

CENTER FOR INTERNATIONAL EDUCATION

2021

DIRECTORS LETTER

I'm sorry to be writing at an awful time for Afghanistan and for many places around our world. Since '68 our guiding principle is to go to difficult places and working 'alongside' those in extremis. The more adverse the context, the more important it is for CIE to bear witness to the injustices and bring hope through educational projects that transform lives. At this time, our Afghan projects are suspended but we are hopeful to continue our support for health literacy and higher education improvement under humanitarian aid. Some may have noticed the CIE website was down for a short period. We were advised to do this in an effort to protect the identities of our Afghan students, current, and past, as well as those Afghans who have assisted with numerous improvements in the HE system in Afghanistan. I wish you a safe and healthy new year.



2021 ENDOWMENT FELLOW

Mukhayyokhon Azamova is a first-year doctoral student. She is from Uzbekistan where she is a social protection and policy development specialist with experience in international relations, fund mobilization, community strengthening, and child rights. Mukhayyo says "I hope to learn about successful education reforms and lessons learned from the experience of other countries. I want to know about building efficient monitoring and evaluation systems that provide measurable indicators of academic progress in the context of developing countries."



AFIAT

As our global community begins to address COVID-19 and respond to the emergence of Long-COVID, CIE faculty and students are at the forefront of wellbeing education in Afghanistan. Our Afghan students have continued to make a substantial contribution to the development of the Assistance of Afghans and Indigent families to Thrive (AFIAT) and Advancing Higher Education of Afghanistan's development (AHEAD). Javid Mussawy and Attal Nangyalai have led the production of all Dari and Pashto health literacy materials respectively. Through International SOS, the Learning for Life materials health module in Dari and Pashto are ready for distribution in the USA for refugees coming to the US.



WUN

As part of the World Universities Network (WUN), CIE has distributed a survey exploring the differential impact of COVID-19 on high school students. The project involves Dr. Jessica Pearlman, Institute of Social Research, Education Preparation. Mildred-Maria Reyes, undergraduate students, who translated the consent forms and survey into Spanish.

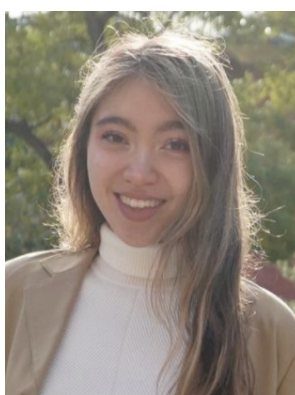
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AHEAD

Hassan Aslami has led AHEAD project development with Uzma Anza (FHI360) including a needs assessment of all the Afghanistan Higher Education Institutions who were part of all the Education Higher Education Network. Lukas Winfield, having led the Health Module within the Foundation's program, is currently working on the development of a unique RARS for the Afghanistan context.

HONORS

Madison Palmer's honors thesis aims to address two distinct gaps identified in her systematic review of the literature related to Indigenous health: (a) the lack of a direct pathway from syndemics research to clinical application and (b) the lack of understanding of cultural safety as defined by Native American and/or Alaskan Native individuals who live in the United States.



STUDENTS NEWS



Louise Bahry and Hassan Aslami both successfully defended their PhDs. Louise's dissertation focused on Using Generalizability and Rasch Measurement Theory to Ensure Rigorous Measurement in an International Development Education Evaluation. Hassan's dissertation was entitled 'Financing Public Higher Education in Afghanistan: Alternative Sources and Options'.

COMPARATIVE EDUCATION REVIEW



Topics covered over the past year have included COVID-19 in Korean Schools; Private Schooling in East Africa and South Asia; an Interactive classroom in India; as well as a special section on Teachers, teaching, and globalization.

CONFERENCE AND WORKSHOP PRESENTATIONS



Professor Krezmien, a member of our external advisory board, co-hosted the Eighth Conference on Inclusion: Trauma-Informed Diagnosis and Support in Inclusive Schools (TRAILS) workgroup. The University of Wuppertal and the Center for Youth Engagement.



Caitlin Bourgaize-Saunderson, co-author of 'Eye Movement Desensitization Reprocessing for children with posttraumatic stress disorder: A systematic narrative review' was presented virtually at the European EMDR Virtual Conference Responses to the Challenges of the Decade.'



Barron, I.G. and Freitas, F. (2021). Exploratory Pilot RCT: Efficacy of a group-based psychosocial program for youth with PTSD in the Brazilian Favelas. Comparative and International Education Society (CIES) International Virtual Conference (virtual).

ALUMNI NEWS

Following completion of the AFIAT health literacy training materials for women facilitators and community mobilizers in rural Afghanistan, we say a sad farewell to Lisa Deyo, consultant and CIE alum who takes up the Chief of Party post in the USAID funded education project in Liberia.

STUDENTS PUBLICATIONS

Rahim, S., Bourgaize, C., Khan, M., & Barron, I., (2021). Child sexual abuse in Pakistan's schools: A narrative literature review. Special Issue on a Global Need for Education and Prevention of Child Sexual Abuse. *Journal of Child Sexual Abuse*, 30(5), 546-562.

Cohen, C. & Barron, I. (2021). Trauma-informed approaches in High School: Narrative literature review. *School Mental Health*, 13(2), 225-234.

Abdallah, G., Barron, I.G., Tai, E., & Oulbeid, B. (2021). Dispossessing in occupied Palestine: Children's focus group reflections on mental health. *European Journal of Trauma and Dissociation*, 6(2), 1-7.



Barron, I., Hurn, R., Ainger, E., Adlington, R. & Shapiro, L. (2021). Revised Child Anxiety and Depression Scale (RCADS): Psychometric properties in a clinical sample in the United Kingdom. *Clinical Pediatrics*, 6: 186. ISSN: 2572-0775.



Barron, I., Hodgkiss, J., Torres, A., Santana, Z. & Krezmien, M. (2021). Trauma-specific suicide prevention in a residential secure care facility in Scotland: A case study. *Journal of Psychological Abnormalities*, 10:3 ISSN 2471-9900. <https://www.longdom.org/psychological-abnormalities/inpress.html>

WORKSHOPS

In partnership with the International Programs Office for International Students Week, Professor Barron developed an online webinar on International Student Wellbeing and Covid-19, highlighting the increased vulnerability for international students and the support required.



TIGR

This year saw the launch of the Trauma-informed Global Resilience seminar series in collaboration with Bev Bell, Education Preparation and CIE Alum. A recurring theme was bearing witness to the historic trauma and intergenerational consequences for indigenous populations. Ghassan Abdallah (Director, CARE, Ramallah) shared the experiences for Palestinians; Gerald Fonville, (SD student) presented on Black American's in the United States, and CIE alumni Dr Mishy Lesser (co-director, Upstander Academy) highlighted historic and current injustices for Indigenous Americans. Dr Laurie Mathew, OBE, 18U, Scotland, shared a unique survivor-led global school-based abuse prevention mindset; and Dr Susan Darker-Smith, Director, Child Trauma Therapy Center, UK presented on healing children's attachments for learning through Playfulness, Acceptance, Curiosity and Empathy (PACE).

DEVELOPMENT OF MONTAGUE HOUSE

The Collaborative for Global Inquiries and Transformations Lab, led by Dr. Jocson moved into MH. The space serves as a learning community, a collaborative and welcoming space for: international and diasporic scholarship with anti-colonial and decolonial lens; cross-departmental and interdisciplinary work using critical methodologies; engagement with guest scholars; mentoring and professional development.

OUR STUDENTS - OUR PRIDE!

In 2021, 32 Undergraduate, MEd. and Ph.D. students of the College of Education from the various programs and research interests received more than \$65 000 through a number of generous scholarships and endowments to support their education! CIE wishes these bright and outstanding students much success in their future academic and professional endeavors!

The list of scholarship recipients along with names of the generous funds is listed below:



BETTY KATZ MEMORIAL SCHOLARSHIP IN EARLY CHILDHOOD EDUCATION

NIETO/RUDMAN ENDOWED SCHOLARSHIP

HELEN EATON TIMSON SCHOLARSHIP

EARLY CHILDHOOD EDUCATION GRADUATE SCHOLARSHIP

C. LYNN VENDIEN ENDOWED SCHOLARSHIP

DR. DOREN D. FREDRICKSON GRADUATE SCHOLARSHIP

JANICE CAMBY ENDOWED SCHOLARSHIP

MARJORIE R. HARRISON INTERNATIONAL IMPACT FUND

JEROME & FLORENCE MCCORMICK DOCTORAL AWARD

MARY MARGARET WHITTAKER-WEBSTER MEMORIAL AWARD

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JOSEPH W. KEILTY MEMORIAL SCHOLARSHIP

GRACE NORTON CARNEY SCHOLARSHIP

GRACE NORTON CARNEY SCHOLARSHIP

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MELINE KASPARIAN SCHOLARSHIP

RUTH TOTMAN SCHOLARSHIP

RICHARD J. CLARK MEMORIAL SCHOLARSHIP FOR TEACHER EDUCATION



Kassidy Peters, UG, SD
Rose Gefteas, UG, TECS
Katie Thompson, UG, TECS
Wooyoung Jee, Grad, TECS
Xiaoyong Song, Grad, TECS
Sierra Archer, Grad, SD
Eunjin Cho, Grad, TECS
Renqingka, Grad, TECS
James Cordero, Grad, TECS
Haley Diman, Grad, TECS
Erica Morris, Grad, TECS
Chunru Dong, Grad, TECS
Imani Wallace, Grad, TECS
Mariam Sheikh, Grad, TECS

Tenya Gardner, UG, SD
Nancy Zheng, UG, TECS
Peter Antonucci, Grad, TECS
Amanda McCombs, UG, SD
Patricia Feraud-King, Grad, EPRA
Pempho Chinkondenji, Grad, EPRA
Mujtaba Hedayet, Grad, EPRA
Mariam Rashid, Grad, EPRA
Madeline Berkowitz, Grad, SD
Caelan Dammer, Grad, TECS
Shaun Lamony, Grad, TECS
Amanda Lewis, Grad, TECS
Emma Schonemann, UG, TECS
Samuel Abora, Grad, TECS

Mirriam Banda, Grad, TECS
Olga Correa, Grad, EPRA
Glorimar Estevez, Grad, TECS
Eli Zupcich, Grad, TECS

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