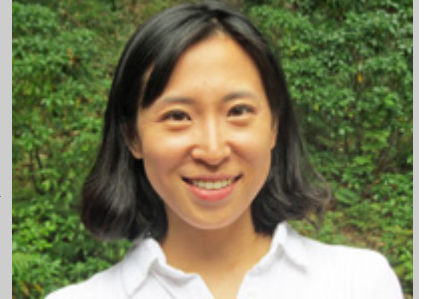


CIE Endowment Fellow Fall 2014

Surl Hee Kim is a first year Master's student 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 in both small and large ways. These messages were effective in school classrooms, for parents and in non-profit sectors. Surl Hee 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



Surl Hee comments on her initial reactions to CIE in her own words:

Personally, one of my hopes is reunification between North and South Korea. I've been thinking that I need to be prepared for after-reunification in my field. I am glad to have the opportunity to study at CIE. It is exciting to learn about international education with students from various countries. The participatory atmosphere of the learning community at CIE has already triggered my interests and passion for more in-depth learning. I am sure that my interest in building a healthy community for children and youth will widen through diverse programs at CIE.



CIE Endowment Fellow Fall 2013



Promise Mchenga is a first year master's student at CIE. He comes from Lilongwe in Malawi and brings considerable experience working with a variety of NGOs that serve youth both in Malawi and in the U.S. He has worked with various local and international organizations that seek to improve the access of education for needy students in Malawi and around the world. His work with students and projects in organizations such Children of the Nations International, Urban Promise International, and Friends of Children for Art Society, Project TEACH and Youth Care has given him a good understanding of the potential and the problems of such organizations.

My work with these organizations helped me discover my need for better understanding of international education issues for effective work in developing countries such as Malawi. Therefore I joined CIE with the goal that I will learn theoretical and practical skills applicable to both international and local contexts in doing research, and research-informed projects that contribute to international development through equitable access to education. So far my experience at CIE has already given me an academic and professional platform that definitely meets my core academic and professional aspirations.

CIE Endowment Fellow Spring 2012

Milka Kagira Ndura is a master's student who joins us from Kenya. Milka brings interesting background and experience to the CIE community. She has worked with and interesting East African NGO called Twaweza Kenya where she did media monitoring, wrote educational briefs and did research work on the Twaweza's key areas - Education, Health and water. She also worked with a local NGO called Uwezo Kenya where she trained volunteers, and also participated in collecting data from household surveys to document literacy levels of children aged between 6-16 years in Kenya.



While working for Twaweza, Milka met a CIE Doctoral student, **Martina Achieng**, from whom she learned about CIE. Milka's interest is in learning more on Education as an economical tool and especially focusing on out-of-school youth who are seeking meaningful employment. Milka is particularly interested in looking at boy children who she sees as a forgotten and how those boys that drop out of school can gain meaningful way of livelihood.

Milka describes her interests in her own words:

My interest in International Education was catalyzed when I attended a workshop on Citizen Education which was organized by University of Alberta. At that moment our Education partners had launched a report on 'Are Our Children Learning' from the report a key question emerged from discussions with my colleagues, was our education system failing us? To what extent does the Kenyan Education system engage critical citizen education? These questions haunt me.

I felt I needed to explore these questions to exchange ideas with others as well as develop new questions in the words of Wole Soyinka "I believe that the best learning process of any kind of craft is just to look at the work of others" to understand a story I must see it from another environment and not be a character in the narrative but to be an objective observer.

CIE Endowment Fellow Fall 2010

Satomi Kamei is a third year doctoral student at CIE. She is from Tokyo, Japan. While growing up, she was always encouraged by her parents to be independent and do something different to enrich her life. Thus, upon completion of her undergraduate study, she left Japan first to travel around Southeast Asia. Then she moved to the U.S. to study international development and environmental geography focusing on Southeast Asia.



When Satomi started to work for a Japanese development agency, she was assigned to handle education despite her academic background. It was by accident, though, since then she has been engaging in the education sector, especially in sub-Saharan African countries including Ethiopia and Tanzania. She has served as education adviser in supervising education projects and technical assistance for the agency as well as technical adviser for the ministries of education in non-formal education strategy development, decentralized education planning, and education management.

When based in Ghana, Satomi met Professor **Ash Hartwell** and learned about CIE. She decided to come to the center to strengthen her analytical skills and reflect on her work over the past 15 years. She is currently working on a proposal for her dissertation in which she intends to employ her field experience and academic learning from CIE.

By currently serving as the Program Development Coordinator for CIE, Satomi feels that she is gaining a deeper understanding of CIE's vision, technical expertise and needs as a community and is delighted to be part of facilitation of opportunities for the CIE members to further engage in education and development efforts on the ground.

CIE Endowment Fellow Fall 2009

Mohammad Javad Ahmadi is the center's sixth Endowment Fellow and a first year doctoral candidate. He comes from Afghanistan where he worked for the Ministry of Education and Ministry of Higher Education as a trainer, planner, evaluator, and project coordinator. He has worked in different projects of Teacher Education Department and he was the national coordinator for the UNESCO International Institute for Educational Planning (IIEP) Capacity Development project that provided him the opportunity to be involved in the process of Afghanistan National Education Strategic Plan revision.



Javad has joined the CIE to learn more about evaluation and research methods, policy making process, teacher education strategies in the developing countries, and non formal education. Since arriving at CIE in September Javad says that:

I am glad to be a member of the CIE community that provides me the opportunity to learn from highly knowledgeable faculty, diverse and rich experiences of the students, and different activities of the center.

CIE Endowment Fellow Fall 2008

Laureen Pierre is a first year doctoral candidate at the CIE. She comes from Guyana where she worked for many years as a researcher in the Amerindian Research Unit at the University of Guyana and as a community development practitioner among Guyana's indigenous peoples.



Immediately prior to joining CIE she was a Research Associate in the Collaborative Studies Coordinating Center at the University of North Carolina School of Public Health where she worked on a number of longitudinal research projects.

An indigenous person, Laureen has a passion for and a commitment to engaging with indigenous people in their efforts to develop their communities. In addition to working as a teacher in isolated Amerindian communities, she also served as a regional coordinator and trainer for "The Community-Based Rehabilitation Programme (CBR)" among the Macushi and Wapishana peoples of Guyana's Rupununi savannahs. CBR was an integrated development program that offered knowledge and skills in literacy, numeracy, primary health care, early child development, and issues involving disabilities to adults. Laureen has also served in research, training, advisory and administrative capacities for various projects related to health, agriculture, forestry, and local and regional governance systems. While in Guyana during the summer of 2008, Laureen served as a guest trainer on leadership for young, potential Amerindian leaders, as well as with representatives of organizations that work or interact

with Amerindian communities. The training was part of a Collaborative Management Training Program that was conducted by the Iwokrama International Center for Rain Forest Conservation and Development.

Laureen was the project assistant for the CIE 40th Celebration Conference.

She considered this a unique opportunity to interact with a wide cross section of the CIE community. She says she is now far more appreciative of the spirit that pervades the CIE community and of the work that CIE members are engaged in across the globe.

CIE Endowment Fellow Fall 2007

Farida Fleming is the recipient of the fourth Endowment Award, financed by income from the CIE Endowment Fund. She comes to CIE from Australia with an interest in integrating her practice with theory and connecting with a larger community that shares similar values. Farida has worked in Australia, South East Asia and the Pacific region over the past 10 years as a teacher, facilitator and project manager. Recently, with the Revitalisation of the School Cluster System project in Aceh, Farida worked with art teachers who developed psycho-social programs for children in the post-tsunami context.



She is currently working on a local research program in Western Massachusetts that is helping to develop pathways for the underrepresented Latino and African American population to enter the nursing profession. In addition, Farida is working with CIE as the Program Development Coordinator where she matches Center expertise with funding opportunities. This position allows her to use her skills in bringing potential collaborators together. Since arriving at CIE in September she says that:

At CIE, I have found a community of people living and working from a shared set of values. Being here allows my thinking and practice to be challenged, supported, and extended. I feel lucky to have found friends, mentors and colleagues here.

CIE Endowment Fellow Fall 2006



CIE gives a warm welcome to **Sarah Wangari Kahando** who joins us from Kenya as the Center's third Endowment Fellow. Sarah comes from Nairobi with a B.Ed. in English and Literature. She has several unique experiences to bring to the CIE community. She taught English as a Second Language to women in the Kakuma Refugee Camp in Northern Kenya. She worked in Southern Sudan with Save the Children UK as an adult literacy teacher and later with CIE's Sudan Basic Education Program as a trainer developing English language programs and training teachers in non-formal education.

As a Masters candidate, Sarah is interested in learning more about non-formal education and the role education plays in international development. Sarah will be contributing to CIE's management by helping to organize and run Tuesday meetings and managing the CIE members database. She has already demonstrated her leadership potential as a facilitator during the fall retreat. Sarah is one of three Kenyan women currently enrolled in degree programs at CIE.

Sarah says that she is *excited to be here not just because of her academic endeavors, but also for the opportunity to learn from the diverse and rich experiences of the students and faculty at CIE. She looks forward to an enriching experience as she shares and learns from others.*

Welcome, Sarah! We are glad you can join us!

CIE Endowment Fellow Fall 2005

Nigel Brissett is CIE's second Endowment Fellow - financed by income from the endowment. His assistantship responsibilities are to work with the CIE network through activities associated with fund raising, the newsletter, and the Kinsey Dialogue series. As the fund gradually grows, we hope to continue sponsoring exciting scholars from developing contexts to make it possible to maintain a diverse community at CIE.



He is a Jamaican doctoral candidate who started in September 2005. His primary interests are in tertiary educational policy and reform, particularly in the Caribbean region. Nigel is the second Jamaican to join CIE; **Maxwell Senior** (Ed.D. 1984) was the first.

For the past several years Nigel has been working with the University of the West Indies doing various education-related development projects. He says that his *work has influenced the value he places on cultural sensitivity and beneficiary participation in development planning and programs.* He believes CIE shares these ideals - a central reason for him coming here. Nigel, welcome to the CIE community.