colleagues, she took on additional tasks and responsibilities, including putting together a youth version of the GMR report. She will have spent 10 months with the EFA GMR by April and has learnt a tremendous amount on how international organizations work and the challenge of doing research for institutions rather than academia. In April, she will join the International Bureau of Education (IBE-UNESCO) in Geneva to specifically support curriculum design and development on the question of inclusion and Global Citizenship Education.

Advice for Students: New York is an incredible city that you should take full advantage of. Learning happens inside and outside of the university. Take advantage of Teachers College's life and engage with students and professors both from your field and outside of your field. Volunteer work, internships, and research projects with professors are opportunities to apply learning, expand your knowledge, and reflect on your work at TC.

Policies often reinforce discrimination at school, instead of creating an enabling and safe space...

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globalUpdate

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and faculty of the International and
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**We welcome your news,
announcements, and updates!**

Keep in touch with your program,
classmates, and colleagues. For
information regarding future
editions of **globalUPDATE**, please
contact us at iedcieinfo@tc.edu.

Harold Noah continued from front page.

TEACHERS COLLEGE COLUMBIA UNIVERSITY

OFFICE OF THE PRESIDENT

January 18, 2014

On behalf of the trustees, faculty, alumni and everyone at Teachers College, I want to join today in honoring a very special member of the TC family - Harold Noah.

Harold, you have made an extraordinary and indelible impact on Teachers College, as an esteemed alumnus who received the Distinguished Alumni Award in 2012, former dean, the Gardner Cowles Professor Emeritus of Economics and Education, Director of the College's Institute of Philosophy and Politics of Education, and inspiration for the establishment of The Harold J. Noah Alumni Award in International and Comparative Education.

As a pioneer in the field of International and Comparative Education, your influence, through your research, leadership and publications, has been truly groundbreaking and transformative.

In the early 1960s when you entered the field – one dominated by qualitative methods – you introduced an ethos of greater objectivity, by using social science methods drawn from political science, economics and sociology. In your early studies of education in the Soviet Union and elsewhere, you quantified private and public investments in education and training and in many ways anticipated the current focus in this country of how to promote greater educational productivity.

In 1969, you and fellow Teachers College graduate Max Eckstein published *Toward a Science of Comparative Education*, a landmark work that demonstrated how such quantitative methods can be deployed in the service of comparing educational systems. Today, this seminal text continues to be regarded as one of the most important in the history of the field, and its approaches are now widely accepted and used the world over.

These are only highlights of your tremendous body of work, but for these and for all you have done for the educational betterment of students everywhere, we thank you and wish you the very best on this wonderful birthday celebration.



Susan Fuhrman

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