

Welcome from the President of ICET



Dr. James O'Meara, President of ICET since 2012
Dean of the TAMIU College of Education

It is my great pleasure and privilege to welcome you to Laredo and the 62nd World Assembly of the International Council on Education for Teaching. As we come together to *discuss teacher education at the edge*. As part of my welcome I would like to share two stories about the history of ICET before concluding with a brief explanation of the theme and share some insights into what lies ahead for ICET.

When did the ICET form? What does the name mean?

ICET as a concept began during an international teacher congress held in Copenhagen in August 1952. Key events during the congress included the formation of the World Confederation of Organizations of the Teaching Profession (WCOTP) and a commitment to form a group to prepare summary reports of opinions and current practices with regard to selected topics, including Education for Teaching.

In 1953, a small group of teacher educators attending the WCOTP Assembly in London, formed the International Council on Education for Teaching (ICET). Over the next five years the group continued to meet during WCOTP Assemblies. Dr. William J. Haggerty, President of the State University of New York at New Paltz, was elected President of the organization for a three-year term in 1958. Haggerty described the purpose of ICET in 1961 as to bring persons interested in teacher education together and to publish material about the way teachers are prepared in different parts of the world.

Why Laredo and Why the Edge?

As we enter the Education 2030 era, “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all” represents a challenge for those working in isolated and/or low resource contexts. Since most of the meetings of Education 2030 have occurred in major cities across the globe, the International Council on Education for Teaching chose the US border town of Laredo, Texas, to highlight how educators working along the edge of the US – México border are responding to this call of quality education for all.

The edge can represent either a border or a frontier. For some, a border represents a fixed, rigid barrier defining a clear-cut boundary. For the organizing committee, Laredo represents a forum for the explorers and pioneers redefining the frontier of teacher education. Frederick Jackson Turner describes "the significance of the frontier" in terms of the changes experienced by those who spend time in a frontier zone. We hope the delegates of the 2018 ICET World Assembly will benefit from this frontier experience and grow as a result of spending time with the explorers and pioneers they meet during their time at the edge.

What Lies Ahead

As President of ICET, I am committed to working with the Board to sustain the traditions established during the last 61 World Assemblies. ICET will continue to host World Assemblies to provide a forum for persons interested in teacher education to come together to share knowledge about the way teachers are prepared in different parts of the world. During these assemblies we will continue to recognize the thought leaders and servants to the promotion of educator preparation worldwide. After these assemblies we will publish the Yearbook of Teacher Education to disseminate these ideas to those who are unable to attend this year's ICET World Assembly. In closing, I would like to remind all that the secret to the sustained success of ICET lies in the strength of the ties formed during and between World Assemblies. I encourage you to use this week to reconnect with old friends and reach out to make new friends. Approach our Board Members to learn about Board Membership. Finally, I challenge you to continue to develop and share your knowledge so we can continue to explore the edges of our understanding of the education required for teaching in the 2030 era.

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About the International Council on Education for Teaching (ICET)



The International Council on Education for Teaching (ICET) is an international association of policy and decision-makers in education, government and business dedicated to global development through education. ICET provides programs and services that give its members access to a worldwide resource base of organizations, programs, specialized consultative services and research and training opportunities at the university level. It is a Non-Governmental Organization (NGO) and participates in NGO meetings and other UNESCO-sponsored conferences around the world. ICET is a NGO in consultative status (Roster) with the Economic and Social Council.

Founded in 1953, ICET was part of a major cooperative effort by the world's education community to provide quality education for its citizens. Since then, ICET has continued to emphasize international cooperation in educational development to improve the quality of teacher education and to expand global educational opportunities. Scholars, administrators, practitioners from universities, colleges, departments and institutes of education as well as members of government ministries, the teaching profession and business leaders interested in educational development are invited to participate in ICET and share their ideas, research and experience with professionals from around the world.

About Texas A&M International University

Texas A&M International University (TAMIU) is an international university, poised at the Gateway to México and serving as the cultural and intellectual hub of a vibrant multilingual and multicultural community.

A Member of The Texas A&M University System, TAMIU provides over 7,800 students with a learning environment anchored by the highest quality programs built on a solid academic foundation in the arts and sciences. To fulfill its mission, the University offers a range of baccalaureate and masters programs and the Doctor of Philosophy degree in International Business. Programs focus on developing undergraduate and graduate offerings with a progressive international agenda for global study and understanding across all disciplines.

Learn more about TAMIU at www.tamiau.edu.

About the TAMIU College of Education

The TAMIU College of Education has over 1100 students and over 40 faculty and staff devoted to preparing competent and ready teacher to serve the South Texas Area. Located in the Sue and Radcliffe Killam Library building, our departments work collaboratively to prepare students to educate future generations in a variety of capacities. Our new and exciting initiatives include a



new professional core, aligned to the PPR for all certification areas. In addition, we work very closely with the TAMIU College of Arts and Sciences to prepare those interested in teaching at the middle and /or high school levels, in a specific content area, such as math, science, and English. Current statewide and national critical shortage areas include teachers with specializations in math and science, as well as in special education.

The College also shares a strong partnership with the Hector J. García Early College High School, which serves local high school students allowing them to take up to 60 college credit hours during their high school years. Annually, we have between 20 and 30 students enrolled in the LISD ECHS who have been inducted to the College's Pre-Education track.

About Laredo, Texas, U.S.A.

Laredo

T E X A S

Many things distinguish the 65,000 acres where Texas real estate begins from the other 106M that comprise this great state. Laredo is *quite* on the edge, located on mile marker 1 of Interstate Highway 35, on the southern U.S. border and at the beginning of a tourism experience that is as unique, as it is charming.

The streets of downtown Laredo will absorb you in a history lesson, with architecture and museums that tell the tales 261-years-in-the-making, from our Republic of the Rio Grande Museum to the 119-year old Washington's Birthday Celebration and its museum, all found within Laredo's establishing epi-center, the Villa de San Agustin Historic District. More stories are to be discovered in five other significant historic districts throughout an easy distance from Laredo's iconic San Agustin Plaza. Refer to the history section of this guide to find them all!

In between food, history and hotels, there are so many options for activities to take in while you are here, that it may take multiple trips, so plan several trips to a place where cultural confluence is an outstanding example of modern-day living.

You can learn more at www.visitlaredo.com.

While you are here, we encourage you to share your experiences on any social media using the hashtag #HolaLaredo.



Schedule at a Glance

Time	Monday, July 9
8:00-9:00 a.m.	Keynote Speech: Edem Adubra: Student Center Ballroom
9:15-10:45 a.m.	Session 1 Presentations: Various Rooms
10:45-11:00 a.m.	Break
11:00-12:30 p.m.	Session 2 Presentations: Various Rooms
12:30-1:30 p.m.	Lunch: Dusty Diner
1:30-2:15 p.m.	Teacher Quality and Quantity: Matthew Opoku Prempeh Student Center Ballroom
2:30-4:00 p.m.	Session 3 Presentations: Various Rooms
4:00-9:00 p.m.	Evening Activities

Time	Tuesday, July 10
8:00-9:00 a.m.	Keynote Speech: Carolina Zaragoza: Student Center Ballroom
9:15-10:45 a.m.	Session 1 Presentations: Various Rooms
10:45-11:00 a.m.	Break
11:00-12:30 p.m.	Session 2 Presentations
12:30-1:30 p.m.	Lunch: Dusty Diner
1:30-2:15 p.m.	Life-Long Learning: Luis Hernandez: Student Center Ballroom
2:30-4:00 p.m.	Session 3 Presentations
4:00-9:00 p.m.	Evening Activities, including Gala Dinner

Time	Wednesday, July 11
8:00-9:00 a.m.	Keynote Speech:Hendrina Doroba: Student Center Ballroom
9:15-11:00 a.m.	Session 1 Workshops & Movie
11:00-11:15 a.m.	Break
11:15-12:00 p.m.	Session 2 Workshops and Movie
12:00-1:00	Report from Roundtables and ICET Business Meeting
1:00 - Onwards	Bus departures – See bus schedule on page 16

Monday, July 9, 2018

7:15
a.m.

Bus Transfer La Posada to TAMIU (Sponsor Laredo Visitors Bureau) /
Onsite Registration

8:00-9:00
a.m.

Keynote: Teacher Quality and Quantity (TAMIU Ballroom):
Mr. Edem Adubra, Chief of Section of Teacher Development
(Secretariat of the International Task Force on Teachers)

Student
Center (SC)
Ballroom

Time	Presenters	Topic	Location
1	Eddie Henderson	TAMU System Las Clavellinas México Education Collaborative	SC 120
2	Triana González Valdez	The Key to Unleashing the World for First Generation Students	
3	Jackie Moses & James Noble-Rogers	The Challenge of Retaining Teachers in their Early Years - A Review of Qualified Teacher Status in England.	SC 225
4	Kashif Asdi	Elevating Online Educator Preparation Programs to Improve Persistence and Timely Completion	
5	Kakoma Luneta	Challenges Faced by Teachers in the Teaching Geometry Proofs in Grade 12	
6	Linda la Velle, Sarah Younie & Marilyn Leask	MESH: International: Improving the Quality of Teaching Via a Knowledge Management System/Mobilization Strategy to Develop Evidence-Informed Practice	
7	Diana Ritchie	The Role of the Principal in New Teacher Induction	SC 230
8	Principal Academy	Principal Academy	
9	Smadar Donitsa- Schmidt & Ruth Zuzovsky	The Effect of Formal, Non-Formal and Informal Learning on Teachers' Promotion to Middle Leadership Roles in Schools	
10	Tola Olujuwon & Juliet Perumal	Exploring the Tools of Leadership by Education Leaders in Public Secondary Schools in Lagos	
11	Hendrina Doroba & Chemwi Mutiwanyuka	Inspiring Girls and Young Women to Become Teachers in Africa	SC 231
12	Israel Castilla	ECHS Inspiring Hispanic Students to Become Teachers in Hispanic Serving Communities	
13	James O'Meara & Cindy Dominguez	Designing Dual-Credit Pathways to Recruit and Support High-Quality Candidates from Hispanic Serving Schools	
14	Priscilla Aquino	20 by 2020: Increasing the Recruitment, Preparation and Retention of Teachers	

10:45-11:00 a.m.: BREAK

	15	Cher Hill & Paula Rosehart	Providing Teachers with Empowering and Authentic Learning Pathways: An Example From a Graduate Program 'North of the Border'	
	16	Margaret Igbinoba	Entrepreneurial Skills Required for Establishing Small and Medium-Sized Enterprises in Nigeria: Implications on Business Education Curriculum	SC 120
	17	Puneet Gill	STEM-Based Discrepant Events: Envisioning Pedagogical Content Knowledge Growth with Per-Service Teachers	
	18	Catherine Scott	Back to the Basics: Twenty Ugandan Teachers, a Cow, and a Chalkboard	
	19	Jackie Moses & James Noble-Rogers	Why Teach? The Challenge of Attracting New Entrants Into the Teaching Profession in England: Is There an Answer?	
	20	Laina Allen, Bhaskar P. Kotha & Will Miller, James O'Meara	Using Data-Driven Student Success Systems for Improving Teacher Certification Pass Rates	
	21	Diana Richie	Using Research Informed Strategies to Promote Retention and Accelerate the Effectiveness of Early Career Teachers	SC 225
11:00 a.m.- 12:30 p.m.	22	Katherine Horn & Sherri Lowrey	Assessing Longitudinal Data and Research Papers to Advance the Quality and Effectiveness of Teacher Preparation in Local 'Zones of Impact'	
	23	Charlotte Meierdirk	Growth or a Fixed Mindset? What Difference Does it Make to the Success of a Student Teacher?	
	24	Amorella Lamount	An Evaluation of Language Competence and Performance of Trainees at a Selected Teacher-Trainer Institution in Jamaica	
	25	Tony Townsend	Improving Teacher Family Relationships through Strategic Leadership: A Case Study	SC 230
	26	Patricia Ezenandu & Chinyere Maduabuchi	Pre-Service Foreign Language Educators' Knowledge and Use of Reading Strategies and Autonomy in Foreign Language Learning	
	27	Texas A&M University Corpus Christi Graduate Students	Graduate Student Symposium	SC 231
Lunch (Dusty Diner)				
12:30-1:30 p.m.	World Market (Foyer of Student Center), ADEA Display (SC233)			
1:30-2:15 p.m.	Teacher Quality and Quantity: Dr. Matthew Opoku Prempeh, Ghana Minister for Education			
2:30-4:30 p.m.	28	Sheila Yarbrough & Mfon Akpan	Supporting Underprepared Students in Online Learning Environments	
	29	Janet Adeboye Omoyemi	Assessment of Office Technology and Management Education Skills Required for Small Scale Entrepreneurial Ventures	SC 120
	30	Angelique Blackburn, Alexandra Reyes & Alejandra Santos	Cognitive and Cross-Language Impact of Short-Term Language Training	

	31	Charlotte Meierdirk	The Reflective Journey of the Student Teacher	
	32	Linda la Velle & Nick Sorensen	Researching Diversity in Teacher Education in England: A Study of a School-Led System	
2:30-4:30 p.m.	33	Reyes Quezada	Family-school, community engagement Practices: Emerging themes in selected California Distinguished Gold Ribbon Schools	SC 225
	34	Catherine Scott	Neuhaus Academy: Using Free Online Resources to Improve Reading and Vocabulary Levels Among Adolescent and Adult Learners	
	35	Sumalai Maroonroge, Hsiao Chuan Chen & Grecia Garcia	Creative Free Online Audiology Courses to Connect Teachers with Hearing Impaired Students Worldwide	
	36	Amos Adediran Adekunle	Perception of lecturers on the importance of using internet services for the teaching and learning processes in colleges of education in Nigeria	
	37	Petchpong Mayukhachot	Development of Training Through Computer Networks for Secondary School Teachers in Teaching to Develop the Careers Skills of Students in Nonthaburi Province	SC 230
	38	Viviana Alexandrowicz	Change Making in Teacher Preparation for Transformational Times	
	39	Laila Niklasson	Practicum in a School's Initiative to Reduce "Reality Shock" after Initial Teacher Education	
	40	Ministry of Education, Ghana Akwasi Addae-Boahene & Bea Noble Rogers	Transforming Teacher Education and Learning (T-TEL) Ghana	SC Ballroom
	41	Xu Jun	Imagination and Reality: Clarification of Children's Folk Culture in Different Communities	
	42	Xuesong Wang	HEB Read 3 Program: Educating Parents and Caregivers About the Need to Read	SC 231
	43	Kathy-Ann Daniel-Gittens	Strategies for Developing Culturally Relevant Professional Learning Experiences	
	44	Colin A. Campbell	Rhapsody on the Rio Grande: A Role for the Arts in Promoting a Multi-Cultural Approach to Teacher Education?	

Monday Evening:

Refer to Special Events Schedule (P. 15) and Bus Schedule (P. 16)

Tuesday, July 10, 2018

Time	Presenters	Topic	Location
7:15 a.m.	Bus Transfer La Posada to TAMIU (Sponsor Laredo Visitors Bureau) / Onsite Registration		
8:00-9:00 a.m.	Carolina Zaragoza - Expanding Opportunities for Mexican Migrant Communities in the US and México The "Educational Orientation Window" & Global Talent Node		Student Center (SC) Ballroom
Keynote: Access to Quality Education Carolina Zaragoza			
9:15-10:45 a.m.	45 Angelique Blackburn, Brenda Guerrero & Evelyn Campos	Impact of Short-Term Literacy Training at the Mexican- American Frontier	
	46 María D. Viloría	STEP into the STEM FIELD South Texas Project	SC 120
	47 Patricia Abrego	Using ISTE Standards for Educators to Develop Digitally Literate Teacher Candidates for Future Ready Classrooms	
	48 Catherine Scott	Improve Literacy Levels Among Learners in High Needs Setting	
	49 Elisabeth Krimbill, Juan Jasso & Lawrence Scott	Contemporary Challenges and Proactive Preparation for Future Principals	
	50 Diana Richie	Teacher Leadership Roles that Impact Student Achievement	SC 225
	51 Tony Townsend & Anne Bayetto	The Impact of the Principals as Literacy Leaders (PALL) Program on the Leadership of Reading in Tasmanian Schools	
	52 David Mandzuk	Educational Leaders on the Edge of Chaos: A Sensemaking Approach to Managing Uncertainty	
	53 Valentina Raman & Reyes Quesada	Changemakers Symposium on Teacher Education	SC 230
	54 Carol Hordatt Gentles	The Role of Jamaican Teacher Educators in Preparing Teachers to Be Agents of Social Change	
	55 Tanya Ovenden-Hope, Rowena Passy, Katy Theobald & Bobbie Mills	Defining Educational Isolation: Exploring the Challenges for Sequestered Schools	SC 231
	56 Joseph Divala	Trapped in the Hall of Performativity: Challenges in Developing an African University	
9:15-10:45 a.m.	57 Maropeng Modiba, Sandra Stewart & Thato Morapedi	Innovative Enterprise Education and STEM: A Post-Colonial Orientation to Global Citizenship	
	58 TBA	TBA	

59	Tonya Huber, Lorena P. Cestou, Elizabeth Sanmiguel, Sherline Salazar, Priscilla Salazar & Alexandra Reyes	Education and Quality of Life for Unschooled Girls in the Dominican Republic – A Humanistic Approach	SC 236
10:45-11:00 a.m.: BREAK			
60	Joan Llewellyn	Teacher Efficacy and instructional Attentiveness: Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica	
61	Tony Cree	Training for Teachers and Tutors in Aboriginal Schools in Northern Australia	
62	Edmore Mutekwe	Curriculum Leadership: A Condition Necessary for Improved Student Performance Insights from an Ethnographic Study of a University Department in South Africa	SC 120
63	Dequan Li	Transforming the Early Childhood Bilingual Education in a Monolingual Environment- A Unique Approach to Achieve the Overarching Goal of SDG's	
64	Gabriel Mwema Waithaka	Promoting access to quality education in refugee, post conflict/reconstruction and settled environments.	
65	Gina Slechta	Horizon 2030: Integrating Work Integrated Learning to Enhance Marketable Skills of Teacher Candidates	
66	Michael González	Integrating Enterprise Education into Preparation Coursework to Expand Career Options for Early Childhood Educators and Fitness Educators	SC 225
67	Cassandra Wheeler	TX 60x30: Preparing Teacher Candidates to Identify, Assess, and Articulate Marketable Skills	
68	Bernice Sánchez	Engaging Teachers in Literacy Professional Learning Communities	
69	Suky Kang	Integrating Coding into Elementary Teacher Education	
70	TBA	TBA	
71	Dianne Cullen	I Hear the Train a Comin'... It's Rollin' Round the Bend	SC 230
72	Christy Tirrell-Corbin Carlo Panlilio & Amanda Ferrara	Responding to Childhood Adversity: The Necessity of Trauma Sensitive Pedagogy and Practices in Support of Children, Families and Teachers	
74	Linda La Velle	Research Writing and Getting Published	SC Ballroom
	Ivan Reid	Research Methods and Getting Published	

12:30-1:15 p.m.	Lunch (Dusty Diner) World Market (Foyer of Student Center)	
1:15-1:30 p.m.	Presentation: World Assembly 2019 South Africa (SC Ballroom)	
1:30-2:15 p.m.	Life-Long Learning: Luis Hernandez Caterpillar Operations Manager & México Country Manager	

2:30-4:00 p.m.	75	Reyes Quezada	Research Roundtable: Internationalizing Teacher Education	SC Ballroom
	76	Linda LaVelle & Sarah Younie	Research Roundtable: Teacher Knowledge Mobilization	
	77	Tanya Ovenden-Hope	Research Roundtable: Teacher Recruitment, Retention and Development	
	78	Sanford Education 101: Sanford Inspire & Sanford Harmony		SC 230
		Ashoka Valentina Raman	Practitioner Workshop: Developing Youth as Changemakers by Working with Educators, Schools, Parents, and Companies to Create an Environment Where Young People Can Lead	SC 120

Tuesday Evening –
Refer to Special Events Schedule (P. 15) and Bus Schedule (P. 16)

Wednesday, July 11, 2018

7:15 a.m.	Bus Transfer La Posada to TAMIU (Sponsor Laredo Visitors Bureau) / Onsite Registration		
8:30-9:00 a.m.	School Tour: Hector J. Garcia Early College High School		Student Center (SC) Ballroom
9:00-11:00 a.m.	Hendrina Doroba	<i>Girls Rising</i> Video	TAMIU LBV Planetarium SC 225
	Code.org Suky Kang Mary Yarus & Catherine Scott	Practitioner Workshop: Elementary Teacher Training Practitioner Workshop: Recognition of Early Learners with Reading Difficulties	SC 230
11:00-11:15 a.m.: BREAK			
11:15-Midday	Hendrina Doroba	<i>Girls Rising</i> Video Discussion	SC Ballroom
	Code.org Suky Kang	Practitioner Workshop: Elementary Teacher Training	SC 225
	Mary Yarus & Catherine Scott	Practitioner Workshop: Recognition of Early Learners with Reading Difficulties	SC 230
	Reyes Quezada	Report from Round Tables & ICET Business Meeting	SC Ballroom
Wednesday Afternoon			
Refer to Special Events Schedule (P. 15) and Bus Schedule (P. 16)			
4:00-6:00 p.m.	Free time for those staying Wednesday evening		
6:00-7:00 p.m.	Literacy Flashmob (Limited Numbers)		

Special Events Schedule

Sunday, July 8, 2018

- **Welcome Reception:** The reception will be located at **La Posada Hotel**, a historical landmark in downtown Laredo. **7:00-9:00 p.m.**

Monday, July 9, 2018

- World Market and Silent Auction of International Fair-Trade, American Hand-made, Local Business, Gift Cards, Art, Craft, Jewelry, Home Décor, and MORE! Student Center Rotunda, 8 a.m.-5 p.m. Auction bidding ends at 4:40.
- **Shopping for Mexican Souvenirs** – Basket and Pottery Alley. **4:45 p.m.**
- Local Event: **Rhapsody on the Rio Grande** (Free Movie Event) at the Outlet Shoppes at Laredo. **7:00-9:00 p.m. (Meet in La Posada Hotel Foyer at 6:45 P.M.)**

Tuesday, July 10, 2018

- World Market of International Fair-Trade, American Hand-made, Local Business, Gift Cards, Art, Craft, Jewelry, Home Décor, and MORE! Student Center Rotunda, 8 a.m.-5 p.m.
- **ICET 62nd World Assembly Gala and Change Maker Recognition Evening** at the Max A. Mandel Municipal Golf Course. Bus pickup at 6:30 PM. **(Meet in La Posada Hotel Foyer at 6:15 p.m.) 7:00-9:00 p.m. Cost is \$50.** Payment required by Monday, (July 9, Noon), 2018 prior to entry (registration form can be found at <http://www.tamiu.edu/coedu/icet20181/registration.shtml> .

Bus Schedule

Monday, July 9, 2018

- 7:15 AM Bus Pick up from La Posada to TAMIU
- 7:40 AM Arrive at TAMIU
- 4:45 PM Bus Pick up at TAMIU to Shopping Souvenirs from México: Basket and Pottery Alley
- 5:00 PM Bus departs TAMIU to Basket and Pottery Alley
- 5:30 PM Arrive at Basket and Pottery Alley
- 6:30 PM Depart Basket and Pottery Alley to La Posada
- 7:00 PM Arrive at La Posada, End of Day

Tuesday, July 10, 2018

- 7:15 AM Bus Pick up from La Posada to TAMIU
- 7:40 AM Arrive at TAMIU
- 4:30 PM Bus Pick Up at TAMIU to La Posada
- 6:00 PM Bus Pick Up at La Posada to Max Mandel Golf Course
- 6:45 PM Arrive at Max Mandel Golf Course for Gala Dinner and Change Maker Recognition
- 9:00 PM Bus Pick up from Max Mandel Golf Course to La Posada
- 9:45 PM Arrive at La Posada, End of Day

Wednesday, July 11, 2018

- 7:15 AM Bus Pick Up at La Posada to TAMIU
- 7:40 AM Arrive at TAMIU
- 1:15 PM Bus Pick up at TAMIU to Airport
- 1:30 PM Arrive at Airport for drop off
- 2:00 pm Depart Airport to La Posada
- 3:00 pm End of Conference

Keynote Speaker: Dr. Edem Adubra



Edem Adubra joined UNESCO in 2003 in the Division of Secondary, Technical and Vocational Education as a programme specialist (P3). In 2006, he transferred to Windhoek Cluster Office as P4 to lead UNESCO's Education programme in Angola, Lesotho, Namibia, South Africa and Swaziland. Most of his responsibilities included support to the reconstruction of the Angolan education system after the civil war. He also coordinated partnership in Education between UNESCO and the Southern African Development Community (SADC), particularly in the areas of teacher training, higher education, TVET, EMIS, ESD and HIV/AIDS.

Adubra obtained his Bachelor degree in Arts from Université du Bénin (Lomé, Togo) in 1980, his Master's degree in Linguistics from Lancaster University (UK) in 1987, and a dual Doctoral degree in Educational Administration and Comparative and International Education from the Pennsylvania State University (USA) in 2002. He received several distinctions, including the Hubert Humphrey Fellowship Award in 1996 (USA) and the Fellowship Award of the African Federation of Teaching Regulatory Authorities – AFTRA (2017)

Keynote Speaker: Carolina Zaragoza



Carolina Zaragoza Flores was appointed by President of Mexico Enrique Peña Nieto and ratified by the Mexican Congress as Consul General of Mexico in Laredo, Texas on March 5, 2015. She took office as a Consul General of Mexico in Laredo, Texas on May 1st. 2015. On April 26, 2017, she was promoted to the rank of Ambassador.

Carolina Zaragoza Flores was born in the Southwestern City of Taxco, Guerrero, Mexico.

She has a B. A. degree in Foreign Relations from the National Autonomous University of Mexico (UNAM); a Master's degree from Saint Louis University in Missouri as well as Advanced Studies in International Affairs at the Matias Romero Institute for Diplomatic Studies in Mexico City.

Featured Speaker: Hendrina Chalwe Doroba



Hendrina Chalwe Doroba is the Executive Director of the Forum for African Women Educationalists (FAWE)-Africa. She has over 35 years of experience in education, gender, policy advocacy and development, working with government, donors, local and international NGOs, a teacher trainer and mathematician. She is passionate about supporting/ building the capacities of teachers in gender responsive pedagogy and empowering the youth to take responsibilities in addressing issues that hinder their education especially in Mathematics Science and Technology. A member of the Advisory Board of the Global Monitoring report, UNGEI Advisory Board, Global Women Leadership Network (GWLN) and Synergos Senior Fellow (2014), Chairperson of GIMAC Steering Committee and represents GIMAC on ECOSCCO.

Featured Speaker: Chemwi Mutiwanyuka



Chemwi Mutiwanyuka is a Programme Analyst with the ADEA Working Group on Education Management and Policy Support where she has worked for 7 years. She has participated in three EMIS Peer Review exercises to date and contributed to the development of the SADC EMIS Norms and Standards and Norms and Standards Assessment Framework. Her portfolio also includes the African Union Specialized Technical Group on Education, Science and Technology as well as fostering gender sensitive education practices. She has previously written and moderated an online discussion for the Commonwealth on Funding education (the role of scholarships, bursaries and other mechanisms) on behalf of ADEA.

Sponsors



International Council On
Education for Teaching



Texas A&M
International University



TEXAS A&M INTERNATIONAL UNIVERSITY
COLLEGE OF EDUCATION

TAMIU College of
Education



Teach To Lead Initiative



Laredo Conventions &
Visitors Bureau



Horizon Group Properties
The Outlet Shoppes at
Laredo with Horizon
Group Properties



AT
NATIONAL UNIVERSITY

Sanford Harmony

Special Thanks

- ASCD - For their generous contribution of books and resource materials for the Conference.
- TAMIU A.R. Sanchez Jr., School of Business - For their generous contribution of materials.
- TAMIU Office of the VP for Institutional Advancement - For their generous contribution of materials.
- TAMIU Office of Admissions - For their generous contribution of materials.
- TAMIU Office of Event Services for their assistance in coordinating the locations used during the Conference.
- TAMIU Office of Public Relations and Information Services - For their assistance in creating and approving publication materials for this Conference.
- TAMIU Office of the Comptroller / Bursar's Office - For their help and patience in arranging the payment process for the Conference.
- Jessica Lynn Verastigui - For stepping up to the challenge to serve as ICET Secretariat and coordinating the registration process.
- Patsy Lopez – For all of her hard work and dedication; without her passion, this conference could not have been a success.
- Melinda Lee Downie – For her dedication to handling the communication needs for the conference, in the form of the Conference website and this program.
- LISD Hector J. Garcia Early College High School - For coordinating student volunteers for the Conference.
- TAMIU Office of Student Orientation, Leadership, and Engagement (SOLE) - For helping make it possible for TAMIU alumni and current students to attend some Conference events.
- TAMIU Office of International Engagement – For their generous contribution of materials.
- TAMIU Graduate School – For their generous contribution of materials.
- TAMIU Department of Professional Programs – For their assistance in preparation of materials for the Conference.
- TAMIU Department of Curriculum & Pedagogy - For their assistance in preparation of materials for the Conference.
- Small Business Development Center (SBDC) - For their help in recognizing local Changemakers.
- La Posada Hotel - For being a gracious host to many of our guests during their stay in Laredo.
- TAMIU Office of Recruitment – For their generous contribution of materials.



TEXAS A&M INTERNATIONAL UNIVERSITY
COLLEGE OF EDUCATION



World Market

MarketPlace and Silent Auction of International Fair-Trade, American-Made, and Local Business Art, Craft, Jewelry, Home Décor, Gift Cards, and MORE!

July 9 & 10 (Monday & Tuesday), 8 a.m. to 5 p.m.

TAMIU Student Center Rotunda

Free and Open to the Public!

All Proceeds Benefit TAMIU Student Engagement including:

- ♦ Feed My Starving Children MobilePack Meals for children in 70 nations
- ♦ CHANCE: Creating Hope and Nurturance for Children through Education
- ♦ Literacy & Numeracy Teaching in the Dominican Republic for Unschooled Children & Women
- ♦ English Literacy Teaching in India for Children Educated in Orphanages

Silent Auction Guidelines (*Monday Only*)

- * Bids are written on a sheet of paper placed next to the item. Phone numbers, rather than names are used to bid. Bidding continues until the announced closing and certification of winners.
- * At the end of the auction, the highest/last bidder wins the item. If the winner is not present, the second-highest bidder has the option to claim the item.
- * This type of auction is often used in philanthropic events, with many items auctioned simultaneously and then closed at a common finish time--in this case, 4:40 p.m.

Door Prize Guidelines

- ♦ Each ICET Registrant is receiving a door prize ticket stapled to this announcement.
- ♦ Prizes will be posted at the World Market to be claimed between session presentations.
- ♦ To win a prize, match your ticket number to the posted winning numbers.
- ♦ Each World Market purchase \$20 entitles the purchaser to another door prize ticket.
- ♦ A minimum of 50 door prizes are guaranteed. Check your numbers often!

For more information, contact

Professor Tonya Huber, PhD, College of Education at tonya.huber@tamiu.edu or call 956.326.2420

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THANK YOU for YOUR SUPPORT

International Education Inquiries

People, Places, and Perspectives of Education 2030

Vision

International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030^a. This vision involves “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all”. The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the global discussion about the people, places and perspectives shaping Education 2030 outcomes.

Call for Chapters

The initial call for papers will be made at the International Council on Education for Teaching (<https://icet4u.org/>) 62nd World Assembly, 2018 July 9-11, at Texas A&M International University (TAMIU), Laredo, Texas. The conference theme will be the theme of the first volume in the series: Teacher Education at the Edge: Expanding Access & Exploring Frontiers. Submissions are welcomed even if not presented at ICET. Manuscripts must contain a clear link to the Education 2030 agenda. In addition, each submission must include the names of two content experts who have agreed to review the manuscript. The Book Series Editor will also secure at least two reviewers for a comprehensive set of feedback, guaranteeing external peer-review in the publication process.

Education 2030 topics of interest include, but are not limited to

- Improving access to quality early childhood development, care and pre-primary education.
- Ensuring equal access for all women and men to affordable and quality education.
- Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods.
- Ensuring equal access for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- Achieving levels of literacy and numeracy required to engage in communities and employment
- Acquiring the knowledge and skills needed to promote sustainable development, including:
 - education for sustainable development and sustainable lifestyles,
 - human rights,
 - gender equality,
 - promotion of a culture of peace and non-violence,
 - global citizenship education, and
 - the appreciation of cultural diversity and of culture’s contributions to sustainable development.
- Providing safe, non-violent, inclusive and effective learning environments for all.
- Recruiting, preparing, supporting and retaining quality teachers.

Tentative Schedule for Publication

- Title Page and Abstract submissions due by 2018 August 1.
- Preliminary acceptance granted by 2018 August 15.
- Full chapter drafts due by 2018 October 1. Refereed Peer-Review Process begins within the week of full submission.
- Editorial decision of acceptance, acceptance with revisions or rejection by 2018 November 30.
- Page proofs by 2019 Spring.
- Anticipated publication in 2019 Summer for the International Council on Education for Teaching 63rd World Assembly.

Title Page

Include the following information on the title page:

- Title of manuscript.
- Date of submission.
- Author's/authors' name(s), school/institutional affiliations, mailing address of the lead author including zip code, telephone and fax numbers, and e-mail address.
- Word count.
- The names and contact details of two content experts who have agreed to review the ms.
- Statement that the manuscript has neither been previously published nor is under consideration (in review or in press) by another publication. Manuscripts will **NOT** be reviewed without this statement. If a manuscript was previously published as an article or chapter, that information and appropriate copyright clearance and citation format must be provided for the manuscript to be considered.

Manuscript Pages

- Electronic submissions required with Microsoft Word attachments.
- Please use "IEI" in the subject line.
- A definitive abstract of no more than 250 words.
- Running head with page number on all pages of the manuscript, including the title page, figures, and tables.
- Tables, figures, charts, vignettes, or representations of visual artifacts should be placed in text, if possible. Clarity and meaning should be the key determinants.
- Double space all text except tables, figures, or visuals.
- Maintain one-inch margins at top, bottom, and sides.
- Recommended length of no more than 12,000 words unless otherwise determined in consultation with the Editors.
- Manuscripts should include a one-paragraph author note of no more than 150 words for each author.
- We also ask that authors have their final chapters professionally proof-read to avoid delays in the publishing process and provide evidence of having done so.

Style

- Editorial style and reference must follow guidelines set in the *Publication Manual of the American Psychological Association* (6th ed., see www.apastyle.org), unless otherwise noted.
- The history of colonialism and hegemonic oppression includes renaming peoples, tribes, nations, and places. In an anti-colonial, anti-racist, indigenous positioning to *reject* this practice, the Editor requires full names with the initial introduction of people, as well as for all authors and editors, whenever available, in all references. This is a modification of APA 6th edition guidelines.

- Full names of authors and editors, as they appear on the work being cited, should be used in references. Examples follow for documentary, conference presentation, book series, electronic, and journal article:
Adelman, Larry (Executive Producer), & Christine Herbes-Sommers (Episode Producer). (2003). *Race: The power of an illusion—Episode one: The difference between us [Video]*. (Available from California Newsreel www.newsreel.org)
Berridge, Sheila, & Kelly Echard. (2000, February 19). *An exploratory and descriptive focus on pauses in the acquisition of emergent literacy skills*. Paper presented at the meeting of the American Educational Research Association, Arts-based Educational Research Special Interest Group, Albuquerque, NM.
Dei, George J. Sefa, & Gurpreet Singh Johal (Eds.). (2005). *Critical issues in anti-racist research methodologies*. In Joe L. Kinchloe & Shirley R. Steinberg (Eds.), *Counterpoints vol. 252: Studies in the postmodern theory in education*. New York, NY: Peter Lang.
Lore of the land: Reconciling spirit and place in Australia's story. *Indigenous cultures: Kutjungka*. Retrieved July 7, 2007, from <http://www.loreoftheland.com.au/indigenous/index.html>
Smith, G. Pritchey. (2001). Relationships among knowledge bases for diversity in teacher education: Critical pedagogy, critical inquiry, and story. *Journal of Critical Inquiry Into Curriculum and Instruction*, 2(3), 26-30.

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Notes

^a The *United Nations Educational, Scientific and Cultural Organization*

(UNESCO) together with the United Nations Children's Fund (UNICEF), the World Bank, the United Nations Population Fund (UNFPA), the United Nations Development Programme (UNDP), the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), and The UN Refugee Agency (UNHCR) organized the World Education Forum 2015 in Incheon, Republic of Korea, from 19-22 May 2015, hosted by the Republic of Korea. Over 1,600 participants from 160 countries (including over 120 ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector) adopted the Incheon Declaration for Education 2030, which sets out a new vision for education. (For more details see *Incheon Declaration Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*, <http://unesdoc.unesco.org/images/0023/002338/233813M.pdf>, see also <http://unesdoc.unesco.org/images/0024/002463/246300E.pdf>)

Notes
