

African Education In Focus

A Publication of the George Clement Bond Center for African Education | Teachers College Columbia University



Iziko Bo Kaap Museum | Cape Town, South Africa | Photo Courtesy of Julie Dunn

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Welcome



Professor George Clement Bond established the Center for African Education to promote research and teaching about education in Africa and the African diaspora. This publication reflects the work of our students and faculty conducting research and engaging in educational opportunities at Teachers College, in the local community, and in African countries. During the Fall and Spring semesters, we welcomed guest speakers, including local activists, visiting scholars, and educators from Harlem to Rwanda to South Africa, on issues covering educational psychosocial support to higher education access to dialogues on African education. We look forward to continuing the work and vision inspired by Professor Bond in the coming years.

With funding from the TC Provost's Investment Fund, awarded to Professors S. Garnett Russell (ITS), Sandra Schmidt (Social Studies), and Michelle Knight (Curriculum and Teaching) last year, we hosted teacher professional development workshops for secondary teachers in South Africa, Malawi, and New York City. The workshop in South Africa was focused on creating classroom and community interventions that support development of civic identity and engagement among youth and involved teachers, local NGOs, and government officials from South Africa and Malawi. The workshop in New York City centered on supporting African immigrant youth in schools by giving educators resources that reflect the diversity of the African continent to be used in their educational spaces and curricula. Both workshops also encouraged local educators to discuss ideas from varied African contexts and transnational civic thinking in order to foster inclusive environments.

In addition, with funding from the Vice President's Grant for Diversity and Community Initiatives, we hosted a spring event series entitled *Critical Dialogues and Diverse Perspectives on Africa and Education*. This series included presentations, panels, and a roundtable that brought together the Teachers College community, the greater New York City communities, and the global communities engaged in work and research related to education in Africa and the African diaspora. The primary goals of the series were to highlight the array of resources and organizations related to African studies and education in both the TC and NYC communities, to celebrate the diversity of Africa and the African diaspora, and to foster critical dialogues on issues relating to education in various African contexts and among those of African descent around the globe. Participants in the series included students, alumni, community members, and representatives from civil society organizations.

Finally, we are delighted to announce a new partnership between the Center for African Education and Village Health Works, a grassroots non-profit operating in Kigutu, Burundi founded by Deogratias "Deo" Niyizonkiza (Columbia '01). Village Health Works (VHW) provides quality health care in a dignified environment while also treating the root causes and social determinants of illness, disease, violence, and neglect. As part of this mission, VHW has established Kigutu Academy, a teaching institution that will be a model of excellence in everything from early childhood development to educational research. Through this partnership, Teachers College students have the opportunity to engage with Kigutu Academy's UNICEF-funded early childhood development program in Burundi through summer internships. Interns will help to design and implement professional development and capacity building programs for teachers and leaders of the school.

We hope you enjoy this edition of our CAE newsletter and we hope to see you at future events in the 2016-2017 academic year. As always, thank you for your interest and support.

Professor S. Garnett Russell, Interim Director CAE

Kigutu Academy and Village Health Works

Julie Dunn, Ed.M (TC, '15)



Kigutu Academy has developed through early efforts of initial education programming provided by Village Health Works (VHW). Founded in 2006 by Deogratias “Deo” Niyizonkiza, who is the subject of *Strength in What Remains* by Tracy Kidder, in collaboration with the people of his hometown of Kigutu, Burundi, VHW has set forth to assist the surrounding community in a peaceful rebuilding process of health and hope from decades of on-and-off again conflict. With a number of visits from U.S. medical professionals over the years, VHW looks forward to welcoming TC faculty and staff as the local primary school transitions under VHW’s guidance to the new Kigutu Academy.

The holistic approach taken by VHW to encourage action and restore dignity within the community includes clinical treatment and prevention services, environmental and agricultural protection programs, educational activities, and women’s income-generating cooperatives. VHW expanded its educational activities and started an early childhood development program in late 2013 at the local primary school located on the

perimeter of the health center’s campus. The first class of preschoolers is now successfully enrolled in the second grade. Throughout the years, these children have benefited from a school-feeding plan, annual medical check-ups, and various after-school enrichment activities. These additional services provided by VHW were supplemented with awareness-raising activities for parents, aimed to eliminate the distractions associated with poor nutrition and health. Given the proper foundation in educational readiness through regular teacher training opportunities and additional services, the first class of students has avoided the cycle of repeating grade levels common across Burundi.

In the coming academic school years, Kigutu Academy will continue VHW’s early efforts in education programming by improving the skills of an enthusiastic teaching staff with regular professional development opportunities in technical skills and pedagogy. Additions and modifications to the current curriculum will ease the challenges of the multi-lingual approach that currently straddles English, French, Kirundi, and

Kigutu Academy and Village Health Works

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Swahili. The possibility of a new curriculum will also shift the focus towards understanding core concepts and encouraging critical thinking.

While the school currently hosts up to grade nine, ongoing school construction will allow Kigutu Academy to expand gradually and accommodate students through the twelfth grade. Construction of new classrooms will open placements and provide increased access to a quality secondary school education. New construction will also reduce class sizes and replace structures built in 1995. The construction schedule also allows for a number of additional support facilities including a library, administrative offices, and additional bathrooms. In 2015, among classroom construction, VHW completed segregated toilets for male and female students, an amenity found in only a few Burundian primary schools.



As Kigutu Academy grows, we look forward to future partnerships and field visits from Teachers College faculty and students. We are excited to welcome expertise and offer learning opportunities related to curriculum reform, development and implementation of teacher training, monitoring and evaluation of education programming, as well as various other nutrition and educational support services. Strengthening the quality of education is crucial during this time as Burundi works to avoid the possibility of renewed violence following recent political setbacks.

Please visit us at VillageHealthWorks.org for more information.



Photos courtesy of Village Health Works

Training Teachers in Crisis Settings

Peter Bjorklund, Ed.M; Charlotte Bergin, M.A; Mary Mendenhall, Ed.D *Professor of Practice*



Kakuma Refugee Camp in Northwest Kenya is home to over 185,000 refugees. Established in 1992 by the Kenyan government and UNHCR, the camp has seen explosive population growth over the past six years with just over 45,000 refugees in August of 2009 ballooning to current numbers as a result of conflict and political violence in the surrounding nations. Kakuma covers roughly 12 square kilometers and is divided into four sub-camps, each hosting a mix of nationalities and ethnic groups from the surrounding countries. Kakuma is home to 20 primary schools with 562 teachers—483 of whom are refugee teachers. These teachers serve roughly 57,867 students, a student-to-teacher ratio of 102 to 1. Of primary school age children, approximately 50% attend school.

We landed in Kakuma on a hot day in late June for a four-week stay to pilot a teacher training program for 27 primary school refugee teachers from Kakuma and to conduct research on the needs of refugee teachers. Around half of the teachers were completely untrained and the other half had some teacher training. Our training program was created by TC students in collaboration with the Refugee Teacher Working Group (RTWG)—a group of representatives from the UNHCR, UNICEF, IRC, NRC, Save the Children, and Teachers College. We piloted the training on four consecutive Saturdays in Kakuma’s teacher resource center with the help of the head teacher from Unity Primary School in Kakuma and a staff member from

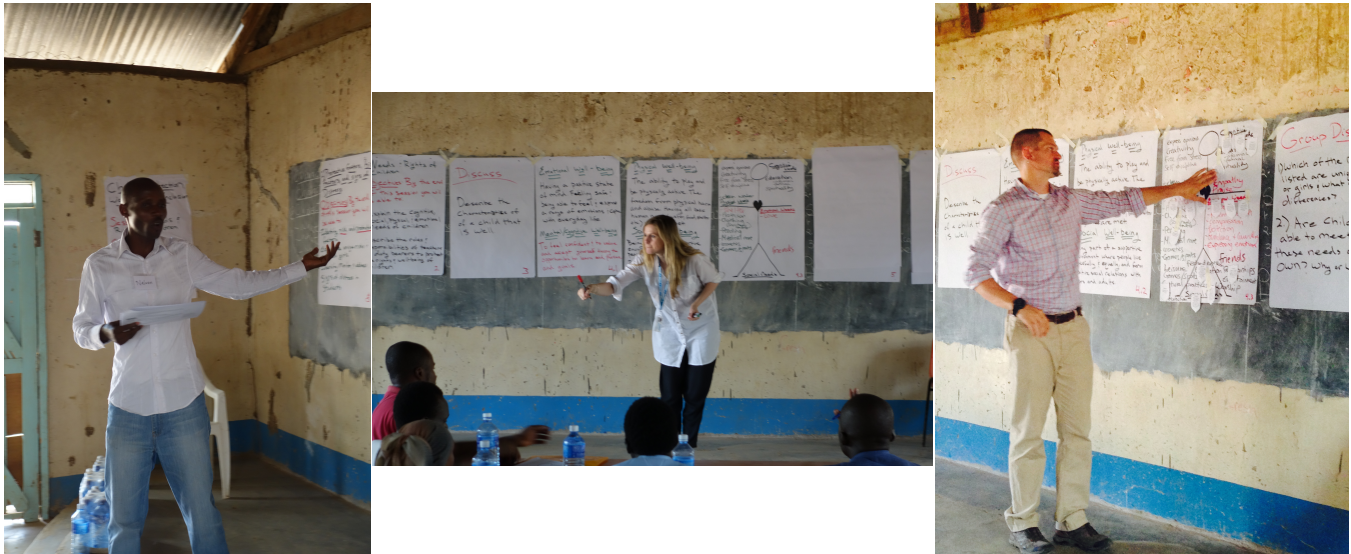
Lutheran World Federation (LWF)—the UNHCR’s implementing partner for primary education in Kakuma. The training was based on the RTWG’s core competencies for teachers in crisis contexts, which include: teacher’s role and well-being; pedagogy; curriculum and planning; child protection, well-being, and inclusion.

Our first training centered on the role of teachers and their well-being. Activities ranged from reflecting on what a teacher is and the many hats a teacher must wear, to investigating the expectations different stakeholders may have for teachers, to highlighting the challenges teachers in the camp face and how to deal with stress. We used multiple pedagogical approaches to model different teaching methods for our teachers. At the end of each training session we discussed the various techniques we used and had the teachers reflect on how they could use them in their classrooms.

On our second Saturday in Kakuma, our training addressed pedagogy and classroom management. Our training emphasized proactive as opposed to reactive classroom management strategies. Teachers learned about various aspects of proactive classroom management and in groups they brainstormed ways that they could use these practices in their classrooms. One of our co-facilitators led a powerful session on corporal punishment and the alternatives teachers could consider in this context. Corporal punishment is

Training Teachers in Crisis Settings

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Photos courtesy of Peter Bjorklund and Charlotte Bergin

outlawed in Kenya, but it is still used in some classrooms in Kakuma (and elsewhere). During the second half of the day the teachers examined various strengths and weaknesses of different teaching-styles and led mini-lessons to practice various types of group work. The teachers left that day with new ideas and a lot to process. Luckily for us, we began classroom observations the next week and got to see some of the teachers try to implement what they had learned.

The classroom observations were also useful for us because we were able to tailor the third training session—focusing on lesson planning and assessment—to address some of the needs we saw in their classrooms. We covered lesson structure and how to create SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) objectives for their lessons. After devoting a large part of the day to probing the various parts of a lesson and giving the teachers time to work on creating lesson plans of their own, we ended the day discussing the use of local resources as teaching aids. In Kakuma there is a dearth of teaching aids and resources that can enhance lesson plans so the teachers in the camp are able to use local resources from the community. These resources range from local newspapers for social studies to stones for helping children learn math. This part of the day showcased these teachers' creativity and commitment to their students as they tirelessly looked for ways to enhance their teaching.

Our final training session centered on child protection, well-being, and inclusion. We began the day examining the needs of children and how teachers can fulfill some of those needs. We also discussed various aspects of the UN Convention on the Rights of the Child (1990), as well as how teachers could see and attenuate the various risk factors that may lead students in the camp to drop out of school. The last part of the day, the teachers read scenarios about various vulnerable student populations and they brainstormed some of the barriers these populations face; they came up with ways that they could create a more inclusive classroom and mitigate some of the barriers these students face. We ended our training with two speakers from Handicap International speaking to our teachers about better supporting students with disabilities in the classroom.

The training was well received. The head of education for UNHCR in Kakuma said he would like to have this short training used as the induction training for all new teachers in the camp moving forward. The pilot training and the ongoing conversations with the participating teachers helped to greatly improve the training pack. The time spent in Kakuma reminded everyone of the importance of piloting materials, authentically engaging teachers in the process, and the critical need to contextualize materials and approaches to the needs on the ground.

Professional Development Workshops for Teachers in Malawi, South Africa, and New York

Amelia Herbert, Doctoral Fellow & Sandra Sirota, Doctoral Fellow



Professors S. Garnett Russell (International and Comparative Education), Sandra Schmidt (Social Studies Education), and Michelle Knight (Curriculum and Teaching) received a grant from the Provost's Investment Fund at Teachers College for a project entitled "Creating Civic Education Communities: African and New York Contexts". Doctoral students Amelia Herbert and Sandra Sirota, and Master's students Christine Bell and Julie Dunn (who graduated in 2015) supported the project in planning and implementation. Through funding from the grant, the Center for African Education (CAE) offered a series of professional development opportunities for teachers in Malawi and South Africa and for teachers in New York City who work with African immigrant students. The purpose of these workshops was to develop locally appropriate teaching materials to advance efforts to educate about Africa and support the education of African youth, to develop participants' capacity to make use of these materials in their particular contexts, and to foster discussions about civic education.

In spring 2015, the CAE held the first professional development workshop in the Bronx with teachers from two middle schools. The goal of this pilot session was to better understand the unique needs of African immigrant students in their schools, as well as what support currently exists to address issues of belonging and inclusion. The team also wanted to get a sense of curricular portrayals of the African continent and understand how and in what contexts students are exposed to content related to Africa and the African

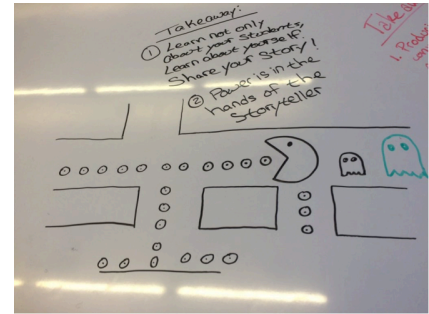


Diaspora. The workshop was illuminating for both teachers and presenters. It was clear that there were several ways in which the CAE and TC could provide support for teachers and students, including working with teachers to adapt existing curricula and incorporate fuller portrayals of African contexts, providing high quality content resources, and supporting teachers' capacity to foster classroom and school environments that are inclusive of African immigrant youth and, more broadly, of youth with transnational identities.

Based on what was learned at the initial gathering, a longer, more intensive professional development workshop was held in spring 2016 at Teachers College. The full day workshop focused on helping educators increase their capacity to create spaces of belonging for African youth and to dispel reductive portrayals of the continent through their curricula and pedagogy. The workshop was directed toward teachers with significant populations of African immigrant youth among their student body as a way of emphasizing the importance of culturally responsive education. However, participants from a variety of backgrounds attended, including higher education, museum education, and graduate study. The CAE benefitted from collaboration with TC's Office of Continuing Professional Studies, and, as a result, teachers who participated in the workshop and completed an online component were able to earn Continuing Education Units. The central aim of the workshop was to help educators support the

Professional Development Workshops for Teachers in Malawi, South Africa, and New York

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Photos courtesy of the Center for African Education

academic and social needs of African immigrant youth and simultaneously expose students of all backgrounds to nuanced content about Africa that disrupts deficit narratives often emphasized in textbooks and media. The Center also hoped to strengthen the partnership between the Teachers College community and local New York City schools by facilitating these professional development workshops. The highlight of the day for most participants was hearing from a panel of recent high school graduates who spoke about their experiences as African immigrant youth in schools in the NYC area.

In July 2015, the team also hosted a weeklong workshop at the Cape Town offices of the South African Human Rights Commission for secondary school teachers, teacher educators, and members of community-based civic organizations from Malawi and South Africa. Participants included educators from the University of Malawi's Domasi College of Education and educators working in both formal and informal settings in Cape Town and Johannesburg, South Africa. This workshop allowed for critical dialogue and debate about what exactly is meant by "civics education" in a variety of settings and led to increased understanding of the multifaceted notions of identity, community, and rights in diverse African contexts. Prior to the workshop, participant teams compiled and developed materials pertaining to their local work with civics education, and, more specifically, with issues of identity and belonging, human rights, and community engagement. After presenting initial ideas to the whole group, sharing feedback, and grappling with questions raised, the group came to a consensus about the need to focus on increasing the capacity of educators and

community leaders to facilitate civic education and engagement with students and communities. Participants worked together to produce interventions aimed at various groups of stakeholders in their local contexts. Some interventions took the form of professional development workshops and materials to conscientize educators and community leaders about the importance of civics education, while others took the form of curricular materials or training protocols in specific pedagogical practices to aid the implementation of civics education. At the end of the weeklong workshop, participants expressed excitement about piloting the newly developed interventions with their local communities and sharing the results.

Across all three experiences of working with teachers in the Bronx, in Cape Town, and at Teachers College, several themes emerged. The most powerful recurring theme was the urgent need for educators in all contexts to develop capacities for dispelling what Nigerian author Chimamanda Ngozi Adichie has called "single story" portrayals that permeate curricula, textbooks, and popular media. Another major takeaway was the need for teachers to be constantly educating themselves about the diversity of backgrounds and experiences of their particular students, especially in light of the increasing prevalence of youth who claim transnational identities. In order to keep the efforts from these workshops alive, the CAE has developed an online bank of high quality materials for teaching about Africa. It includes literature recommendations, helpful websites, lesson plans, video resources, and more. Participants have been invited to contribute to this living document and share it with colleagues in their local contexts.

Education for Refugee Youth in NYC

Christine Bell, M.A.

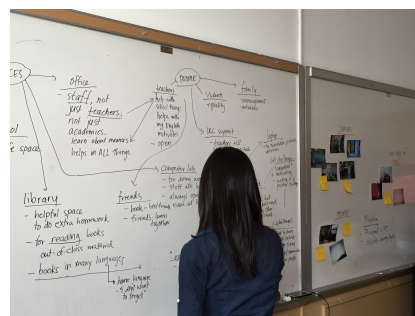
Resettled refugee and asylum-seeking youth often face immense educational needs and barriers (McBrien, 2005). Many times these young people have interrupted formal education and frequently suffer from past and/or ongoing trauma (McBrien, 2006). Nevertheless, research shows that under the right conditions, education may help rebuild social and emotional well-being (Sinclair, 2001). Of the top ten traditionally recognized resettlement countries, the United States is by far the largest (Roxas, 2004). Within the U.S., New York State is among the top five resettlement locations for refugee populations, and each year New York City receives over 400 refugees and asylum-seekers on average from over 57 countries (BRIA, 2014). Still, the specific needs of this population remain under studied.

In the Fall Semester of 2014, a team of students led by Professors Mary Mendenhall (Teachers College, Columbia University), Lesley Bartlett (University of Wisconsin) and Ameena Ghaffar-Kucher (University of Pennsylvania) initiated the Education for Refugees in New York City qualitative research study, aiming to understand the educational barriers and needs of refugee and asylum-seeker students in New York City Schools and to offer recommendations to improve the educational support systems for these students. The central questions of the study were: **What are the specific educational needs of refugee students in New York City schools? How are schools meeting their needs? What school institutional factors best facilitate their academic achievement?**

The methods employed by the research team included photo-cued interviews and focus group discussions with student participants, in which each student received a digital camera prior to data collection and was prompted to take photos of people, places and things that were meaningful to their educational experiences. Students also received an accompanying worksheet that posed such questions as: *What places are important to you at school? Who has helped you succeed in school? Who has helped you adjust and/or transition to school? What challenges have you faced in school?* During the interviews and focus groups, students were able to reflect on the photos they had taken as well as use the images to further discuss their schooling experiences. Other data collection methods used in the study included interviews with school personnel and

International Rescue Committee (IRC) staff and volunteers. Overall, interviews with students and staff were conducted across three sites—two high schools that are part of the Internationals Network for Public Schools in NYC and the IRC. The team also collected a questionnaire from a group of New York University tutors who worked with this student population as part of a partnership between their school and the IRC. Prior to any data collection, Institutional Review Board approval was granted by both Teachers College and the New York City Department of Education. All of the participants in this study voluntarily gave their approval through informed consent.

The findings of the study identify gaps in the social and educational services currently available to students and their families, as well as provide valuable insights into the educational experiences of this resilient population. After inductive analysis of the data, the main findings for the participating schools included: (1) a supportive language learning environment is vital for the academic and socio-emotional well-being of students; (2) bullying is a notable obstacle for some students; (3) academic and emotional support from peers and educators is critical to students' success in school; (4) curriculum and pedagogy at these schools accommodated students' needs, but additional support related to writing and test preparation is needed; (5) access to resources like laptops or metro cards immensely helps students; (6) students appreciate the cultural diversity of their schools; and (7) students exhibit resilience and optimism despite the immense challenges they have faced. The research team also found that the IRC programs provide students with the additional academic and socio-emotional support that they need to excel in school, but some students have difficulty accessing these services either due to lack of awareness or physical distance.



Education for Refugee Youth in NYC

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Based on these findings, the research team recommends that the participating schools: (1) offer additional opportunities for language learning and test preparation; (2) inform families about their rights to various services; (3) reinforce and further develop anti-bullying efforts; (4) expand extracurricular options within the school or across multiple schools; (5) establish partnerships with local universities to support English language acquisition; (6) create more opportunities for peers to connect and support each other when they first arrive; and (7) strengthen outreach to families to encourage involvement in students' academic success. Additionally, the research team recommends that the IRC: (1) build additional partnerships and strengthen existing partnerships for educational and non-educational services; (2) develop a more targeted tutor recruitment strategy; (3) offer future-oriented workshops to students; and (4) create a brief resource reference guide to participating schools to share with their students.

The research team developed a report for the IRC and the participating schools discussing these findings and recommendations and is currently drafting publications for several scholarly journals. Dr. Mendenhall and her faculty colleagues would like to give an enormous thanks to the numerous graduate students from Teachers College and the University of Pennsylvania who made significant contributions throughout the life of the project. These students include: Christine Bell, Maria Bermeo, Kempie Blythe, Tonya Bushway-Flynn, Jacqueline Gaston, Rachel Maranto, Andrea Rosko, Anna Spector, Kendra Strouf, Laura Wagner, Shruti Bhat, Blair Sackett, Ruju Vyas and Sarah Stanton.



Photos courtesy of Mary Mendenhall and research team

Student Spotlight



Kayum Ahmed

Before joining Teachers College, Columbia University as a Doctoral Fellow in International and Comparative Education, Kayum Ahmed served as the Chief Executive Officer of the South African Human Rights Commission from 2010 to 2015. The SAHRC is an independent national human rights institution created to support constitutional democracy through promoting, protecting and monitoring the attainment of everyone's human rights in South Africa. Kayum holds various degrees including a Master of Arts (M.A) and a Master of Laws (LL.M). He is deeply committed to human rights education and established HumanRights.org.za as a platform for NGOs and social justice organizations to collaborate on human rights education campaigns. Immediately before moving to New York, Kayum and his wife

traveled across the African continent from Cairo to Cape Town over nearly 100 days in anticipation of his existential (read: mid-life) crisis.



Emily Bishop

Emily Bishop is a 3rd year Doctoral Fellow in International Educational Development, with a focus on gender and reproductive health in the Great Lakes region of Africa. Her dissertation draws on interviews with women teachers and community leaders in Goma, Democratic Republic of the Congo, exploring how they help meet girls' reproductive health needs in and out of schools. Her research has also recently focused on analyzing gender representation in DRC curricula. Her prior experience in the region includes translation and training work with humanitarian NGOs.



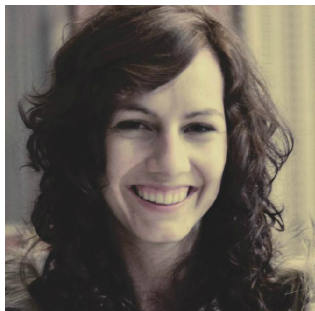
Kumbirai Khosa

Kumbirai Khosa is a doctoral candidate in the department of Curriculum and Teaching. Her research interests include inclusive education, literacy identities, and teacher education. She began her career in education as a secondary English teacher, working with students identified with learning disabilities as well as students in general education placements in Seattle, Washington, and Fairfax, Virginia. During the eight years she worked as a teacher, she became interested in inclusive pedagogy, including curriculum writing, teacher instruction, and professional development. She was also interested in researching how English was taught in international contexts. In 2010, she decided to explore these interests by serving in the United States Peace Corps. There, she worked as a teacher trainer, mentoring high school educators and working with them to find strategies to improve students' English writing skills. It was during her tenure volunteering in Jordan when, observing how her Jordanian counterparts

utilized the Arabic language and Jordanian culture in their English instruction, she was inspired to pursue her doctoral studies on issues around the inclusive use of indigenous languages and cultures in English education. She decided to focus her future research on the Southern African region, beginning with Zimbabwe, her homeland. Her proposed dissertation is a narrative inquiry of Zimbabwean secondary English teacher educators' perspectives on inclusive pedagogical practices in multilingual contexts.

Student Spotlight

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Esther McFarlane

Esther McFarlane is a M.A. student in the International Educational Development program at TC. She has experience teaching full-time at Claremont High School, a school in Cape Town specifically aimed at empowering underprivileged learners to gain access to tertiary education. She has also been involved with educational projects in South Africa, Swaziland, Zambia, Tanzania, among others. She helped develop and facilitate education advocacy workshops in Senegal, Kenya and Burundi as a member of the UN Global Education First Initiative's Youth Advocacy Group. Esther participated in a research project in Gulu, Uganda, on educational programs for children born of war under the Lords Resistance Army.



Karen Page

Karen Kirsch Page is a doctoral student in Adult Learning and Leadership at Teachers College following her Master's in Instructional Technology and Media at TC in 2015. Karen's work focuses on the intersection of creative technology, teacher development, social justice and education equity and she came to TC after 15 years of teaching, program development, and instructional leadership with organizations including Teach With Africa, LEAP Science and Maths Schools of South Africa, and Town School for Boys. As the founder and producer of EdTech Summit Africa, an annual technology professional development conference in Sub-Saharan Africa, Karen brings together each year a global group of volunteers who produce EdTech Summit free for educators in severely underserved communities. Her aim is to build an educator culture that is receptive to the integration of technology as a powerful tool for teaching and learning, a mechanism for artistic and creative voice, and a conduit for communication and

collaboration. The 4th EdTech Summit Africa will take place this July where several thousand teachers will attend hands-on workshops throughout South Africa, Swaziland and Ghana. In addition to the Summit, in partnership with local teachers, she is designing a study in South Africa to measure an after-school adaptive math intervention for township youth. Karen is also involved in designing an initiative with World Computer Exchange called Computers for Girls (C4G) that seeks to address the gender gap in education, especially in STEM learning. C4G will pilot in 4 countries in Africa where Let Girls Learn programs are in place. Presently Karen is a research assistant working with Dr. Nathan Holbert looking at Makerspaces and Making, and a member of his research group, Snow Day Learning Lab. She is also a member of Dr. Lalitha Vasudevan's Media and Social Change Lab (MASClab) working with a team exploring multimodal scholarship, and the relationship between media and social change.



Marina Raoilimanantsoa

Marina Raoilimanantsoa is a M.A. graduate in International Educational Development. Prior to coming to the United States, she was an EFL instructor in Antananarivo, the capital city of Madagascar where she comes from. Her experience teaching in public institutions made her aware of the challenges facing public education in terms of quality. Thus, driven by her belief in the power of education in leading change and her desire to contribute to the development of her country, she joined Teachers College through a Fulbright Scholarship. Her interests lie within teacher training and curriculum development using culturally relevant pedagogy. Marina did her Master thesis on Teach For Madagascar, an educational organization

operating in her home country. She will present her proposal based on this research at the 2016 Fulbright Educational Justice Seminar.

Student Spotlight

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Marlana Salmon-Letelier

Marlana is completing her second year as a doctoral fellow (Ed.D) in the International and Comparative Education program at Teachers College and loves the Teachers College community! She is largely interested in education in conflict settings and education's role in abating or exacerbating Islamophobia and positive/negative views of other groups (ethnicity, nationality, gender and religion). In her current project, Marlana investigates (1) how simultaneous multicultural and nationalistic school practices shape group identities at the individual, local, national and global levels and (2) how shifts in identities relate to changes in tolerance levels and interconnectedness across ethnic and religious groups. Her research focuses on integrated Federal Unity Colleges (FUCs) in Nigeria that use a quota system to ensure an ethnically diverse student body and were founded with the intention to unite Nigerian youth. Drawing from literature on education in conflict settings, integrated schools, citizenship and multicultural education, and intergroup theory, this project will contribute with an innovative exploration of the simultaneous implementation of multicultural and national unity practices in diverse schools in conflict settings while also considering intergroup relations in the context of a state affected by Islamic extremism.



Sandra Sirota

Sandra Sirota is a third year doctoral candidate with experience conducting research on human rights education (HRE) and facilitating workshops on human rights advocacy in South Africa and the United States. Building on this experience, her dissertation research focuses on two human rights education networks, the Know Your Constitution campaign (KYC) in South Africa and Human Rights Educators USA (HRE USA) in the United States. HRE USA "exists to promote justice, tolerance, and respect by cultivating an extensive, vibrant base of support for human rights education within the United States" (http://hreusa.net/about_hre.php). KYC is "a coalition of like-minded organisations committed to the transformation of society through constitutional literacy, social justice and human rights" (<http://humanrights.org.za/know-constitution-campaign/>). As part of the larger international HRE social movement (Tibbitts & Fernekes, 2011), domestic HRE networks operate at the meso-level between the purely grassroots and the elite. Through surveys, interviews, document reviews, and observations, Sirota is exploring how the networks emerged, and how their position at the meso-level may influence human rights education policy and practice in each country.



Carine Verschueren

Carine Verschueren was born and raised in Belgium. She holds a Master of Arts in International Politics, and was employed in finance in the private sector for many years in Belgium, Japan, and Singapore. She has also worked with a number of NGOs in funding their operations in International Educational Development in Asia, and Africa. Carine is finishing her Ed.M. in International Educational Development at Teachers College this May and will begin the doctoral program in the fall. Her research interests focus on policy issues in Africa, network analysis of NGOs, and policy and human rights issues in Education in Emergencies. Her Integrative Project is a case study of a boarding school for nomadic Samburu children in Kenya.

Student Spotlight: *A Look Outside TC*

Shandukani Mulaudzi, *M.S. Journalism*

I'm a reporter from South Africa currently doing my Master of Science in Journalism degree at the Columbia Journalism School. It seems cliché and perhaps a little old when I say "I decided to go into journalism because I wanted to do my part to change the world" but clichés are often based on truth so I'll keep saying it no matter how old it gets.



My passion is in telling human rights and human interest stories and my hope is to do that through writing and audio storytelling. Every year J-Schoolers have to do a Master's Project. It's a 6-month story that we work on in-depth in the form of either 5000 words or as a hybrid project that's 2500 words and audio/video/photography. We get to choose whatever subject we find interesting.

The criminal justice system in the US attracted my attention soon after my arrival. The most I knew was based on Law and Order, The Practice and of course The Good Wife and Suits. I watched people take plea deals, never understanding the complexities of a system where guilty people have the option of negotiating their sentences while innocent people are coerced into taking deals and avoiding trials out of fear of prosecutors with points to prove.

I met a man within my first two weeks here. He was formerly incarcerated and he told me about "The War on Drugs" and the deliberate policing of communities of color and harsh sentencing of these individuals. It was at that point that I decided my master's project would focus on this issue. Months later, I have been exposed to the grave injustices that exist even in democratic societies that claim to be fair to all.

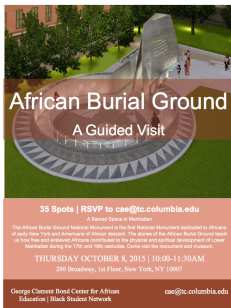
The racial injustices that exist in the US are very similar to those I am exposed to in South Africa and I believe that this experience has taught me to be a lot more critical of structures that hold power, be it government, educational institutions, companies or religious institutions etc.

I specifically chose to come to New York for my Masters because I wanted an international view of life. I also wanted to be exposed to different cultures and people from different walks of life who would force me to broaden my horizons and push me to think beyond my places of comfort. I believe that the few months here have done that and will definitely contribute to my being a better journalist and to change the world one story at a time.

Campus Events

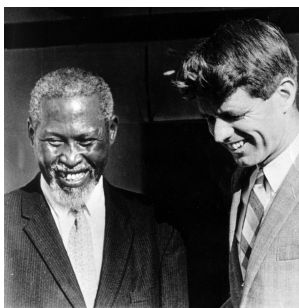
TC Africanists Coffee Hour | September 22, 2015

The Coffee Hour provided an opportunity for returning students and faculty to gather together and discuss common interests in Education and African Studies, as well as suggest ideas for future events.



African Burial Ground: A Guided Visit | October 8, 2015

The CAE hosted an excursion into downtown New York City to the African Burial Ground Monument and Museum. The African Burial Ground is the first National Monument dedicated to Africans of early New York and all Americans of African descent. The stories of the African Burial Ground teach us how free and enslaved Africans contributed to the physical and cultural development of Lower Manhattan during the 17th and 18th centuries. The guided visit was a moving one for the students who attended. The symbol that surfaced throughout the tour was Sankofa (from the Akan language of Ghana) representing the importance of learning from the past to inform the future.



Film Screening: RFK in the Land of Apartheid, A Ripple of Hope | October 29, 2015

Co-hosted by the Gottesman Libraries, the CAE welcomed Dr. Larry Shore to share his film, *RFK in the Land of Apartheid*, co-created with Tami Gold. Using never before seen archival footage, and interviews in South Africa and the United States, the film tells the unknown story of Robert Kennedy's 1966 visit to South Africa at the height of apartheid. The film evokes connections between the American Civil Rights Movement and the Anti-Apartheid Movement in South Africa. The film and the following conversation gave special attention to Robert Kennedy's 1966 "Ripple of Hope" speech

calling upon each of us to change a small portion of events through diverse acts of courage. The discussion also highlighted the historic meeting between Kennedy and Chief Albert Luthuli and the great impression that Luthuli's leadership made on Kennedy.

Guest Talk with Dr. Rajendra Chetty: Intersectionality of Race and Class | November 5, 2015

In collaboration with the Gottesman Libraries, the CAE hosted Dr. Rajendra Chetty, Head of the Department of Research in the Faculty of Education and Social Sciences at the Cape Peninsula University of Technology (CPUT). Drawing upon critical pedagogy, Dr. Chetty reflected on the race and class debate in South Africa. The talk highlighted how universities and schools often reproduce social and economic power systems, which presents a disadvantage to the advancement of poor and working class youth (most of whom are black). The talk generated discussions on marginalization, and racial and class inequities in education.



Coffee Hour with Jean-Claude Nkulikiyimfura | November 30, 2015

Through this coffee hour, co-hosted by the Gottesman Libraries, the CAE welcomed Jean-Claude Nkulikiyimfura, Executive Director of the Agahozo-Shalom Youth Village (ASYV) in Rwanda. Jean-Claude spoke about the work and educational model of ASYV, which is a residential community in rural Rwanda and home to youth who were orphaned during and after the 1994 genocide. The Village is designed to care for, protect, and nurture these young people. It is referred to as a place of hope, where "tears are dried". The coffee hour's conversation centered on education as a tool to provide psychosocial support and uplift vulnerable populations, and the importance of a holistic approach to education. The event was moving, as many attendees shared personal anecdotes of the influences that similar educational models had in their lives.

Campus Events

(continued)

Guest Talk with Dr. N'Dri Assié-Lumumba, 2015 President of the Comparative and International Education Society (CIES) | December 2, 2015



In partnership with the Gottesman Libraries, the CAE hosted Dr. N'Dri Assié-Lumumba, the 2015 President of the Comparative and International Education Society (CIES). Dr. Assié-Lumumba is a professor of African and Diaspora education, comparative and international education, social institutions, African social history, and the study of gender in the African Studies and Research Center at Cornell University.

Dr. Assié-Lumumba discussed the evolution of higher education institutions on the African continent, with a specific focus on universities. She analyzed the meaning of the university through a historical lens from the pre-colonial to the post-colonial eras, and she addressed the common misconception that higher education was brought to the continent through colonization. Dr. Assié-Lumumba highlighted the influence and expertise of early African higher education institutions, particularly throughout West and North Africa that impacted academic thought in various parts of the world. The talk spurred an engaging discussion and touched on such themes as educational decolonization, local teacher training, framing the university in national development agendas, and the conceptualization of the university in various contexts on the African continent.

A Talk with Dr. Noel Tshiani: Economic Development Plan for the Democratic Republic of Congo | March 5, 2016



Dr. Noel Tshiani, World Bank economist, presented his Congolese Economic Recovery Plan, a proposal for economic development in the Democratic Republic of Congo (DRC). Dr. Tshiani asserted that the mismanagement of the DRC's abundant resources must be reversed by rethinking development strategy and making transparency a priority. As a DRC native who has worked in international development for 25

years in 85 countries, Dr. Tshiani expressed confidence that the DRC, currently one of the world's poorest economies, can be turned into a driver of African Growth. He presented his detailed vision for how this can be accomplished. In addition to students from TC and NYU, many guests of Congolese descent traveled from outside of the NYC area to attend the event, as one key emphasis in Dr. Tshiani's talk was the important role that diaspora expertise can play in the DRC's transformation.

Coffee Hour: Summer Internships in Burundi with Village Health Works | April 13, 2016

TC students enjoyed a coffee break and learned about the new partnership between the Center for African Education and Village Health Works (VHW). Deogratias "Deo" Niyizonkiza, VHW Founder and Columbia alumnus, and Julie Dunn, TC alumna and former CAE coordinator who now serves as VHW's Education Programs Director, spoke about VHW's Kigutu Fundamental School and described summer internship opportunities. VHW will recruit TC graduate students to design and implement professional development for



teachers and support curriculum development efforts.

Campus Events

(continued)

Critical Dialogues and Diverse Perspectives on Africa and Education

With the support of the Vice President's Grant for Diversity and Community Initiatives, the Center launched a 3-event series of panels and discussions that brought together TC, greater NYC, and global communities engaged in work and research related to education in Africa and the African diaspora. The primary goals of the series were to highlight an array of resources and organizations related to African studies and education, to celebrate the diversity of Africa and the African diaspora, and to foster critical dialogues on issues relating to the education of Africans and people of African descent around the globe.



Photos courtesy of Christine Bell

Panel: Voices from the Community and the Continent | March 29, 2016

Representatives from NGOs and civil society organizations based on the African continent and in NYC discussed the work that they do in various contexts to support education of people of African descent. Panelists included Deogratias "Deo" Niyizonkiza, Founder and CEO of Village Health Works (Burundi); Dmitri Holtzman, Founding Executive Director of Equal Education Law Centre (South Africa); Kayum Ahmed, Former CEO of South African Human Rights Commission and TC Doctoral Fellow; Jadayah Spencer, Acting Executive Director of the International Youth Leadership Institute (NYC); and Zeinab Eyega, Executive Director and Founder of Sauti Yetu Center for African Women (NYC).

Panel: Voices from Teachers College | April 12, 2016

TC alumni and students discussed their research and professional experience related to education in Africa and the African Diaspora. Panelists included Kelly Nims, Ph.D., an alumna of TC whose research focuses on historic racial categorization of Coloured or mixed race peoples in Zimbabwe; Evan Hendon, a TC alumnus and co-founder of Instill Education, a graduate school of education based in South Africa that aims to change the paradigm of teacher education in the country; Emily Bishop, a doctoral fellow in International Educational Development researching gender and reproductive health in DRC; Kumbirai Khosa, a doctoral candidate in Curriculum and Teaching researching Zimbabwean secondary English teachers' perspectives on inclusive pedagogical practices in multilingual contexts; and Carine Verschueren, an Ed.M. candidate in International Educational Development who has studied boarding schools for nomadic children in Kenya.

Roundtable Discussion: Disrupting Deficit Narratives | April 26, 2016

In this open forum roundtable discussion, members of the TC, Harlem, and greater NYC communities grappled with the question of how to confront and disrupt deficit narratives of the African continent that pervade media and curricula and negatively affect the experiences of African immigrant youth. Participants discussed the ways in which reductive narratives of the continent affect the educational experiences of youth of African descent from a variety of diasporic contexts and how single stories of any group are detrimental to all students, regardless of background. Participants also proposed ways to promote more nuanced portrayals of Africa and the African Diaspora and heard more about the Center's recent efforts to work with teachers and students in NYC public schools toward this goal.

CAE Staff Profiles



S. Garnett Russell is the Interim Director of CAE and Assistant Professor of International and Comparative Education at Teachers College, Columbia University. She earned her doctorate in International and Comparative Education from Stanford University. Her research focuses on education and conflict, human rights, citizenship, and gender, particularly in Rwanda, Burundi, and South Africa. She has also conducted research on human rights education among diverse populations in New York City Schools and on access to

education for urban refugees globally. Recent publications appear in *International Sociology*, *International Studies Quarterly*, *Prospects*, and *Compare*.



Christine Bell (Program Coordinator) is a M.A. candidate in International Educational Development with a focus on International Humanitarian Issues. Prior to studying at Teachers College, Christine taught at a bilingual school in Córdoba, Spain where she became interested in how teachers were prepared for working with immigrant and refugee students in their classrooms, particularly African immigrants coming to the Iberian peninsula. She is interested in the educational experiences of teachers and students in refugee camp

settings and the needs of refugee students who have been resettled to a third country. Christine spent the summer of 2015 teaching literacy and numeracy to adult learners recently resettled in the United States. She also worked as a resettled refugee youth tutor with the International Rescue Committee of NYC and has conducted research on the educational needs of the students they serve. Christine's Integrative Project focuses on researching the most suitable way for the Uduk diasporic community in the United States to support their refugee communities in Doro Camp, on the border of South Sudan and Ethiopia, through partnering with the NGO Uduk Hope Inc.



Amelia Herbert (Program Coordinator) is a PhD student in Anthropology and Education. In the summers of 2014 and 2015 she worked with teachers in South African high schools researching the ways that imported practices are adapted to suit local contexts and how reciprocity is established in cross-national teacher exchanges. Amelia's current research focuses on the social and cultural incorporation of low income, first generation college students from historically excluded backgrounds at selective universities in the United States and South Africa. She holds an M.S.Ed in Childhood Education from Hunter College and has eight years of experience teaching in public schools at the primary and secondary levels.

We would like to offer a special thank you to Brittney Wilcox for her time and contributions.

CAE News

Affiliated Teachers College Faculty

Carol Benson

Associate Professor of International and Transcultural Studies

Peter Bergman

Assistant Professor of Economics and Education

Elizabeth Buckner

Visiting Assistant Professor in International Transcultural Studies.

Cate Crowley

Professor of Practice and Director of Bilingual Extension Institute

Steven Dubin

Professor of Arts Administration

Michelle Knight-Manuel

Professor of Education

Mary Mendenhall

Assistant Professor of Practice in International and Transcultural Studies

Naomi Moland

Adjunct Assistant Professor of International and Transcultural Studies

Oren Pizmony-Levy

Assistant Professor in International and Comparative Education

Kristine Roome

Associate Dean

Sandra Schmidt

Assistant Professor in Social Studies Education

Helen Verdeli

Associate Professor Psychology and Education

Portia Williams

Assistant Adjunct Professor and Executive Director of International Affairs

Course Selection and Language Resources

Interested in Africa-related courses across Columbia University? Visit the Center for African Education's course list at <http://www.tc.columbia.edu/cae/courses/spring-2015-tc-courses/> and the Institute of African Studies' course directory at <http://www.ias.columbia.edu/academics/courses/125>

Interested in learning Swahili, Wolof, or Zulu? Contact Mariame Sy sms2168@columbia.edu

Summer Internship Opportunities

Internships in Burundi through Village Health Works

Under the general guidance of the Education Program Manager, the intern will support the planning and implementation of an intensive summer capacity building opportunity for teachers and leadership at Kigutu Fundamental School. For more information contact jobs@villagehealthworks.org

African Education In Focus

A Publication of the George Clement Bond Center for African Education | Teachers College Columbia University

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Center for African Education

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