



## CIE in 2014

Once again, CIE has experienced a productive and very successful year. CIE was awarded two new contracts, one for an additional five years to continue our work with Higher Education in Afghanistan, and a second one to work on research and M&E that provides evidence of successful approaches for Education in Conflict Settings (See articles below). In March, more than 45 CIE faculty members, current students, and graduates attended the National CIES Conference in Toronto, with about 30 of them on the program. Five of our current students were awarded travel grants by CIES to help them attend.

Ambassador Cynthia Shepard Perry, a CIE graduate from 1972, was honored by UMass as one of three recipients in the University-wide Salute to Service ceremony. Ambassador Perry served as US Ambassador to Sierra Leone in late 1980s and then as Ambassador to Burundi in the 1990s. In addition, Jacob Carter, a current doctoral candidate, was awarded a Fulbright Scholarship to do research in the Ministry of Education in Guatemala.

In Fall 2014, CIE admitted a new cohort of ten students, six Master's and four Doctoral students, representing six different countries – India, Indonesia, Malawi, South Korea, the US, and Zimbabwe. One of the doctoral students was awarded a College of Education Fellowship.

## CIE Member Updates



**Benjamin Oganga** finished his Master's degree in 2013 and returned to Tanzania. He first worked as the M&E Officer on a large government project in Kigoma. Recently, he was appointed as the Education Coordinator in the Prime Minister's Office.

**Darren Hertz** (M.Ed. 2009) and **Ashley Clayton Hertz** (Ed.D. candidate) are living in Sierra Leone where they work for IRC on the Ebola epidemic and on plans for reopening schools. Darren has been working in districts since August, as Senior Ebola Response Coordinator responsible for overseeing the set-up and management of Isolation Units. He is also piloting a community-based surveillance system for 800 individuals in one district. Ashley works in Freetown helping to redesign the education program during the



response and for recovery afterwards.

**Mark Lynd** (Ed.D. 1994) is the president of School-to-School International (STS), an NGO that he co-founded in 2002. STS uses a whole child approach to education which emphasizes the need to address the full range of factors that act as barriers to success in schools. Recently STS undertook one of the largest assessments ever of early grade reading, reaching over 30,000 students in Pakistan.



**Gopal Midha** received his Master's degree in 2010 and returned to India where has been active in teacher training, teaching a course on Educational Leadership, and conducting workshops on Theater in Education using techniques from Boal and others.



## CIE Endowment Fund

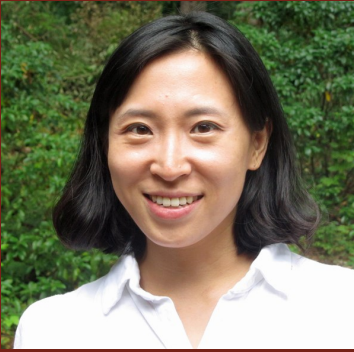
Thanks to all who contributed in the past year. The CIE Endowment Fund can reach its goal this year with your help! The Endowment currently stands at about \$480,000 - 96% of our target of \$500,000. Each year the endowment income supports an international student at CIE to help maintain the internationally diverse community that is part of the fabric of CIE.

## Please Contribute

Send a check to CIE made out to UMass, or contribute by credit card at the UMass website:

- Click on **Give** at the top
- Click on **Give Now** on top right
- Choose multiple designations at bottom
- Write 'Center for International Education' in box
- Check CIE in box that appears below
- Fill in your information
- Donations go directly to the CIE Endowment

## Current CIE Projects



This year, Surl Hee Kim is the CIE Endowment Fellow from South Korea. She worked at the Beautiful Foundation in South Korea which sponsors programs in philanthropy education. The key messages of philanthropy education are that difference is not wrong, empathy is the first step for philanthropy, and philanthropic action can change the world. She also worked coordinating volunteer activities for a vocational school for disadvantaged youth in Vietnam which provided her with an opportunity to learn about such work in another context. Her initial reaction to CIE in her own word is that *"the participatory atmosphere of the learning community at CIE has triggered my interests and passion for in-depth learning. I believe studying international education at CIE will help me prepare for reunification between North and South Korea."*

Please check the CIE website for current news of CIE, <http://www.umass.edu/cie>

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### Higher Education in Afghanistan

In January, 2014 CIE was awarded a five-year, \$23 million sub-contract with FHI360 for a new USAID-funded University Support and Workforce Development Program (USWDP) in Afghanistan. Prior to beginning this contract, CIE had spent 8 years working with the higher education system in Afghanistan.

CIE is the lead technical sub-contractor with primary responsibility for assisting the higher education system in effectively managing the growth of tertiary education while improving academic quality and its relevance to economic development in Afghanistan. The project will improve the management capacity of the Ministry of Higher Education and up to 10 public universities. USWDP will also be creating some new Master's degrees, a series of Associate Degree programs linked to employment and redesigned or new Bachelor's degree programs which are more relevant to likely job market demands. CIE will manage the project with a home office



team made up of the PIs (**DRE and Joe Berger**), **Barbara Gravin Wilbur** as financial manager, and several graduate students, including **Hassan Aslami** who is from Afghanistan and worked on our previous projects there, and **Lukas Winfield** as the campus coordinator.



### Education in Conflict Network

CIE has been awarded a five-year sub-contract under EDC Boston for the USAID Education in Conflict Network project that will develop a community of practice to build evidence and capacity to attain USAID's Goal 3 of increasing equitable access to education in these environments for 15 million learners. CIE will focus on developing the research and evaluation activities within the project. The CIE team consists of **Ash Hartwell** as the Monitoring & Evaluation Specialist, **Gwen Heaner** (a new CIE staff member) as the Research Manager, and doctoral student **Julia Novrita** as the Research Assistant.



## Recent CIE Faculty Activity

**Bjorn Nordtveit** presented some of his work on the impact of the "Global North" on knowledge production at the 15th International Conference on Education Research (ICER) that took place in Seoul, Korea, in October 2014. Bjorn also completed his first year as the editor of the *Comparative Education Review*.

**DRE** was named the 2014 Honorary Fellow of the Comparative and International Education Society for his contributions to the field and to CIES at its meeting in Toronto.

**Jacqi Mosselson**, current CIE doctoral student **Wendy Wheaton**, and **Fritz Affolter** (Ed.D.2002) worked together in Burundi in June. Under the auspices of the UNICEF's Peace building initiative, they were exploring how community organizations can work across group boundaries on child protection issues as part of peace building.

**Gretchen Rossman** along with **Joe Berger** and **Sharon Rallis** traveled to the West Bank and Gaza

in June to work with colleagues at AMIDEAST in Ramallah and at Al Azhar University in Gaza. In addition to serving as department chair, Gretchen was able to make substantial revisions on her book, *Designing Qualitative Research*, for a sixth edition, due out in February 2015.

**Cristine Smith** has been invited to serve on the research advisory board for the Global Reading Network, a five-year, USAID-funded project to generate and disseminate research and resources on early grade reading interventions in developing countries. The research advisory board will manage two research competitions each year.

**Ash Hartwell**, working as a consultant for USAID to develop guidelines for funding through host-country institutions (Government to Government, G2G) carried out case studies in Ethiopia and in Senegal. The Senegal program is unique in that all financing is through G2G to support a national early grade reading program.