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ANNOUNCEMENT

Alumni Reception at CIES 2017

TC Reception:
March 8 at 8 p.m.
(see page 2 for details)



Re-mapping Global Education: CIES 2018 in Mexico City



COMPARATIVE & INTERNATIONAL EDUCATION SOCIETY
RE-MAPPING GLOBAL EDUCATION
South-North Dialogue | CIES 2018 | Mexico City

For many centuries, maps have been used to understand the world. Besides delineating geographic boundaries, maps have been marked by borders and hierarchies of knowledge and power—between Old World and New World, East and West, North and South, and between and within nation-states.

In a similar way, comparative and international education as a field has reflected divisions between what have been characterized as developed and developing nations, and where and by whom knowledge is generated and exchanged. The knowledge exchange has often been a monologue in which the “experts” of the North speak to and study the South. Yet, as global forces increasingly connect local actors across divisions and borders, opportunities arise to remap intellectual boundaries and reshape the flow of global knowledge production and exchange in education.

The theme of CIES 2018, “Re-mapping Global Education,” aims to shift the traditional starting point of research to a greater extent toward the global South. This shift not only enables South-

North dialogue, but also enhances North-South dialogue and the expansion of South-South collaboration. The new map requires us as scholars and practitioners to expand our awareness of the voices, actors and knowledge producers that have historically been marginalized in educational research and institutions.

Taking advantage of the widening epistemological parameters of our field, we will focus the conversation on theories and methodologies produced in the global South, with a view toward exploring new voices around the globe. This perspective impels us to forge commitments with greater dedication more than ever across all kinds of borders and to re-envision possibilities for cooperation and mutual support in advancing education research and practice.

CIES 2018 invites proposals for papers, panel sessions, roundtables, and poster sessions that build on the expansion of the parameters of knowledge production and educational practice along these lines within the field of comparative and international education. Submission system opens in mid-August, 2017. Visit www.cies2018.org for more details.

MESSAGE FROM THE PROGRAM DIRECTOR



Dear Students, Alumni and Faculty of the ICE Program:

It is my pleasure to welcome you to the Spring 2017 edition of the Global Update newsletter of the ICE program. As we emerge from a winter season that has called us to stand and defend the commitment to diversity and social justice that we hold dear, it is with pride and hope that we share with you these articles that encapsulate the important work taking place within our program, our field and amongst our colleagues.

This March I become President-Elect of the Comparative and International Education Society. The planning of the CIES 2018 annual meeting is well under way. I invite all of you to reflect on topics relevant to the conference theme, "Re-mapping Global Education: South-North Dialogue." Please read the call for papers in the following pages. By all means, join us at CIES 2018 in Mexico City. It promises to be a conference full of lively intellectual discussions and educational exchanges.

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

Regina Cortina
Professor of Education

"It is with pride and hope that we share with you these articles that encapsulate the important work taking place within our program, our field and amongst our colleagues."

TC Alumni Reception at CIES 2017

Join TC faculty, alumni and students from the International and Comparative Education Program to celebrate Peter Moock (Ph.D. '73), this year's recipient of the Harold J. Noah Award in International and Comparative Education.

Date: Wednesday, March 8, 2017

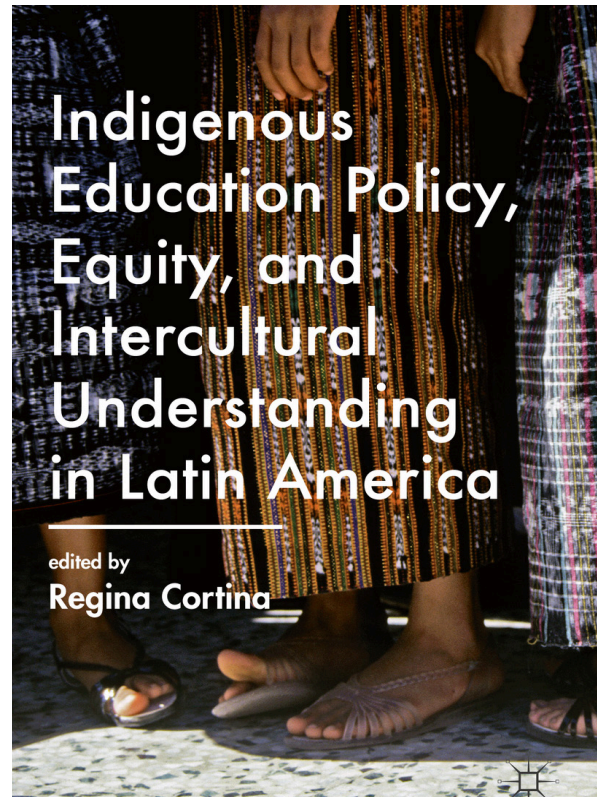
Time: 8:00 PM - 10:00 PM

Location: Room - Georgia 4, Sheraton Atlanta Downtown

Indigenous Education Policy, Equity, and Intercultural Understanding in Latin America

Edited by Regina Cortina

This book is a comparative study of educational policies over the past two decades in Latin America. These policies, enacted through constitutional reforms, sought to protect the right of Indigenous peoples to a culturally inclusive education. The book assesses the impact of these policies on educational practice and the on-going challenges that countries still face in delivering an equitable and culturally responsive education to Indigenous children and youth. The chapters, each written by an expert in the field, demonstrate how policy changes are transforming education systems in Bolivia, Ecuador, Mexico, and Peru. Going beyond the classroom, they highlight the significance of these reforms in promoting intercultural dialogue in Latin American societies.

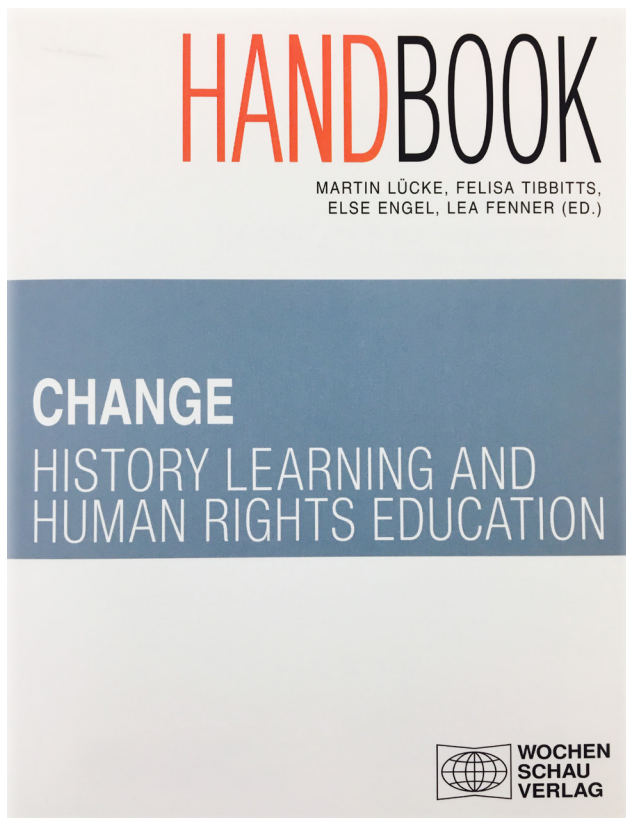


Change - Handbook for History Learning and Human Rights Education:

for Educators in Formal, Non-formal and Higher Education

Edited by Martin Lücke, Felisa Tibbitts, and Else Engel and Lea Fenner

The Change handbook published by Wochenschau Verlag explores combining the educational approaches of history learning and human rights education, applying both theoretical and practical approaches. This combined method links 'cosmopolitan' approaches of history learning and citizenship education with the critical pedagogy of human rights education in analyzing social, historical and political structures and processes in past and present societies. One of the editors is Dr. Felisa Tibbitts, who also wrote the chapter on applications for secondary school education.



Latin American and Latino Education Studies Events at Teachers College

In the past few semesters there have been multiple events that have drawn on the expertise of our program's faculty and students, educational practitioners in the community, as well as researchers and scholars from outside New York City to enrich the discussion on Latin American and Latino education. Below is a snapshot of several such events.



F. Isabel Campoy and Alma Flor Ada led the teacher workshop, Authors in the Classroom: A Transformative Education Process.

Education in the Americas: Knowledges and Perspectives

By Mariana Castro

The Education in the Americas: Knowledges and Perspectives conference was held at Teachers College, Columbia University on May 31 and June 1, 2016. The event was filled with enlightening discussions and conversations about education between scholars from both the Northern and Southern hemispheres who are working in the field of education in Latin America.

Some of the topics reviewed during the conference included, the various roles of civil society organizations in education in Latin America (including service delivery and advocacy), forced migration and education, indigenous peoples and intercultural education in Latin America, as well as many more topics.

The conference was filled with many panelists with diverse backgrounds, including Norma Guillard, a Cuban psychologist who presented a documentary she worked on about Cuba's National Literacy Campaign. The documentary, *Maestra: A Documentary on Cuba's National Literacy Campaign*, was rich with the history of this campaign and the stories of teachers who traveled to different rural parts of Cuba to teach children, adults, and elders to read and write. Having Norma Guillard, who traveled to TC from Cuba for the conference, was invaluable, as she contributed her own recollections of her participation in the campaign and of the reward she and the other teachers felt once it was completed.

Mariana Castro is a second year Master of Arts student in the ICE Program.

Authors in the Classroom: A Transformative Education Process

By Lucia Caumont-Stipanovic and Mariel Rivera Nieves

On April 9, 2016, renowned authors Alma Flor Ada and F. Isabel Campoy led a day-long workshop entitled *Authors in the Classroom: A Transformative Education Process*. The event took place at Teachers College, Columbia University, under the sponsorship of the K-12 Outreach Program at the Institute of Latin American Studies, Columbia University, which strives to enhance the professional capacity of teachers and their inclusion of Latin American and Caribbean history and culture in their classrooms and students' daily lives. More than 30 attendees from the tri-state area, including pre-service and in-service teachers, as well as graduate students, learned how to nurture the author within and center creativity and authorship in the classroom. Teachers took valuable applications and ideas back to their schools, and were able to enrich the pedagogical and learning experiences of their students.

According to one Intermediate (Grades 3-5) Spanish Teacher at a New York City private school, "The workshop was an absolutely motivating experience. After this enriching experience, I decided to adapt one of the ideas in my classroom: creating personal poems. The third grade students in my Spanish class developed poems about where they lived, about their communities and their environment. The result was very successful; all of the students were capable of creating and illustrating their poems and shared them with their families on the day we celebrated the Curriculum Share."

Lucia Caumont-Stipanovic is a second year doctoral fellow in the ICE Program. **Mariel Rivera Nieves** is a second year Master of Arts student in the ICE Program.

TEACHERS COLLEGE EVENTS

CONTRIBUTIONS
OF INDIGENOUS
KNOWLEDGE TO
EDUCATION

RESPONDING TO NEW
MIGRATION IN NEW YORK
CITY SCHOOLS

**NOVEMBER
3 + 4, 2016
TEACHERS
COLLEGE,
COLUMBIA
UNIVERSITY**

525 WEST 120TH STREET



Contributions of Indigenous Knowledge to Education

By Amanda Earl

Under the leadership of Professor Regina Cortina, the Contributions of Indigenous Knowledge to Education: Responding to New Migration in New York City Schools conference took place at Teachers College on November 3 and 4, 2016. The conference was co-sponsored by the Institute of Latin American Studies of Columbia University, the Center for the Study of Ethnicity and Race at Columbia University, and the Teachers College Vice President's Diversity and Community Initiatives Grant Fund of The Office of the Vice President for Diversity and Community Affairs at Teachers College, Columbia University.

This event was attended by local teachers, administrators, and TC faculty and students who benefited from learning from Indigenous advocates and knowledge keepers about the

historical, political, and economic factors that compel migrants to move to the United States and the social and pedagogical challenges and opportunities they are presented with once here. Participants also learned about the transnational ties that exist between Indigenous communities in Mexico and the United States, and the linguistic and cultural resources and backgrounds of the students they are entrusted with teaching. Keynote speakers featured Luis Enrique López, Director of the Programa de Educación para la Vida y el Trabajo (Education Program for Life and Work) (EDUVIDA) of the German Technical Assistance (GIZ) and Geraldine Patrick, Original Caretaker Scholars-in-Residence at Center for Earth Ethics, Columbia University.

Amanda Earl is a first year doctoral student in the ICE Program.



Photos by Kim Nguyen from the Morton Deutsch International Center for Cooperation and Conflict Resolution (MD-ICCCR). Left photo: Panel discussion, following the film program at Milbank Chapel on Sept 26, 2016. Right: Tabling of Columbia staff and student groups at event “Marketplace”.

Perspectives: Education and Empowerment in the Refugees Crisis

By Meredith Smith and Felisa Tibbitts

On September 26th, the Morton Deutsch International Center for Cooperation and Conflict Resolution (MD-ICCCR), the Advanced Consortium on Cooperation, Conflict and Complexity (AC4), the Masters Program in Negotiation and Conflict Resolution (NECR), and the Peace Education Network (PEN) of Teachers College co-hosted the event “Perspectives on Peace 2016: Education and Empowerment in the Syrian Refugee Crisis.” This program brought together a coalition of Columbia centers, programs and student organizations and helped to kick-off the beginning of the academic year. This event was the first in the 2016 Perspective on Peace Series that is regularly co-hosted by inter-entity partners, AC4, MD-ICCCR and NECR. It provided an up-close examination of some of the communities impacted by the current refugee crisis and creative responses being done to deliver the right to education to refugees.

The program began with a “marketplace” of organizations engaged in some way with the education of (or from) refugees, including Columbia University’s Students Organize for Syria; the Institute for the Study of Human Rights; the Social Intervention Group, School of Social Work; the Migration Working Group. Additionally, other organizations from around the New York City area hosted information tables, including Meaningful World; Global Network of Women Peacebuilders; International Rescue Committee, NY; Tanenbaum Center Multifaith Alliance for Syrian Refugees (MFA); and Tuesday’s Children. The evening program then moved to Milbank Chapel with a full audience for a curated screening of three short documentary films developed by and about youth and children who are Syrian refugees. Two videos were made in urban areas of Lebanon as part of Capture the Moment: Mobile Education Competition hosted by “Their World at School.” The first was by Mahdi Seyit, a 21-year old filmmaker, and tells of Abdelsalam, a 12-year-old Syrian refugee now in Beirut who dreamed of going to school

but now works as a mechanic. The next focused on street children in Hamra, letting them talk about their lives and dreams, made by Nessim Stevenson, 21, and Ghinwa Daher, 27. The final short documentary was the award-winning New York Times Op-Docs video “Another Kind of Girl” made by a 17-year-old Syrian who films an intimate portrait of life in her refugee camp in Jordan.

Following the screening, there was a panel of educators who gave presentations and joined in conversation with the audience and among each other, led by Dr. Felisa Tibbitts, Lecturer in the International Education Development Program at Teachers College. Panelists included: Bruce M. Usher, Professor of Practice and Director of the Tamer Center for Social Enterprise at the Columbia Business School; Laura Doggett, Community Artist and Producer & Editor of Another Kind of Girl; Nada Elatter, Director of Global Social Impact and Philanthropy at Sesame Workshop; Aline Sara, Founder and CEO of NaTakallam; and Dr. Felisa Tibbitts (moderator). The evening provided an opportunity for students to learn about creative, non-traditional efforts to carry out further development with refugees through teaching and learning processes, including the facilitation of Arabic language learning via Skype and employing adult Syrian displaced persons as tutors (NaTakallam); development of short, documentary videos through media workshops offered for young people; access to higher education through targeted scholarships; and participation in non-formal preschool programming. It was a powerful evening, punctuated by a member of the audience who made a surprising revelation at the end of the evening that he was himself a displaced Syrian now studying at Columbia University.

Meredith Smith is an Educational Professional and Program Manager at the Earth Institute Columbia University. **Felisa Tibbitts** is a lecturer in the ICE Program.

Research Collaboration Agreed with Partners in Cambodia and the Marshall Islands

By Carol Benson

Carol Benson, an Associate Professor at International and Comparative Education Program, has been active in signing research collaboration agreements between Teachers College and partners in Cambodia and the Marshall Islands.

In Cambodia, CARE International requested an official partnership with TC for ongoing evaluation and assessment of learning achievement of ethnolinguistic minority children in L1-based multilingual education programs. Prof. Benson was accompanied by MA students Rose Flynn and Kelsey Woodrick on a field visit in May 2016, during which we discussed future collaboration with CARE and Education Faculty scholars at the Royal University of Phnom Penh. The partnership agreement developed by TC, now with CARE's legal department, will allow us to submit proposals for student exchanges and collaborative research supporting MLE for speakers of non-dominant languages. The Cambodia context is particularly interesting because a pilot multilingual education program that started with non-formal community bilingual schools has been institutionalized as part of policy and practice in formal primary education, through the long-term commitment of CARE and partners UNICEF and International Cooperation Cambodia to working with the Ministry of Education at the national and provincial levels.

In the case of the Marshall Islands, ITS was approached last year by Mr. Caleb Christopher, Legal Adviser for the Permanent Mission of the Republic of the Marshall Islands to



(Left to right) Dr. Carol Benson, President Hilda Heine, Mr. Caleb Christopher and Kelsey Woodrick at the Permanent Mission of the Republic of the Marshall Islands to the United Nations.

the United Nations, on behalf of President Hilda Heine, EdD and former Minister of Education, for a visit to TC to discuss possible collaboration. Dr. Heine visited TC on April 19, 2016 and was able to speak to students and faculty about a range of educational issues, and specifically about language-in-education policy and the use of Marshallese. In September the President was in New York for the UN General Assembly and asked to sign a Memorandum of Understanding with TC that would facilitate future collaboration. MA student Kelsey Woodrick and Professor Carol Benson met her in their offices near the UN on September 22, 2016 to sign the MOU.

Carol Benson is an Associate Professor at the International and Comparative Education Program.

*“The partnership agreement...
will allow us to submit
proposals for student
exchanges and collaborative
research supporting MLE for
speakers of non-dominant
languages.”*



Photo of meeting at RUPP in Phnom Penh. (Left to right) Rose Flynn, Jan Noorlander (CARE Cambodia), Dr. Carol Benson, Professor Chan Oeurn Chey, Professor Sot Visal, Faculty of Education Chair Dr. Soth Sok & Kelsey Woodrick

Imperfect Storm: Deconstructing the Hue and Cry that Follows International Education Assessments

By Joe Levine



Oren Pizmony-Levy, Assistant Professor of International & Comparative Education, with doctoral fellow Phoebe Linh Doan and Master's degree students Erika Kessler and Jonathan Carmona, all in TC's International & Comparative Education program. (Photo Credit: Desiree Halpern)

It happens every 12 years: results from the world's two largest international education assessments, TIMSS (conducted every four years) and PISA (conducted every three years) are released concurrently, setting off new rounds of soul-searching among educators, policymakers, economists and the general public in nations around the world.

This year is one of those years, with the results of the 2015 TIMSS (Trends in International Mathematics and Science Study) released on November 28th and those of PISA (Programme for International Student Assessment) released on December 5th. In the United States, as elsewhere, depending on who you talk to, you'll hear that the education system is falling apart, making strides, going nowhere or functioning at different levels on behalf of different populations of students.

"My students have coined the term 'ranking storm,'" says Oren Pizmony-Levy, Assistant Professor of International & Comparative Education. "And this year we have two storms coming together. The question is: how will the public react?"

To answer that question, Pizmony-Levy and some 70 volunteers – his own students at TC and others abroad – have embarked on two parallel projects: an analysis of media reporting of

the TIMSS and PISA results in 30 countries, and public opinion surveys in the same countries both before and after the results are reported. The latter effort is aimed at determining changes in attitudes towards nations' education systems and policies. The project is being supported by a grant from TC's Provost's Investment Fund, while related work by Pizmony-Levy that looks into how policy makers in Massachusetts and North Carolina engage with PISA results is funded by the Spencer Foundation.

"In many countries, there's an obsession with the ranking – not necessarily with the achievement of the students or the gaps between groups," Pizmony-Levy says. "Yet a nation's ranking can go down even when its performance improves, because other countries may improve even more, or because more nations may participate in the assessment. So looking only at the ranking isn't the best way to understand the data – but the general public isn't going to read these thick 500-page reports full of charts and tables. Most will read about the results through newspapers and other media outlets. So we're looking at how media outlets are reporting on this."

Imperfect Storm continued on page 9

RESEARCH HIGHLIGHTS

“In many countries, there’s an obsession with the ranking – not necessarily with the achievement of the students or the gaps between group.”

In a pilot study, conducted in 20 countries based on the release of PISA in December 2013, Pizmony-Levy found that “the majority of the news stories (77.6 percent) reported on ranking, which is not the best way to engage the data.” He adds that “66 percent of the stories did not include sufficient background information about PISA. Thus the general public cannot fully understand what PISA can and cannot say about schools, teaching and learning.” Even simple graphic presentation of rankings can color public opinion, Pizmony-Levy says. He cites one newspaper’s reporting of Israel’s performance on the TIMSS assessment during the late 1990s. “It showed that among 20 countries, Israel was 17th. But it omitted 15 other countries that were lower than Israel. And that’s a very common practice that dramatizes the results.”

One major issue, Pizmony-Levy says, is that the two assessments ostensibly cover some of the same ground – yet in fact, they are very different and often tell very different stories. TIMSS, conducted every four years since 1995, is a grade-based assessment of fourth and eighth graders’ mastery of curriculum. PISA is an aged-based assessment of 15-year-olds that focuses on students’ ability to apply knowledge in supposed real-world situations. Both TIMSS and PISA assess math and science, but only PISA assesses reading. TIMSS incorporates more “system variables” -- contextual information about curriculum, principals, and teachers. “In 2004, when both studies last came together, there was a lot of noise, because the rankings weren’t necessarily similar between the two tests,” Pizmony-Levy says. “That created a lot of confusion with policymakers.”

Pizmony-Levy’s project is led by doctoral fellow Phoebe Linh Doan, who is writing her dissertation on students’ engagement with large-scale assessment, and two Master’s degree students, Erika Kessler and Jonathan Carmona. All three are students in TC’s International & Comparative Education program. They, in turn, are managing a team of 70 student volunteers from across TC and in Europe, South America, Australia and Hong Kong. Students in each country are asked to collect seven articles about each assessment and analyze the reporting according to a framework developed by the principal investigators. The analysis includes the kinds of visual representations used, the tone of the article – whether it is “scandalizing” or “glorifying” the assessment results, or taking a neutral stance – and who is being quoted as the main interpretive voice. This framework is

based on Pizmony-Levy’s research and the work of Gita Steiner-Khamsi, Professor of International & Comparative Education.

Training of the student analysts is extensive. Many at TC are taking, or have taken, Pizmony-Levy’s course, “Social Analysis of International Assessments,” which includes discussion of the methodology and the reports of TIMSS and PISA. The class includes hands-on exercises with media analysis. Those not taking the class are offered training sessions that include an introduction to the project and review of our pilot study, guidance on finding relevant media outlets and news stories, review of the web-based protocol and practice using it with a news story about PISA 2013 or TIMSS 2012. Students have also translated the survey into 13 different languages and disseminate it via social media and listservs. The baseline survey has included nearly 3,000 respondents from 20 different countries. Pizmony-Levy will subsequently offer training in analysis of the entire data set on media reporting, as well as in quantitative analysis of the data from the survey. Some students will use the data for their Master’s degree integrative papers and projects. Other students will present work at an upcoming conference of the Comparative and International Education Society.

Down the road, Pizmony-Levy hopes to study how both media portrayal of the assessments’ results not only shapes public opinion but also how it affects policy. “The top five performing nations or systems are mentioned all the time, the rest, hardly ever,” he says. “Yet the successes of those countries might not be replicable elsewhere, either because of the socioeconomic makeup of their populations or because they are generous welfare states. Meanwhile others tend to see themselves negatively, and politicians make use of that. President Donald Trump and Education Secretary Betsy DeVos might spin TIMSS and PISA results for ideas about demolishing the Department of Education or reallocating budgets. It could be used as a Sputnik moment, to evoke national security, to mobilize everyone to a cause. Without a nuanced understanding, you can project whatever you want onto the results.”

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“The analysis includes the kinds of visual representations used, the tone of the article – whether it is “scandalizing” or “glorifying” the assessment results, or taking a neutral stance – and who is being quoted as the main interpretive voice.”

Dr. Steiner-Khamsi and Dr. Aklog Recognized for Their Work in Mongolia With the Most Successful Development Project Award from the Asian Development Bank

By Fenot Aklog

Batjargal Batkhuyag (MA, 2005). Together, ICREST and MEA

On August 8th 2016, the Asian Development Bank (ADB) bestowed its Most Successful Development Project Award on three projects after an evaluation of eighty ADB-funded development projects in the Asia and the Pacific region. One of the three award recipients was the Education for the Poor—Financial Crisis Response Project in Mongolia, whose technical assistance component was led by the ICE Program’s Professor Gita Steiner-Khamsi and Adjunct Associate Professor and ICE Program alumna Fenot Aklog (Ed.D., 2005).

Gita Steiner-Khamsi and Fenot Aklog are co-Directors of ICREST, the international division of the National Center for Restructuring Education Schools and Teaching (NCREST) at TC. In 2010, ICREST received a three-year \$650,000 grant from ADB to provide operational and research support to the Ministry of Education and Science in Mongolia in its efforts to mitigate the negative impacts of the 2008 global financial crisis on access to education by the country’s poor and to help safeguard the substantial achievements that Mongolia had made in the education sector.

At the time, Mongolia was facing significant decreases in its education budget, including a widening of extant funding gaps and declining school operation and maintenance budgets. Households were increasingly unable to afford the costs of sending their children to school (such as for school meals, textbooks, and uniforms) due to increasing unemployment and poverty and reduced purchasing power; and the education system was confronting potentially irreversible dropouts of poor and other vulnerable students, particularly in the pre-primary and early grades.

As Co-Principal Investigators of ICREST’s Education for the Poor—Financial Crisis Response Project (aka the Crisis Project), Dr. Steiner-Khamsi and Dr. Aklog designed and implemented a multi-component technical assistance (TA) project that aimed to ensure that access to and enrollment in quality preschool and basic education for the poor as well as system efficiency would be maintained and further enhanced in Mongolia during the financial crisis and beyond. To implement the project, ICREST partnered with the Mongolian Education Alliance (MEA), a community service organization based in Ulaan Baatar, Mongolia, whose Executive Director is ICE Program alumnus

assembled a team of 17 international and Mongolian education

research and policy experts for the Project, which included ICE Program alumni Dr. Peter Moock (M.A., 1969; former TC professor and World Bank education economist), Dr. Cathryn Magno (Ph.D., 2000, Associate Professor of Education, University of Fribourg, Switzerland), Otgonjargal Okhidoi (Ed.M., 2005), Gerelmaa Amgaabazar (M.A., 2004), and EPSA doctoral student Saima Gowani and Research Assistant Professor Dr. Amra Sabic-El-Rayess.

ICREST’s work on the Crisis Project helped Mongolia to successfully sustain access to quality preprimary and basic education for the poor and other vulnerable students during the financial crisis, and the Project’s interventions were scaled up into the regular system once the crisis subsided. ICREST’s research and recommendations led the Ministry of Education to make several policy decisions, including to significantly increase per-pupil expenditures for the preschool free meal program; to implement official standards for school uniforms for the first time; to institute an integrated EMIS policy and implementation strategy; and to explore a new school funding formula that would reduce inefficiencies.

In addition, ICREST had the opportunity to present its Crisis Project work at CIES and at the Education Policy Research in Mongolia International Conference held in Ulaan Baatar in October 2012. The conference—the very first of its kind in the

“ICREST’s work on the Crisis Project helped Mongolia to successfully sustain access to quality preprimary and basic education for the poor and other vulnerable students during the financial crisis.”

Award Details continued on page 11

“Preschool enrollment surged to the extent that the Government of Mongolia had to think of additional preschool modalities to cater to the large number of children who were registered for preschool.”

country—convened Mongolian and international academics, doctoral students, education researchers and policy analysts who presented their work in Mongolia.

In the press release for the 2016 Most Successful Development Project Award, Vinod Thomas, Director General of Independent Evaluation at ADB noted:

The winning projects, as well as meeting their objectives, all offered lessons for achieving development results in their areas of operation, which can be replicated and enlarged in similar projects by ADB, other development institutions, and national decision makers. In short, they all offered tremendous learning experiences.

Commenting on the impact of the Crisis Project, Dr. Steiner-Khamsi noted:

The studies we produced a few years ago, especially the ones on the preschool free meal program had a visible impact on access of poor children to free and healthy meals. Preschool enrollment surged to the extent that the Government of Mongolia had to think of additional preschool modalities to cater to the large number of children who were registered for preschool. The conference following the series of studies was phenomenal. The turnout was massive. For sure, it will be remembered as a milestone of education policy studies in Mongolia.

and MEA Executive Director Batjargal Batkhuyag expressed:

MEA is proud to be part of this joint work together with TC. I'm also proud to have had an opportunity to have links with my alma mater... It is also important to mention that many of the studies we did during this TA project have been widely appreciated and referenced by the research community and especially by local CSOs.

For more information about the Education for the Poor—Financial Crisis Response Project in Mongolia see: <https://www.adb.org/projects/documents/education-poor-financial-crisis-response-project-mongolia-pcr>.

Fenot Aklog is an Adjunct Associate Professor in the ICE Program and the Director of Research of NCREST.

Global Assessment, Local Use: How States Use Results from International Large-Scale Assessments of Education in Policy and Practice

By Nancy Green Saraisky

While the rise in participation of countries in international large-scale assessments (ILSAs) is well documented, much less is known about how ILSA data gets used at the sub-national level. Around the world, various cities and states (for instance, Dubai in the U.A.E. or Buenos Aires in Argentina) have chosen to participate in PISA in addition to their country's national participation in the assessment. In other cases, the country as a whole does not participate but rather is represented by a sub-national unit (for example, in China, where two cities Shanghai and Beijing, and two provinces, Jiangsu and Guangdong, participate). Recently, this phenomenon has been evident in the United States, as individual U.S. states have chosen to participate in PISA above and beyond federal commitment to national participation.

Assistant Professor Oren Pizmony-Levy and Adjunct Assistant Professor Nancy Green Saraisky have received a grant from the Spencer Foundation to explore this phenomenon. Their project, “Global Assessment, Local Use: How States Use Results from International Large Scale Assessments in Education Policy and Practice” takes a systematic look at whether and how two U.S. states (North Carolina and Massachusetts) use PISA data to inform policy and practice. As Professor Pizmony-Levy notes, “This is not an evaluation study, but rather a first attempt to understand how actors on the ground engage with ILSA data. We hope to highlight how variation between states affects research use and policy action.”

Green Saraisky concurs, saying “Given the popularity and influence that ILSAs have, as well as the costs of participating, we want to better understand the conditions under which actors use PISA as evidence in the service of education policy.” Working with student research assistants, Pizmony-Levy and Green Saraisky will conduct interviews with state legislators, policy staff and analysts, NGOs, advocates, journalists and academics in each state. They will also conduct content analysis of the media coverage of PISA performance in each state.

Nancy Green Saraisky is an Adjunct Assistant Professor in the ICE Program.

Urban Refugee Education Study: Strengthening Policies and Practices for Access, Quality and Inclusion

By Jihae Cha

The iconic image of refugees in camps is no longer the standard as more than half of all refugees live in cities (UNHCR, 2016). Amidst the myriad problems faced by urban refugees – including issues of safety, security, violence, and xenophobia – the right to education for children and youth is often difficult to realize, leaving them invisible and unprotected (UNHCR, 2011c). Further exacerbating the situation, there is a lack of knowledge and understanding around how global and national policies intersect to shape schooling practices and how they ultimately impact the experiences of urban refugees' educational opportunities.

To fill this gap, Co-Principal Investigators Mary Mendenhall and Garnett Russell led a research team of faculty and students to study this issue. The team included: Assistant Visiting Professor Elizabeth Buckner and current and recent graduates Peter Bjorklund (M.Ed. 2016), Jihae Cha, Danni Falk, Sarah Horsch, Diana Rodriguez-Gomez (Ed.D. 2016), and Dominique Spencer. The study was generously supported by the U.S. State Department Bureau of Population, Refugees and Migration.

The study consisted of three components: 1) a desk review of the existing legal and policy landscape; 2) a global survey; and, 3) three country case studies. Survey data comes from 190 respondents working for United Nations (UN) agencies and international and national non-governmental organizations (NGOs) in 16 different countries across four different regions (Middle East and North Africa, Latin America, Sub-Saharan Africa, and Asia) with high rates of urban populations. We focused our study on countries in the Global South, given that 86% of refugees reside in developing regions (UNHCR 2016).

More nuanced qualitative data comes from our three country case studies, conducted in Nairobi (Kenya), Beirut (Lebanon), and Quito (Ecuador). For the case studies, we conducted in-depth interviews with more than 90 stakeholders including government officials of the host country, UN officials, NGO personnel, principals and teachers. Our student team members were involved in every step of the research process, from initial design to final deliverables. Several students also traveled to the field sites with a faculty partner to interview key informants and collect additional information for this study.

Key findings from the study emerged and include the following: The push to integrate refugee students into national education systems may confront challenges in the policy formation process, including: nonexistent or unclear policies; shifting and volatile policy environments; and contradictory policies and misalignment between and across government offices. The majority of countries in this study have relatively inclusive national policies that allow urban refugees to go to school, but there are significant challenges to policy implementation. These challenges include: limited space/capacity in public schools to accommodate students; limited government capacity to monitor; lack of information about policies at sub-national and local levels; autonomy of local education authorities and school personnel; and rising xenophobia and discrimination against refugee populations. Local, national and international organizations need to significantly modify their approaches to working with refugees in urban spaces in order to better support the government's lead role, improve coordination among diverse and varied actors, collect better data about the educational

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needs of urban refugees, design and implement programs that dually benefit refugee and host communities, and mitigate xenophobia toward refugees among host communities.

Given the gravity, scale, and duration of refugee-producing crises around the world, our two overarching recommendations call on national governments, UN agencies, and donors to support full integration and inclusion of refugee students into national schools, and for civil society organizations to support the provision of non-formal education programs to fill the needs and gaps not met by government schools.

In October 2016, our team had the great pleasure to present our study's findings and recommendations at the Urban Refugee Education Roundtable in Washington DC, which we co-sponsored in partnership with the USAID Education in Conflict and Crisis Network and the Inter-Agency Network for Education in Emergencies (INEE). The event brought together diverse actors from the UN agencies, NGOs, donor agencies, research institutes/universities and other interested stakeholders to critically reflect on the current status of urban refugee education and to help shape a collaborative agenda for research, policy and practice. The day started with thought provoking remarks from a number of respected speakers; after this, researchers and NGO representatives shared insights from their work, then asked



participants to identify priorities for further research. Our TC team produced a number of project deliverables as well, which you can find on our www.tc.columbia.edu/refugeeeducation website. These include: a policy report, a programmatic guidance report, an advocacy brief, an infographic, and a short video about urban refugee education. Finally, we look forward to presenting our study as one of the panels featured by the Education, Conflict, and Emergencies SIGs at the CIES 2017 in Atlanta Georgia.

Jihae Cha is a first- year doctoral fellow at International and Comparative Education Program.

Teachers for Teachers: Professional Development for Refugee Teachers in Kenya

By Sophia Collas

In 2015, Teachers College, through the leadership of Dr. Mary Mendenhall, partnered with UNHCR, Finn Church Aid and the Lutheran World Federation to develop an integrated professional development opportunity that would help to improve the quality of education in areas of crisis. Teachers for Teachers aims to create a professional development initiative for teachers working in extraordinary circumstances. Teachers for Teachers has been designed uniquely for refugee teachers in Kakuma refugee camp in Kenya, with an eye towards providing sustained support for teachers in the camp and possibly in other settings. Teachers for Teachers takes an integrated approach of best practices in teacher professional development to provide long-term and holistic support for teachers. Teachers for Teachers combines teacher training, peer coaching, and mobile mentoring to provide robust and continuous support to teachers.

The 2016-2017 academic year has been full of growth and development for the Teachers for Teachers project. The Teachers for Teachers team came together, consisting of the following positions: Training & Research Coordinator (Danni Falk), Mentoring Coordinator (Shezleen Vellani), Media &

Communications Coordinator (Sophia Collas), Monitoring & Evaluation Coordinator (Emily Richardson), and two Research Coordinators (Jihae Cha and Lauren Bowden). More recently, Sarah French, Tehreem Asghar, Shenshen Hu, and Makala Skinner joined the team to provide additional support to monitoring and evaluation activities. With a larger team in place, the Teachers for Teachers team is able to expand its capacity to monitor project activities, analyze collected data, communicate key findings across different audiences, and disseminate the valuable stories and perspectives that participating refugee teachers share with us.

Teachers for Teachers is also grateful to a new partnership with the Kenyan-based Safaricom Foundation, which generously provided 130 new cell phones with air-time and data for teachers involved in the mentoring program. Through the mentoring program, small groups of teachers in Kakuma are connected with a "Global Mentor" – an experienced teacher or passionate educator from anywhere in the world – through the application Whatsapp. Mentees are able to receive real-

Teachers for Teachers continued on page 14

RESEARCH HIGHLIGHTS



time feedback and problem solving support for their daily classroom experiences in the camp. Thirty mentors have been recruited and trained to date. Team members have been visiting Kakuma refugee camp on a regular basis throughout the year to conduct teacher training workshops, to recruit and train new peer coaches, and to facilitate mentee orientation workshops. To date, we have reached 132 teachers through the Teachers for Teachers initiative. Our team has also conducted focus group discussions on the experiences of coaches and how this has impacted their teaching and identity as teachers. The team also collected personal stories that asked teachers to reflect on their involvement with Teachers for Teachers.

Luka, a teacher working in Kakuma for five years shared the following: *"I am excited to be part of this important and constructive effort to help educate refugee children. These children in the Kakuma lost their right to education to wars and ethnic conflicts in their home countries but now that they are getting that right being offered to them here in the camp, becoming part of that makes me feel humbled for having the chance to offer this humane and wonderful service to the children of my fellow refugees. I will also*

feel grateful to be part of history in future especially when some of the children we are teaching here in the camp become great people and do some great and wonderful things for their countries and humanity." Chaltu, another teacher who has been working for 4 years shared: *"I used to be a reactive teacher but due to different skills and experiences I gained in the trainings I am now a proactive teacher and I really appreciate the the people who are taking us through the trainings. I am still looking forward to gaining more and more skills to help me in my teaching."*

The Teachers for Teachers team is planning two more trips in 2017 during which additional trainings, data collection, and stories will be documented. The team will also present at the CIES conference in Atlanta in March 2017 and at Mobile Learning Week in Paris, France later in the month on current activities, findings, and areas for further development and growth. For more information about our Teachers for Teachers initiative, please visit www.tc.columbia.edu/refugeeeducation.

Sophia Collas is a second year Master of Arts student in the ICE Program.

Dr. Tibbitts Receives 2016 Edward O'Brien Human Rights Education Award

Dr. Felisa Tibbitts is the recipient of the 2016 Edward O'Brien Award for Human Rights Education. Established in 2015 in memory of Ed O'Brien, pioneer human rights educator, the O'Brien Award honors an individual and an organization that have made an outstanding contribution to human rights education in the United States. This year's award was formally given on Saturday, December 3, 2016 during the annual conference of the National Council for the Social Studies in Washington, DC.

Both scholar and activist, Dr. Felisa Tibbitts co-founded the NGO Human Rights Education Associates (HREA – www.hrea.org), which she directed from 1999-2011, and co-founded Human Rights Education. She has published practical resources

on curriculum, program development, and evaluation on behalf of the Office of the UN High Commissioner for Human Rights, UNICEF, UNESCO, OSCE/ODIHR, the Council of Europe, and non-governmental organizations such as Amnesty International and the Open Society Foundations. Her scholarship has appeared in numerous books and journals including the Journal of Peace Education, Intercultural Education, Prospects, and the International Review of Education. One nominator said of Dr. Tibbitts, *"Felisa is an inspiring model for all of us. ... As much as I am impressed with her intelligence and speaking ability, I am even more appreciative of her personally. ...I find Felisa to be a light in the darkness, the consummate professional with no self-serving nature. She is the ideal human rights educator and activist."*

ICE Doctoral Students Discuss Their New Book

By Sheveena Rowe

On October 4th, 2016, Columbia University's C.V. Starr East Asian Library hosted a book panel and book signing event to celebrate the publication of *Kuo Ping Wen: Scholar, Reformer, and Statesman*. The highly distinguished Kuo Ping Wen, regarded as the father of modern Chinese higher education, is Teachers College's first Ph.D. graduate from China in 1914. This new book co-edited by Ryan M. Allen and Ji Liu, two doctoral fellows in the ICE program, highlights Kuo's outstanding career and lifetime achievements.

This event, co-sponsored by Columbia University's Weatherhead East Asian Institute, Department of East Asian Languages and Cultures, Columbia Confucius Institute, Office of Global Centers, and the Center for Chinese Education, featured several distinguished speakers who provided critical insights into Kuo's life and his philosophies. Among them was his grandniece, Carolyn Hsu, and the four panelists: David Gedalecia, Professor of History at the College of Wooster, Yanqui Zheng, Ph.D. candidate in Modern Chinese History at Northwestern University, Ryan Allen, and Ji Liu, doctoral fellows at Teachers College.

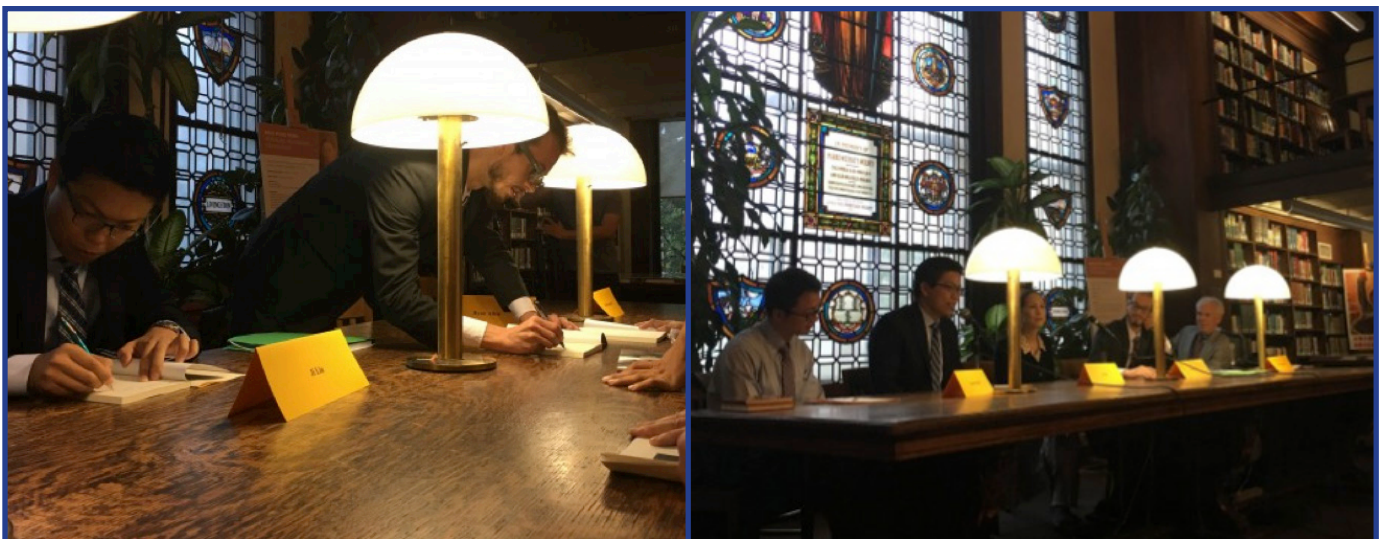
Carolyn gave the audience an overview of Dr. Kuo's life philosophies. She stated that two of his fundamental convictions were: his belief that developing global diplomatic relations was integral to building a strong nation that could stand shoulder to shoulder, equally, with other Western powers, and his belief that education should be used as a character building tool.

The first panelist, Professor David Gedalecia, provided an overview of Dr. Kuo's life as a scholar. He specifically highlighted the role Dr. Kuo's undergraduate experience at Wooster College played in shaping his perception about the importance of receiving a balanced education.

The second panelist, Ryan Allen, discussed Kuo's role as a perceptive statesman, who was not only at the forefront of advocating for U.S. China diplomatic relations, but also among the delegates who helped to create the framework for some of the most impactful international development organizations. The third and fourth speakers, Ji Liu and Yanqui Zheng, discussed Kuo's life as an education advocate and reformer. Ji talked about how Kuo's experience at Teachers College, the first institution that offered Comparative International Education as a field of study, helped to inform and shape his work as an education reformer in China. Yanqui, discussed Kuo's contribution to the creation of the China Institute, the oldest cultural and educational non-profit organization in the United States, which focuses exclusively on the Sino-U.S. relationship.

Video recordings of this book panel can be viewed through Columbia University's Youtube Channel: https://youtu.be/0HFxDg_KLxI

Sheveena Rowe is a first year Master of Arts student in the ICE Program.



Ji Liu (left) and Ryan M. Allen (right), both doctoral fellows in the ICE program, sign their books at the book signing event. A book panel was hosted by Columbia's C.V. Starr East Asian Library to celebrate the publication of *Kuo Ping Wen: Scholar, Reformer and Statesman*.

ICE PROGRAM UPDATES

ICE Internship Fair, Fall 2016

In collaboration with TC Career Services and the Society for International Education (SIE), the ICE Program hosted Internship Fair on November 10, 2016. Students networked with representatives from over 20 organizations in the field of international and comparative education for their future internship opportunities.



ITS Workshops 2016-2017

The ITS workshop series provides a venue for faculty and students from the Department of International and Transcultural Studies (ITS), as well as from other departments and institutions, to present scholarly research, to discuss work in progress and to further develop our scholarly community. The scope of the Workshop Series is, by design, deliberately broad and inclusive, ranging from work on large-scale educational policy to the study of micro interactions in the classroom. An additional feature of the Workshop Series is to provide opportunities for professional development, including managing a dataset or discussing a relevant topic in the field.

September 27 Dr. Mary Mendenhall, Dr. Susan Garnett Russell and Dr. Elizabeth Buckner - Urban Refugee Education Study: Strengthening Policies and Practices for Access, Quality and Inclusion

October 11 Dr. Nicholas Limerick - New Alphabets, Reading Speed, and a Semiotics of "Illiteracy" in Intercultural Bilingual Education in Ecuador

October 25 Dr. Mieke Lopes-Cardoso - Teaching for Peace or Conflict? A Conceptual Journey to Study Educators' and Students' Agency for Sustainable Peacebuilding

November 1 Victor Llanque Zonta - Does Mass Public Transit Improve School Accessibility in La Paz, Bolivia?

November 15 Sandra Sirota - Building A Movement from the Middle: The Human Rights Education Network in the United States

January 30 Dr. Carol Benson - Towards a Holistic Approach to Program Evaluation and Learner Assessment: A Case Study of Multilingual Education Implementation northeastern Cambodia

February 6 Emily Richardson - Teacher Quality and Accountability in Low-Fee Private Schools in Dhaka, Bangladesh

February 21 Dr. Bryan Gopaul - Higher Education in Kazakhstan

February 23 Dr. Lesley Bartlett - Rethinking Case Study Research: A Comparative Approach Book Talk

March 1 Amber Webb - Empowerment in Emergencies

March 21 Dr. Anja Mihr - Human Rights Education during Transitional Justice Process in Europe since 1945

April 25 Dr. Jongsung Kim - Teaching Japanese-Korean History through "Authentic Communication"

Current Issues in Comparative Education, a TC Excellence 19 Years Strong

By Erika Kessler

Current Issues in Comparative Education (CICE) is an open access, online academic journal created by the International Transcultural Studies Department in 1997 at Teachers College, Columbia University. CICE seeks to provoke inquiry into comparative education by publishing articles from a variety of academic disciplines, and creating explicit and revealing contributions to the debate on educational policy and comparative studies.

After 19 years since its founding, CICE is now recognized and respected as a cutting edge source for debate in the field of comparative and international education.

Starting with the current 19th volume, CICE will publish an open theme issue in the fall and a special theme issue in the spring of each academic year. This new arrangement will continue to promote CICE's role in provoking timely discussions and debates, and at the same time, offer a space for in-depth scholarly research and inquiry. Last fall, CICE received a record number of manuscript submissions to its first open-theme issue, and we are excited to showcase the excellent rigor of our contributing authors and their important work.

As for spring 2017, CICE is happy to announce that our newest special theme issue is titled "The Economics of Education: Evidence from China." It will be the first time that CICE dedicates a special issue to cover two important topics, namely the economics of education and education policy research in China, and we are fortunate to work with scholars who specialize on these topics.

The rigor and professionalism of CICE publications cannot be made possible without the dedicated work of all the outstanding authors who consider our journal, the expert faculty advice we receive, as well as the committed individuals who serve on our editorial board. We thank all who have contributed to the success and smooth operations of this journal in one way or another. For a complete list of contributors, please visit our website: <http://www.tc.columbia.edu/cice/>

Erika Kessler is a first year Master of Arts student in the ICE Program, and the Secretary for CICE.



2016-2017 CICE Members

Faculty Advisor

Oren Pizmony-Levy | Assistant Professor in International and Comparative Education

Editor-in-Chief

Ji Liu | PhD Student in Comparative International Education, Economics

Secretary

Erika Kessler | MA student in International Education Development

Outreach Co-chairs

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Nivetha Nagarajan | MA student in International Education Development

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Soomin Park | MA student in International Education Development

Senior Editors

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Phillip A. Boda | PhD student in Math, Science, and Technology, Science Education
Audrey Le | PhD student in Anthropology and Education
Marlana Salmon-Letelier | EdD student in International Education Development

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Abbas Abbasov | MA student in Higher and Postsecondary Education
Maggie Appleton | MA student in International Education Development
Kelsey Steffen | MS student in Neuroscience and Education
Yvonne Thevenot | EdM student in Curriculum & Teaching
You Zhang | MA student in International Education Development

Faculty Advisor, Spring 2017 Special Theme Issue

Mun C. Tsang | Professor of Economics and Education Policy

Sport as Psychosocial Support for Refugee Girls in Jordan

By Dominique Spencer

As the refugee Olympic team made its historic debut in Rio de Janeiro this summer, young athletes in training learned the basics of soccer, basketball, Zumba, and frisbee on a donated field in Amman, Jordan. For four weeks each summer, refugee girls from Iraq, Palestine, and Syria, as well as Jordanian girls from low-income communities, are brought together for sports camps by an organization called Reclaim Childhood. Many girls at the summer camp have fled ISIS, persecution, or war. Heba, a twelve-year old Sunni Muslim whose family was threatened by Shi'a militia in Iraq, said, "Playing sports helps me forget everything my family has been through." I was fortunate to have received the Dean's Grant for Student Research to conduct research for my Integrative Project (IP) with Reclaim Childhood last summer

Heba is one of 54,586 registered Iraqi refugees living in Jordan as of March 2016. The Hashemite Kingdom is also home to an estimated 1,400,000 Syrian refugees, only 633,644 of whom are registered with UNHCR. The majority of refugees in Jordan live in urban areas and face a unique set of challenges and overlapping vulnerabilities. About one-third of the refugee population in Jordan are school-aged children between the ages of five and 17, and more than one in three of these children did not receive formal education during the 2015-2016 school year. A UNHCR study reported that children in Jordan are suffering from a variety of hardships such as isolation, insecurity, forced labor, and psychological distress.

Additionally, women and girls often face particular barriers such as domestic violence, rape, early marriage, harassment, restricted movement, and a lack of safe spaces during conflict. Amy Spindler, the Adolescent and Girl Advisor for Mercy Corps, an NGO, emphasized that many refugee girls become invisible once displaced: "They are hidden at home and tasked with meeting their family's basic needs. They are also at a much higher risk for physical and sexual assault when securing food, water, shelter, or clothing." However, many of these issues facing refugee girls in the Middle East and North Africa (MENA) region are considered too sensitive or private, and therefore they lack empirical evidence.

My study aims to highlight the use of psychosocial sport programming as an innovative solution to alleviate some of the challenges faced by young refugee girls and women in Jordan. I investigated the mechanisms by which sport can create change both in the lives of refugee individuals and communities

as well as provide meaningful empirical evidence within this growing field. Using a case study and mixed methods research design, my study explores the experiences of Jordanian, Iraqi, Palestinian, and Syrian girls (ages 9 to 17) who participate in sport programming at Reclaim Childhood.

The study is guided by three fields of inquiry: gender studies, psychosocial support in emergencies, and sport for development. I collected both quantitative and qualitative data from questionnaires, focus groups, and interviews to answer the following research questions: 1) What challenges do the refugee girls face from at-risk and refugee communities in Jordan? 2) How does participation in Reclaim Childhood help them to cope with these challenges? and 3) How does program participation influence participants' perception of their self-esteem and confidence, and do these experiences differ by country of origin?



A participant learns how to throw a frisbee for the first time.

Findings from focus groups and interviews suggest that girls face myriad challenges, such as isolation, restricted movement, lack of safe spaces to socialize and play, as well as a lack of education, traumatic experiences, and early marriage. Psychosocial sport programs like Reclaim Childhood are best positioned to provide psychosocial support to these girls through providing a number of social and emotional benefits, including the opportunity to play and socialize in a girl-friendly space, fostering positive relationships with new friends and mentors, and increasing

STUDENT SPOTLIGHT



Dominique (second from the left) with three of Reclaim Childhood's Iraqi and Syrian Coaches.

mental well-being and skill-building. The community and peer leadership model utilized by Reclaim Childhood is effective in helping programs to meet their goals.

Quantitative analysis of data gathered from pre- and post-program questionnaires regarding self-esteem and perceived increases in confidence indicate that program participation has overall positive effects on these two areas, and that there are statistically significant differences between how girls from different countries of origin experience programming. Specifically, Palestinian girls experienced less of a perceived increase in confidence than the other populations. This is most likely impacted by the nationality of peer leaders employed by the program, and further research is needed regarding this phenomenon.

Dominique Spencer completed the Master of Arts in the ICE Program in February 2017.

Academics Have a Crucial Role to Play in the Next Generation of Education Financing

By Ji Liu

As a recipient of the 2016 Soros Foundation Innovative Education Finance Scholarship, I attended an intensive summer program at Central European University in Budapest, titled Innovative Financing for Education: Arguments, Options and Implications. It is currently estimated to exist an annual funding gap of \$39 billion in education development worldwide in order to meet the Sustainable Development Goals (SDGs) (GPE, 2015), and this has sprouted interest in seeking innovative approaches to generating resources to fund global education efforts. In broad strokes, the course provides a review of traditional sources of funding and the dynamics determining their current limits, and introduces new instruments that are developed to overcome these limitations. More specifically, the course discussed design strategies and implementation considerations for four emerging areas of innovative financing in education: micro-leaves for education, social impact bond models for education, education value chain investment, and student loan financing structures. While the course provided a comprehensive environment attentive to discuss the critical and controversial aspects of these new mechanisms, participants also gained substantial knowledge by working on specific design features of each model.

I believe that emerging scholars like myself should take on the responsibility to not only understand the intricate technicalities

of these new financing models, but also to actively seek a voice in the review and evaluation of such new schemes. The practical arena of education development is evolving at a rate that is faster than ever before, and new approaches and models are infiltrating the field as we speak. Academic researchers cannot simply critique such swift shifts from the sidelines. Instead, as a crucial voice in education development, academics need to be better equipped with the technical tools and empirical knowledge to offer critical insights that can facilitate a balanced, and not one-sided conversation.

The Soros Foundation first began engaging in innovative financing in education in 2010, and this year was the fifth cohort that has graduated from the CEU program. This year, the CEU intensive summer program accepted less than 30 professionals globally, who represented various levels of education governance across different geography and diverse actors in the field of education development, including officials from national ministries of education, experts from international multilateral organizations, practitioners in regional NGOs, local-level education policy makers, and also academics and scholars that are interested in research on education development and finance.

Ji Liu is a second year doctoral fellow in the ICE Program.

Carmela and Marie F. Volpe Fellowship Field Reports

The Carmela and Marie F. Volpe Fellowship for International Service in Education supports ICE Program students with a research study or international internships with an NGO (non-governmental organization). This past summer, two fellowship recipients, Joyce Catsimpiris and Sara Frodge, were engaged in international education development work and share their stories here.

Providing Quality Education to Marginalized Children in Nepal

By Joyce Catsimpiris

I interned in Kathmandu, Nepal in summer 2016 with the Nepal Education Support Trust (NEST) and Hands in Outreach (HIO), which aim to provide quality education to marginalized children. After a semester interning with NEST, creating free storybooks and lesson guides for their five partner schools in Kathmandu, I traveled to Nepal with another TC student and NEST intern, Chiara Fuller, to visit the schools and lead teacher trainings. While there, I completed research for my Integrative Project (IP) on education for speakers of non-dominant languages. Nepal is incredibly linguistically diverse, with 123 native languages. Despite this diversity, these schools use English as a medium of instruction.

For my research, I focused on one Montessori preschool, Strong Roots, which offers three years of free schooling to children living in Kathmandu's Balkhu slum, where many families make their living by begging. At Strong Roots, the teaching practices are based on methods and materials imported from Anglophone countries, without much cultural relevance to students. Its 37 students come from a variety of language and caste backgrounds, but teachers use English and Nepali. These children speak neither language when they enter school, which presents a challenge to both teachers and students. Through participant observation and interviews with Strong Roots' founder, teachers,

and families, I learned about other challenges these children face. None would be in school if not for Strong Roots, as even public schools have hidden costs. Outside school, they beg or collect discarded produce from the nearby market. After three years at Strong Roots, they need to find sponsors to continue at other schools. The teachers are untrained, and they do not speak the students' languages, but they are dedicated to improving these children's lives.

I am using what I learned about the local context to develop trainings to introduce teachers to multilingual education and culturally relevant pedagogy, with the aim of providing guidance for managing such diverse classrooms. Ideally, Strong Roots' students will be comfortable in the school environment and enthusiastic about continuing their education, but they will not need to choose between their home cultures and the culture of the formal education system, as so many students in Nepal have. If the training is effective, it can be expanded to other partner schools and beyond as Strong Roots' founder opens more slum schools. I am also working with NEST to translate culturally relevant storybooks into Nepal's non-dominant languages.

Joyce Catsimpiris completed the Master of Arts in the ICE Program in February 2017.



Sisters who attend Strong Roots preschool pose near their home in the Balkhu slum of Kathmandu, Nepal.



Joyce with teachers and students of Strong Roots preschool.

Set backs and Opportunities: Learning about Refugee Education in Lebanon

By Sara Frodge

I spent my summer in Beirut, Lebanon for an internship with the Center for Applied Research in Education (CARE) at the Notre Dame University in Louize, Lebanon. The internship was set up through a course I took called Applied Peacebuilding at Columbia's School of International and Public Affairs (SIPA) in the Spring of 2016. Each of the students went to different countries to apply the learning from the semester. I was sent to Beirut to work with CARE, helping them to conduct research on early childhood education (ECE) for refugees.

With CARE, I began conducting a literature review on ECE for refugees. I also interviewed four education program managers from Save the Children, the Norwegian Refugee Council, the International Rescue Committee and the Jesuit Refugee Service. In these interviews, I tried to get a general understanding of their programs and how the ECE field is being affected by the new education policy in Lebanon, RACE II. I then was able to go on two site visits to see the ECE programs in Beirut and in Tripoli. There, I was able to talk to the principal or Regional Director, teachers and parents about the program. The research project will attempt to map ECE programming for the Syrian response in Lebanon and in Jordan. As I found in my literature review, the research on this subject is limited, which having talked with the NGO staff, makes programming more difficult. However, ECE has been outlined as an area in Lebanon that NGOs are allowed to work, so I believe there will only be more programming there, even if it isn't always based on research.

Outside of the ECE research, I mainly volunteered in two different organizations. The first is called Blue Mission Organization in Saida, Lebanon. Saida is a town 40 minutes south of Beirut, there are no refugee camps there but there are many refugees living in shelters. The shelters are often empty buildings, homes that were in the process of being built but then stopped, or houses. I worked with two of their projects providing teacher coaching and lesson support. One of the programs sent a group of animators to run psychosocial programming for six to 14 year olds at the different shelters. I sat in on the activities, participated and then met with the animators afterward to discuss how the class went and how they could improve their teaching. The activities were chaotic, with too many children often coming to the sessions, not enough space, and ages ranging from two to 14. Further, during the month of Ramadan, the children would be asleep when we arrived at 11 a.m. and the local organizer would have to wake



Syrian children play during Jussor's summer camp in Beirut.

everyone up. Also, the animators aren't trained. I learned that the Director had decided to not train this group because when she trained them, they soon transferred to a larger organization that would pay more for a trained animator.

The second program I worked with provided informational training sessions targeted at parents who have teenage children. The goal of the program was to provide certain information, such as hygiene and rights, to the parents. In reality the animators went to the shelters and provided a space for the mothers to speak about their experiences, challenges and ask questions. The animators for this program couldn't get over the stories; they were paralyzed by the tragedy in these women's lives. For them, I attempted to provide teaching support and ideas on how to include the information that was needed, from the donor, to get to these women, without ruining the spirit of the sessions. For both programs, I felt that I was a helpful resource to the animators, but not nearly enough. In the first program, the animators were too under-trained to overcome the difficult challenges they face, that a couple of hours a week of discussing tactics was not enough. For the second program, the animators were so torn up about the stories of these women that they need an emotional outlet themselves that would have enabled them to better help their beneficiaries. While the summer did not go exactly how I expected it to, I learned a lot about the field of humanitarian education, the educational system of Lebanon and the educational response to the Syrian war.

Sara Frodge completed the Master of Arts in the ICE Program in February 2017.

Rachel Lacoste | M.A., 2015

*Assistant Director of Global Education,
World Affairs Council, Washington D.C.*



Before TC: What makes someone ‘globally educated or internationally literate?’ After four years of college, two years of teaching, and a few brief trips abroad—Rachel knew she wasn’t either of those things but desperately wanted to be. Prior to her time at TC, Rachel moved from teaching 7th grade Spanish in rural Connecticut to Shanghai, China. Over the course of her three years in Shanghai, Rachel served as both an educator and curriculum advisor at Shanghai High School (SHSID) where she was awarded the opportunity to co-create and pilot a teacher-training program for inexperienced teachers. Additionally, she volunteered in schools in both India and Thailand, which—coupled with her experience at SHSID—helped expand her cross-cultural perspective, global literacy, and prepared her for her studies at Teachers College.

While at TC: During her time at Teachers College, Rachel volunteered after school at P.S. 118 in Harlem, NY where she offered academic aid to struggling students in math, language and literacy. Additionally, she worked as a graduate assistant for the Jewish Foundation for Education of Women (JFEW) through the SUNY Office of Global Affairs, was part of a group that collaborated with Dr. Mary Mendenhall in the development of a training pack for untrained teachers living in Kenya’s Kakuma refugee camp, and was awarded a two-week scholarship to Cuba where she developed her research and Master’s thesis on technological and cross-cultural collaboration between

higher education students in Cuba and the United States. Rachel was accepted into the International Honor Society in Education (Kappa Delta Pi) and remains an active member in Washington, DC.

After TC: Following her time at Teachers College, Rachel was offered the role of Assistant Director of Global Education at the World Affairs Council in Washington, DC. In her role at the Council, Rachel manages all domestic programming including professional development workshops for teachers in the DC-metro area, the Regional Academic WorldQuest Competition, the Young Ambassadors Program to Costa Rica, the Leadership Academy for high school students, Summer Institute for teachers, and the Future Global Leaders Scholarship program. Aside from her internal responsibilities, Rachel chairs the advisory board for Prince George’s County Public Schools’ Global Studies program, which is offered to the district’s high school students in Maryland.

Advice for Students: Voltaire once said: “present opportunities are not to be neglected; they rarely visit us twice,” and Rachel believes this wholeheartedly. Her advice is to take advantage of every opportunity that you can during and after your time at TC; you never know where a missed opportunity may have taken you. Take your time in finding your niche—it’s out there for everyone and doesn’t necessarily emerge right away. Take advantage of any and every connection you make along the way—be that at school, at an event, or through word of mouth, these connections will not only help make you stronger professionally, but also may lead to your next dream job.

Rachel is recently married, has two kittens named Mabel and Mavis, and is an avid long-distance biker and museum enthusiast residing in Washington, DC.

“ Take advantage of any and every connection you make along the way. These connections will not only help make you stronger professionally but also may lead to your next dream job. ”

Sina Mossayeb | Ph.D., 2010

*Global Systems Design Lead,
IDEO, California USA*



Before TC: Sina grew up in the Los Angeles area since his family moved there from Lusaka, Zambia (where he was born). His father would go to school during the day while working at night. His mother worked two jobs to support the family. Living in a predominately white affluent neighborhood, Sina felt like an outsider most of his childhood and youth—a different religion (Baha’i), brown, and growing up on a shoestring budget. However, during all this time, his parents instilled values of the importance of education, of justice and equity, the power to create change despite challenges, and to appreciate diversity. Sina focused on history, and particularly minority groups in the Middle East who started up movements and revolutions. The notion of radical change was always attractive to him. Throughout college, he worked regularly in starting programs that helped youth through leadership and service programs. By the end of his Master’s program, he knew he wanted to merge his scholastic interests with his passion for social impact and innovative approaches to change.

While at TC: Working closely with Dr. Gita Steiner-Khamsi, Sina jumped deep into studying comparative and international education with the lens of the impact education had on power and agency, and quickly found an affinity to Dr. Charles Tilly’s work on social movements. Sina shifted his focus away from looking at repression and its impact, and became interested in using approaches and methods in social movement theories to

explain how minority groups met their educational needs despite repression. During his time at Teachers College, Sina was able to work with Dr. Steiner-Khamsi on different projects including work with USAID and Soros-funded international initiatives on educational impact assessments. He also helped start the Middle East Special Interest Group for the Comparative and International Education Society, and served on the CIES Board of Directors as a student representative. Sina completed his Ph.D. in 2010, focusing on the topic of the approach of religious minorities in Iran and how they met their educational needs. He considers his time at TC among his brightest and most intellectually thrilling.

After TC: Sina kept the spirit of his studies and intention to have impact through the study of social movements in his work after TC. He worked as a consultant and contractor for government organizations, and launched a series of innovative programs to create alternative narratives to violent extremism. Sina joined IDEO, a design and innovation company, as its first systems designer. He learned to apply IDEO’s unique human centered design thinking approach to tackle challenges facing companies and organizations of various industries—including those in the education and public sector, big technology companies, and international conglomerates. Sina and his collaborators are now exploring and developing IDEO’s “mobilize for change” portfolio of work that uses design thinking and social movement theories to help create change within organizations as well as having societal impact. He helped start an innovation lab within Peru’s largest company that runs 32 companies ranging from schools, health clinics, retail stores, food, among others, with the purpose of “improving the lives of Peruvians.” He now works in San Francisco, California at IDEO’s Design for Change Studio, continuing to collaborate and innovate with companies to tackle big challenges and opportunities.

Advice to Students: Take chances. Do bold things. Start something. Start it now. Try out many things, and don’t think the first one is going to be it, or the greatest, or unforgivable. Create and try things out. Criticism is good for learning, but don’t let it keep you from DOING. Talking is cheap. Doing is hard—it’s simple but not easy. Don’t be afraid to fail. Fail fast and often in the beginning to learn quickly. Soak it all up, but also give. Seek joy in all the things you do. If you are not creating you really aren’t going to learn. Enjoy the time you have with the people you are learning with; these will be life long friends and life long teachers.

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