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Degrees earned in 2013-2014 Academic Year



Graduation time is here once again. During 2013-2014 academic year five CIE members successfully completed their Doctorates and six completed their Master's degrees. Masters candidates must produce a capstone project or thesis in order to graduate.

Doctoral Degrees

Kefah Barham (Palestine)

*Computer technology ontegration onto
Palestinian secondary schools: Theory and
practice*



Amina Davlatshoeva (Tajikistan)

*Understanding health issues among
adolescent females in a northeast province
of Afghanistan*



Paul Frisoli (USA)

*Teachers' experiences of professional
development
in (post) crisis Katanga Province,
Southeastern Democratic Republic of
Congo: A case study of teacher learning
circles*



Ricardo Gomez (Colombia)

*A progam evaluation of a policy
intervention to
increase racial diversity in the sciences and
Engineering*



Angela Yang Handy (USA/Philippines)

*Preparing visually impaired people in the
Philippines for mainstream employment:
Perceptions of the impacts of ICT
accessibility*



Master's Degrees

At the end of each semester the Master's candidates who are graduating make a presentation to the CIE community in a Tuesday Dialogue. This year's presentations were notable for their striking visual content, with one of them integrating video and audio, even doing the literature review as a short embedded video. Afterwards there were celebrations and pictures with the faculty advisers.



El Shaymaa Ahmad (Egypt)
Perceptions of Health Educators and Supervisors about their Preparation in Alexandria, Egypt



Hunter Gray (USA)
Negotiating Invisibility: Strategies that organizations in Asia use to address LGBT prejudice



Sebastian Lindstrom (Sweden)
Through the camera lens: An exploration of visual representations of Africa by NGOs



Stephen Richardson (USA)

INGOs in the mirror: Critical reflections of practitioners implementing psychosocial support



Ryke Pribudhiana (Indonesia)

A Case Study of a Post-Literacy Program in Indonesia



Yaelle Stempfelet (USA)

Through a critical sociocultural lens: Parents' perceptions of an Early Childhood Program in Guatemala

Where Are We Going?

CIE Students Attend Harvard's 20th Annual International Development Conference

in Search of More Questions and Uncharted Paths

Reported by Sebastian Lindstrom

The Wrong Way? Forging New Paths for Development. The question mark in Harvard's 20th Annual International Development Conference theme suggests both a contestation and an endorsement of development. The affirmations, implicit and explicit, of current development policy trends were palpable despite multitudinous critiques on the technical designs and strategies used to tackle global challenges. However, several prominent voices also deconstructed the logics of development including a forceful and well articulated critique from his Excellency Frederick Tluway Sumaye, former Prime Minister of Tanzania (pictured below with CIE students), who in his plenary address, identified extreme wealth disparities as a product of modern development thinking.



The Kennedy School created an atmosphere of generosity by hosting several social gatherings with ample time for nourishment and networking. Conference goers enjoyed the opportunity to rub shoulders with leading practitioners and theorists in the field of international development through a mix of panel discussions, plenary talks, and career workshops. The three thematic tracks: Redesigning Development Practice; Building Empowered and Sustainable Communities, and Driving Constant Learning enabled the 200 participants from over 30 countries to engage with a variety of topics.

CIE members contributed in formally convened discussions and also catalyzed less formal learning opportunities through social expeditions around Harvard Square. Formal contributions included questions to panelists regarding the disciplinary role of open data, the race for resources in Burma, the contradictions of development economics, and the complexities of health interventions. CIEers were also active participants in the Twittersphere engaging conference organizers and participants in discussions online. The following photos and conversations highlight the participatory spirit of the event.

CIE @ CIES in Toronto

Once again CIE sent a large delegation to the national conference of the Comparative and International Education Society, held this year in Toronto. Over 45 graduates, faculty members and current students attended the conference and well over 30 were on the program.



With the editorship of the Comparative Education Review (CER) now at UMass/CIE, there were six CIE members present at the conference and in sessions organized by CER. CIE faculty members Bjorn Nordtveit, Cris Smith and Jacqi Mosselson were there along with graduate students David Epstein, Mei Lan Frame and Ben Herson in various editorial roles.

Five current students received travel awards from CIES – Mei Lan Frame from UREAG, and Sumera Ahsan, Tareque Rahman, Mahboob Morshed and Ezekiel Babagario from CIES.



In addition D. R. Evans was recognized with the [2014 Honorary Fellow](#) award for a lifetime of service to CIES and to the field of Comparative and International Education.

Several panels were organized by CIE members. Gretchen Rossman organized a panel on Compressed Ethnography which included Karla Sarr as one of the presenters and Bjorn Nordtveit as a discussant.

A sampling of presenters and topics from the 18 current CIE students on the program:



- **Sumera Ahsan** - *Impact of globalization on examination policy reform in Bangladesh.*
- **Ezekiel Abdullahi Babagario** - *Religion and Culture: What is the Hope for the Girl-Child in Northern Nigeria.*
- **Kefah Barham** - *The Flaws of Computer Technology Integration into Palestinian Schools.*
- **Stephen Richardson** - *Resiliency in conflict: The perceptions and reflections of NGO practitioners implementing psychosocial support in schools.*
- **Hye Seung Cho** - *Analyzing the discourse around education strategy in conflict-affected settings.*



- **Salma Nazar Khan** - *Microteaching Model and Practice in Pakistan: A mixed method impact analysis.*
- **Natia Mzhavanadze** - *Collaboration under coercion or consent?: analysis of state-NGO relationships in the republic of Georgia.*
- **Mindy Eichhorn** - *A discrepancy analysis: Math learning disabilities in India.*
- **Hassan Aslami** - *Teacher Attrition in Fragile Contexts: Why Secondary School Teachers Leave the Profession in Afghanistan.*

As has become the custom, CIE organized an informal gathering at a local pub - Quinn's Steakhouse this time – for CIE members and friends. The event provided an opportunity for CIE graduates – more than 15 CIE graduates were at the conference - to interact with current students and connect with old friends.



DRE Named the 2014 Honorary Fellow of CIES!

David R. Evans was named the 2014 Honorary Fellow of the Comparative & International Education Society at the awards session during annual CIES conference in Toronto in March. This award honors the lifetime achievement and contribution to the field of Comparative and International Education of the Fellow. The award was established in 1982 and DRE is the 25th person to receive the award in the 32 years since its inception. The award letter from 2013-14 CIES President Gilbert Valverde noted:

“The Honorary Fellows Award was established by CIES to honor senior members of the Society who have distinguished themselves in a number of ways. Your tenure of life-long service through teaching, mentoring, consulting, and publishing for over



50 years more than qualifies you in this category. Having chaired 80 completed doctoral dissertation committees and serving on approximately 150 Masters committees, your contribution to future comparativists is one not to be rivaled. Your students have gone on to serve as ambassadors of the United States and other nations.

Your service to multiple agencies, including UNESCO, UNDP, World Bank, Asian Development Bank, USAID, ISIS, Peace Corps, and so many others is yet another contribution you have made to our field. The number of countries in which you have served is awe inspiring. And while completing all of this important work, you still found time to author or co-author over 45 publications, papers, reports, and conference papers.

This award was established to recognize those scholars who have made the most marked contribution to growth in the field of comparative and international education. Your nomination for this award was supported by several distinguished scholars in the field, many with extended commentaries on the nature and significance of your contributions to the field in general and over 45 years of active participation and service to CIES. The CIES Honorary Fellows Award is indeed a unique distinction that reflects not only your intellectual contributions and leadership, but also the high esteem in which you are held by your professional colleagues.”

In his acceptance remarks (read by Cris Smith, as David was unable to attend the conference), DRE commented that:

I am deeply honored to accept this award from CIES. My career and the development of CIE have been closely intertwined, as I have been the Director of CIE for the past 40 years. In a very real sense, I accept this award not only on behalf of my own work as a CIES member, but also on behalf of the contribution of CIE/UMass to the field and to the society.

From its inception, CIE has been committed to developing graduate degree programs that emphasize the production of scholar-practitioners – what we have come to call “deep practitioners” – who combine theoretical, academic knowledge with experience and applied skills. A deep practitioner not only knows how to work effectively in development contexts, but also has an understanding of the theoretical basis for this work and is able to reflect on its conceptual and academic implications.



Conflict Sensitive Education Workshop

Reported by Ben Herson

Do education policies and programs ameliorate or exacerbate conflict? Do NGOs and international education agencies sometimes cause more harm than good when executing their programs by disrupting local grievances? These were two of the dominant questions and themes that framed the discussion and training led by Center for International Education graduate Dr. Paul Frisoli and current CIE student Stephen Richardson.



The CIE community was treated to a lively and engaging workshop by Paul and Stephen who presented the Inter-Agency Network for Education in Emergencies (INEE) Conflict Sensitive Education framework and toolkit. For those who may not be familiar with the concept, “Conflict Sensitive Education refers to the design and delivery of education programs and policies in a way that considers the conflict context and aims to minimize the negative impact (contribution to conflict) and maximize positive impact (contribution to peace).”

The workshop and framework developed by INEE was designed to strengthen institutional and individual capacity of stakeholders in developing and implementing conflict sensitive education programs, policies, and strategies said co-facilitator Paul Frisoli. This framework is a lens to better understand these dynamics and increase the awareness and sensitivity of participants on the decisions they make when developing and implementing education and development programs abroad.



About 20 CIE community members engaged enthusiastically throughout the workshop and drew from their own fieldwork and experiences when discussing potential applications for INEE's framework. *By developing a deeper appreciation for what conflict sensitive education tries to accomplish, what I took away from this workshop is that conflict is something that should be viewed with a deeper understanding of local perspectives and histories. This allows for greater awareness of latent conflict that may be bubbling underneath the surface of society and can be exacerbated unknowingly by projects that are ostensibly designed to help* said CIE Masters Candidate Yaelle Stempfelet. *This framework is an excellent way to rethink the development cycle at the planning stage as well as during implementation to really dig deep and think though how every action might impact sensitivities on the ground.*

The CIE community is an amazing group to engage with and learn from due to the abundance of first-hand experience working in contexts affected by conflicts said Stephen. *For me it was a valuable experience to present the concept of Do No Harm in a workshop format as I'm applying this lens to my own research on NGO psychosocial support programs at schools.*

CIE Members Attend Unlearning Violence Conference at Tufts University

Reported by Stephen Richardson

CIE encourages students to participate in a wide range of professional development activities outside of courses as part of their degree programs at CIE. Students undertake consulting, work on projects, attend training sessions, participate in workshops and do field research, all as part of CIE's commitment to producing Scholar Practitioners - graduates who can effectively combine academic and theoretical knowledge with practical skills.

Recently, CIE students David Epstein, Yaëlle Stempfelet, Christina Chen, and Stephen Richardson, and CIE faculty member Jacqi Mosselson attended the [Unlearning Violence: Evidence and Policies for Early Childhood Development and Peace](#) Conference at [Tufts University Fletcher School](#), just outside of Boston,

Mass. The conference provided a forum for scholars and practitioners to share their work related to early childhood development, violence, and peace, as well as engage in dialogue with conference attendees.

The case was made for early childhood development from a variety of perspectives including neuroscience research on the positive effects of early childhood education, an address from Harvard's [Dr. Steven Pinker](#), and cautious cultural considerations for both research and practice from Columbia University's [Dr. Michael Wessells](#). Topics of rampant use of corporal punishment by parents and teachers, child trafficking, gender-based violence, and sexual exploitation were brought to light highlighting the complexities of violence around the world which is complicated by the rise of intra-state conflicts. Still, the conference theme called on attendees to consider how insights from early childhood education can provide evidence for education policies that can help mitigate and break the cycles of violence. Attending CIE members were engaged in the dialogue as the conference format provided ample time during the Question and Answer portion of each panel.

The event was hosted by the [World Peace Foundation](#) in association with the [Eliot-Pearson Department of Child Development](#) at Tufts University and the [FXB Center for Health and Human Rights](#) at Harvard University.

The Key to Developing Successful Proposals

A recent Tuesday Dialogue featured a presentation and discussion by Edmund Morris who spoke by Skype from Doha, Qatar. His talk was supplemented by a PowerPoint Presentation and a printed document containing his responses to questions that had been submitted earlier by CIE members. The combination of media worked very well.

Edmund has five plus years of experience writing proposals in response to RFP/RFA/RFQs from a variety of bi-lateral and multi-lateral agencies. Based on his experience he put together a set of guidelines, steps and recommendations for those wanting to learn about the process of writing proposals.

He highlighted the fact that there are in fact three separate processes involved: the donor's process of designing and getting approval to issue a request; the bidder's process of designing a response and negotiating an award; and the project process of startup, implementation and completion. Each of these sequences has its own rules and challenges. Successful organizations need to understand all



three of these sequences.

Edmund stressed the need to “know the terms of reference by heart” and not to deviate from them. Likewise he advocated knowing and using both the language and the financial structures of the particular donor agency issuing the RFP. He suggested reading speeches by agency leaders, studying policy papers issued by the agency, and unashamedly using language and terms used by the agency in the proposal.

After walking the audience through the steps of both the technical and financial components of proposals, the conversation turned to the larger issues, like the future of large institutions who now get most of the funding, the use of local staff as a better strategy, and the dilemmas of whether AID really makes a difference. These issues provoked a lively debate. Thanks to Sebastian Lindstrom, a current student, for organizing this session.

CIE Activities On Campus - Fall 2013

[Global Horizons Workshops](#)
[CIE Fall Retreat at Angel's Rest](#)
[Aid Effectiveness & Capacity Building](#)

Global Horizons project at CIE

Reported by Mohammad Mahboob Morshed

The Global Horizons project at the Center for International Education strives to promote a greater awareness of the world community in Massachusetts’ K-12 schools by providing global and multicultural education curriculum resources and training to educators throughout the Western Massachusetts region. The Massachusetts Global Education consortium under the Massachusetts Department of Education has funded the project for more than a decade. There are two major activities i.e. (i) offering weekend workshops for K-12 educators, and ii) operating a global and multicultural education curriculum resource center.

The weekend workshops for educators offer a range of topics that reflect global issues and culture such as multiculturalism, global citizenship, immigration and refugee issues, identity, tolerance, technology and social media, gender issues, environmental issues and so on. Registration is free for all K-12 educators including student teachers and the participants receive a stipend for



attending the workshop. Facilitators having expertise on specific topics of global interest conduct the workshops. Facilitators make every effort to provide participants with participatory, hands-on and experiential learning experiences.

A recent workshop in November, 2013 focused on *Immigration and Belonging: Building Inclusive and Supportive Classrooms*. Seventeen teachers from K-12 schools of Belchertown, Amherst, Hadley and Springfield area attended. The facilitators were Alison Morse and Deb Krivoy who work for [Facing History and Ourselves](#), an international organization that engages students in an examination of racism and prejudice to promote a more civil society. The workshop addressed important questions such as what does it mean to be American, and how do immigrant groups secure a place for themselves in the society as Americans.

This workshop helped educators breathe a new life into social and civic studies by examining immigration in the US. Participants learned a variety of engaging teaching strategies to spark meaningful conversations on issues of identity, history and the diverse population of the US. Through a mix of short films and experiential activities, participants addressed important questions about how members of the school community can act in ways that foster empathy and inclusivity. A bibliography of relevant resources for the classroom was also provided

AID Effectiveness and Capacity Building

Reported by Mei Lan Frame

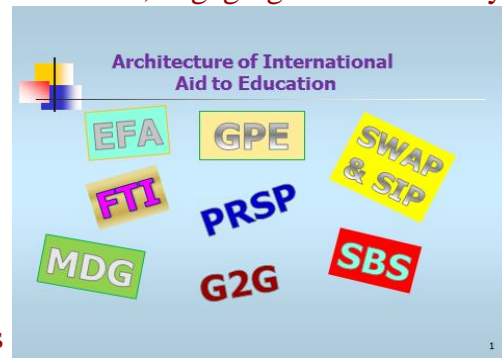
Ash Hartwell together with CIE members Jacob Carter and Stephen Richardson led



an interactive session based on their literature review of aid effectiveness USAID as part of a process to develop guidance and training on 'Government to Government' (G2G) aid in education. G2G, the key approach for aid under the Obama administration, is part of the US government's initiative to become the world's leading donor. Part of the team's effort was to

provide a toolkit for people in the field to use new aid modalities, and address the question, "What is effective aid with budgetary support?"

Ash began with a discussion of key concepts in the field, engaging the audience by asking them to define well-known acronyms in the field. Through this he began an introduction to different modalities of aid, structural aid frameworks and policies, before summarizing the architecture of international aid to Education during the past fifteen years He then discussed how G2G plays out in regard to USAID's current priorities in the domain of education, which is shifting to change aid modalities.



Jacob Carter then led an activity about planning, based on major themes identified in documents and literature that he had reviewed. Jacob passed out these themes on slips of paper, and the audience was asked to work in pairs to discuss their reactions to their theme. Then members of the audience shared statements and what they discussed, as well as anecdotes about their experiences in with capacity-building, the impact of cultural conditions, and policy development.

Following that, Stephen Richardson led an activity centered on the challenge of developing capacity. He created an imaginary scenario of a donor country and a recipient country and asked the audience for input on how to conduct assessment, and how to raise awareness of conditions for acceptance of aid. This activity served to segue towards a definition of capacity, which Stephen showed in a visual model that included core capacity, technical capacity, and enabling environment.

The session ended with a question: "What is future of CIE (and all of us) if aid is moving more towards government to government funding rather than project-based?" This left the audience much to think about, in regards to future work on

projects, future career paths, as well as implications for further research.

CIE Annual Fall Retreat at Angel's Rest

As we do every fall, students and faculty of CIE went on a two-day retreat. This year's retreat was held at Angel's Rest in a beautiful rural setting in the foothills of the Berkshires. The retreat combined fun with serious discussions.

This year's retreat focused on CIE's espoused goal of producing "Scholar Practitioners" in its programs. During the retreat, a variety of exercises were used to help the 30 participants articulate their thoughts on the meaning of Scholar-Practitioner and to then suggest ways in which classes, activities and colleagues could help CIE better work to develop Scholar-Practitioners.

The retreat also included a variety of community-building exercises such as a Directed Drawing activity, a Raging River exercise, and a treasure-hunt-style quiz testing participants' knowledge of fun facts. A great time was had by all. The retreat kept alive the 45 year tradition of Fall retreats as an integral part of the experience of being at CIE.



Photo courtesy of Ryke Pribudhiana