



A Landmark Year for CIE

The past year has seen remarkable achievements by CIE, particularly in its role with the Comparative and International Education Society. In July, the editorship of the **Comparative Education Review**—the journal of CIES—was transferred to CIE under **Bjørn Nordtveit** who is the new editor. He will be leading a team at CIE that includes **Cris Smith**, as one of five co-editors in various universities, and **Jacqi Mosselson** as the book editor. They are supported by three current CIE graduate students in managing editor roles. The editorship will stay at CIE for at least the next five years and is a significant honor and responsibility for CIE.

In November CIE hosted the **Northeast Regional Conference** of the national society. The conference was a great success, attracting over 250 registrants to a stimulating and well-organized conference. A team of graduate students led by **Hunter Gray**, a current Master's candidate, designed, organized and managed the conference. Over fifty CIE members – graduates and current students participated in the conference. See **Conference Highlights** on the CIE web page.

In other news CIE began a new project in the Democratic Republic of the Congo, continued its work in Palestine, and is finishing up eight years of involvement in higher education in Afghanistan.

CIE Member Updates



After finishing his Master's degree in 2010, **Sayed Javid Mussawy** returned to teach and serve as the chair of the English Department at Baghlan University in Afghanistan. He then became the Vice-

Chancellor of Academic Affairs, a position which he holds today.

~~~~~

After working for the last six years as the Country Director of Peace Corps in Mali, **Michael Simsik** moved back to the United States, to take the post of Chief of Operations (COO) of the Africa Region for Peace Corps in Washington, D.C.



After finishing her Masters in 1997 at CIE **Wilma Wright** earned her doctorate in Kentucky and returned to the University of Belize where she was recently appointed Interim Provost after serving as a

Department chair and the Dean of the Faculty of Education.

~~~~~

Fan Yihong is currently a professor of Higher Education at Xiamen University in China where she has been since earning her doctorate in 2002. She recently returned to Amherst to present a paper at the Regional CIES conference. Her work focuses on the study of educational leadership and innovation in higher education in China. She recently published her third book.



CIE Endowment Fund

The CIE Endowment Fund continues to grow with your generous contributions and the improvement in the market. The Endowment currently stands at about \$425,000 or 85% of the way to our target of \$500,000. Our campaign is part of the 150th UMass Capital Campaign. We hope to have your continued support. The endowment income supports international students at CIE to maintain the internationally diverse community that is part of the fabric of CIE.

Contribute

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

- Click on **Giving** tab at the top,
- Choose **Give Now**,
- Then use drop-down menu to choose College of Education and then CIE.

Donations go to the CIE Endowment.

Current CIE Projects



This year, Promise Mchenga is our CIE Endowment Fellow. Promise comes from Malawi where he worked for Project TEACH and Youth Care supporting students with varying degrees of academic challenges. Following that experience Promise worked with Urban Promise International in Camden, NJ, where he taught elementary and high school students and received hands-on training in non-profit leadership and development.

In his own words, Promise describes his feelings about being at the Center, "it is exciting to be part of a vibrant and diverse CIE community with members passionate about improving educational practices around the globe. The program's flexibility appeals to my interests in areas such as non-formal education in economic development, child war refugees in new education systems and quality education access for the poor."

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



Connect to Center members and receive updates about CIE. Visit us on Facebook - Search for "CIE UMass"



Join our Group on LinkedIn - Search for "Center for International Education"

Palestine Officials Study Tour

CIE recently hosted a Study Tour for five senior level Ministry of Education and Higher Education officials from Palestine as part of the USAID-funded Leadership and Teacher Development (LTD) project, whose primary contractor is AM-IDEAST. The purpose of the tour was to learn about high quality teacher professional development systems; programs to support teachers learning new learner-centered pedagogical and assessment approaches; supervision; teacher licensing; teacher performance assessment; and provide opportunities to network and build possible collaborative partnerships.

VAS-Y Fille!

The VAS-Y Fille! project in the Democratic Republic of the Congo (DRC) is charged with enrolling and retaining 56,000 girls in primary schools in four provinces in DRC. VAS-Y Fille! hypothesizes that the combination of multiple interventions, including tutoring and payment of schools fees, focused on overcoming supply- and demand-side barriers to girls' education will lead to better learning, retention and completion rates for girls. As a result, girls will

progress more efficiently through the school system and the additional years of schooling and increased knowledge will enable them to complete a full cycle of primary school.

Working as a sub-contractor to IRC, CIE, in collaboration with the Center for Assessment (CEA), is charged with designing and implementing an evaluation process to document the extent to which the project meets its targets.



Bjorn

Nordtveit of CIE and Jennifer Randall of CEA are taking leadership in this effort. They will provide support in the design and implementation of qualitative and quantitative baseline, midline and end-line evaluation studies. The evaluation is part of a new model of technical assistance by UKAID based on a value for money approach using results-based financing which ties payments partially to demonstrated impact.

Recent Research

Paul St. Paul Frissoli (USA, Ed.D. Candidate) is defending this dissertation on the experiences of teachers participating in "Teacher Learning Circles," school-based study groups where teachers regularly meet to provide support to one another in order to create a collaborative action research environment, in (Post) Crisis Katanga Province, Southeastern Democratic Republic of Congo.

Milka Kagira Ndura (Kenya, M.Ed. 2013) studied factors that motivate students to perform well in the national examination at their basic primary education level despite the unlikely environment to support this success in Kibera slums, Kenya, employing Appreciative Inquiry to frame her inquiry.

Noorullah Noori (Afghanistan, M.Ed. 2013) completed a comparative analysis of three approaches to Teacher Professional Development for primary teachers in Afghanistan in terms of their effectiveness in improving teacher quality and student outcomes.

Abraham Sineta (Malawi, Ed.D, 2012) examined demand-side financing interventions such as scholarship programs aimed to increase access basic education of poor and marginalized children in Malawi.

Nigar Khan (Pakistan, Ed.D 2012) analyzed the response of a major research public university to the attacks of 9/11 in order to gain a deeper understanding of public universities' stance on the relevance of Middle East studies, particularly in the context of the serious and far-reaching impact of 9/11.

Lauren Clarke (USA, Ed.D. 2012) examined the language, provisions, and ideologies that construct the 2009 *Ley Orgánica de Educación* of Venezuela through critical discourse analysis to determine how it is intended to implement the process of decolonization.

Tatiana Krayushkina (Tajikistan, M.Ed. 2012) researched the impact children sojourners living in the U.S. and their ability to alter their behaviors to fit the demands of both cultures and the impact of this negotiating on their identities.