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.

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.”

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.

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.

PH.D. SUCCESSES

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. Hassen's dissertation was entitled ‘Financing Public Higher Education in Afghanistan: Alternative Sources and Options’.

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.

HONORS

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.'


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

CIE 2021
DEVELOPMENT OF MONTAGUE HOUSE

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.

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).

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


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.
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:

**OUR STUDENTS - OUR PRIDE!**

Betty Katz Memorial Scholarship in Early Childhood Education

HeLEN Eaton Timson Scholarship

C. Lynn Vendien Endowed Scholarship

Marjorie R. Harrison International Impact Fund

Mary Margaret Whittaker-Webster Memorial Award

Joseph W. Keilty Memorial Scholarship

Anne Farmer Momot Scholarship

Grace Norton Carney Scholarship

Meline Kasparian Scholarship

Ruth Totman Scholarship

Nieto/Rudman Endowed Scholarship

Early Childhood Education Graduate Scholarship

Dr. Doren D. Fredrickson Graduate Scholarship

Marylin C. Haley Scholarship

Janice Camby Endowed Scholarship

Jerome & Florence McCormick Doctoral Award

Mujtaba Hedayet, Grad, EPRA

Mujtaba Hedayet

Mariam Rashid, Grad, EPRA

Madeline Berkowitz, Grad, SD

Glorimar Estevez, Grad, TECS

Eli Zupcich, Grad, TECS

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Kassidy Peters, UG, SD

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Wooyoung Jee, Grad, TECS

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Sierra Archer, Grad, SD

Eunjin Cho, Grad, TECS

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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

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Caelan Dammer, Grad, TECS

Shaun Lamony, Grad, TECS

Amanda Lewis, Grad, TECS

Emma Schonemann, UG, TECS

Samuel Abora, Grad, TECS

Mirriam Banda, Grad, TECS

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Glorimar Estevez, Grad, TECS

Eli Zupcich, Grad, TECS