

ZEENA ZAKHARIA

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Abridged Curriculum Vitae
September 2022

EDUCATION

- 2008 Ed.D., Columbia University, Teachers College, New York, NY
International Educational Development (Policy Studies)
- 1997 Ed.M., Harvard University, Graduate School of Education, Cambridge, MA
Administration, Planning, and Social Policy (International Education)
- 1994 B.A., Yale University, New Haven, CT
Organismal Biology; Geology and Geophysics (double-major)

ACADEMIC APPOINTMENTS

- 2020- Assistant Professor, University of Maryland, College Park, MD
International Education Policy, College of Education
- 2012-2020 Assistant Professor of Comparative Education, University of Massachusetts, Boston, MA
Department of Leadership in Education, College of Education and Human Development
- 2012-2014 Visiting Assistant Professor, European Peace University, Stadtschlaining, Austria
Peace and Conflict Studies Master's Program
- 2011-2012 Middle Eastern Studies Postdoctoral Fellow, Columbia University, New York, NY
School of International and Public Affairs and Teachers College (joint appointment)
- 2010-2011 Tuani Human Rights Fellow, Harvard University, Cambridge, MA
Carr Center for Human Rights Policy, John F. Kennedy School of Government
- 2008-2010 Lecturer, Columbia University, New York, NY
Department of International and Transcultural Studies, Teachers College

RESEARCH GRANTS AND FELLOWSHIPS

Numerous competitive awards for research and scholarship totaling over \$750,000, including from Dubai Cares; the Social Science Research Council; British Council; Spencer Foundation (multiple awards); American Anthropological Association; Education International; Hariri Foundation-USA; University of Massachusetts Boston Office of Global Programs (two awards); Columbia University Teachers College (multiple awards); Columbia University Middle East Institute; Comparative and International Education Society; University of Maryland (two awards).

SELECTED PUBLICATIONS

Books and monographs

- García, O., Zakharia, Z., & Otcu, B. (Eds). (2013). *Bilingual community education and multilingualism: Beyond heritage languages in a global city* (360 pp.). Bristol: Multilingual Matters.
- Zakharia, Z., & Arnstein, T. (Eds). (2005). *Languages, communities, and education* (100 pp.). New York: Society for International Education.
- Burde, D., Arnstein, T., Pagen, C., & Zakharia, Z.* (Eds). (2004). *Education in emergencies and post-conflict situations: Problems, responses, and possibilities* (130 pp.). New York: Society for International Education.

Peer-reviewed journal articles

- Menashy, F. & Zakharia, Z. (forthcoming/2022). White ignorance in global education. *Harvard Educational Review*.

- Menashy, F. & Zakharia, Z. (2022). Reconsidering partnerships in education in emergencies. *Education Policy Analysis Archives*, 30, (144). <https://doi.org/10.14507/epaa.30.7008>
- Menashy, F. & Zakharia, Z. (2022). Crisis upon crisis: Refugee education responses amid COVID-19. *Peabody Journal of Education*. <https://doi.org/10.1080/0161956X.2022.2079895>
- Zakharia, Z., Menashy, F., & Shields, R. (2022). Policy networks in refugee education. *International Journal of Educational Research*, 114. <https://doi.org/10.1016/j.ijer.2022.102003>
- Zakharia, Z. & Menashy, F. (2020). The emerging role of corporate actors as policymakers in education in emergencies: Evidence from the Syria refugee crisis. *Journal on Education in Emergencies*, 5(2), 40-70.
- Zakharia, Z. (2020). Language and (in)securitisation: Observations from research and practice in conflict-affected contexts. *Journal of Sociolinguistics*, 24(1), 103-110. DOI: 10.1111/josl.12404.
- Rampton, B., Charalambous, C., Jones, R., Levon, E., Mangual Figueroa, A., & Zakharia, Z.* (2020). Dialogue on Sociolinguistics and everyday (in)securitization: Closing questions. *Journal of Sociolinguistics*, 24(1), 119-125.
- Menashy, F. & Zakharia, Z. (2019). Private engagement in refugee education and the promise of digital humanitarianism. *Oxford Review of Education*, 313-330.
- Bahou, L. & Zakharia, Z.* (2019). ‘Maybe that’s how they learned in the past, but we don’t learn like this today’: Youth perspectives on violent discipline in Lebanon’s public schools. *International Journal of Educational Development*, 70, 1-13.
- Zakharia, Z. & Menashy, F. (2018). Private sector engagement in refugee education. *Forced Migration Review*, 57.
- Zakharia, Z. (2017). Getting to “no”: Locating critical peace education within resistance and anti-oppression education at a Shi’a Muslim school in Lebanon. *Research in Comparative and International Education*, 12(1), 46-63.
- Zakharia, Z. (2016). Language, conflict, and migration: Situating Arabic bilingual community education in the United States. *International Journal of the Sociology of Language*, 237, 139-160.
- Hantzopoulos, M., Zakharia, Z., Shirazi, R., Bajaj, M., & Ghaffar-Kucher, A. (2015). New curricular approaches to teaching about the Middle East and North Africa. *Social Studies Research and Practice*, 10(1), 84-93.

Peer-reviewed book chapters

- Hall, C.,** Krueger-Henney, P., Kunimoto, N.,** & Zakharia, Z.* (2021). “Hope is a decision”: Pedagogical acts toward the collective commitment to remake the world. In Nuñez, I. & Goulah, J. (Eds), *Hope and joy in education: Engaging Daisaku Ikeda across curriculum and contexts* (pp. 21-33). Teachers College Press.
- Hantzopoulos, M., Zakharia, Z., & Harris Garad, B. (2021). Situating peace education theories, scholarship, and practice in Comparative and International Education. In Jules, T., Shields, R., & Thomas, M. (Eds), *The Bloomsbury handbook of theory in Comparative and International Education* (pp. 347-362). London, New York & Dublin: Bloomsbury Academic.
- Menashy, F., Zakharia, Z., & Gowda, S.** (2019). The business sector in global education reform: The case of the Global Business Coalition for Education. In Saltman, K. & Means, A. (Eds), *The Wiley handbook of global educational reform* (pp. 27-45). Wiley-Blackwell.
- Zakharia, Z. & Menashy, F. (2018). Private participation in the education of Syrian refugees: Understanding the roles of businesses and foundations. In Steiner-Khamsi, G. & Draxler, A. (Eds), *The state, business, and education: Public-private partnerships revisited* (pp. 52-67). Cheltenham, UK: Edward Elgar.
- Zakharia, Z. (2016). Peace education and peacebuilding across the conflict continuum: Insights from Lebanon. In M. Bajaj, & M. Hantzopoulos (Eds), *Peace Education: International Perspectives* (pp. 71-88). Bloomsbury.
- Zakharia, Z. (2016).^β Bilingual education in the Middle East and North Africa. In May, S. (Ed), *Encyclopedia of language and education*, Volume 5 Bilingual and Multilingual Education (third ed.), 13 pp. Springer International Switzerland. DOI 10.1007/978-3-319-02324-3_21-1
- Zakharia, Z. (2015).^β Language, conflict, and social change: Arabic bilingual education in the Middle East and North Africa. In Wright, W. E., Boun, S., & García, O. (Eds), *The Handbook of Bilingual and Multilingual Education* (pp. 618-631). Wiley-Blackwell.
- Zakharia, Z. (2013). Schooling for youth and community empowerment and resilience during and after violent conflict. In Matsumoto, M. (Ed.), *Education and disadvantaged children and young people* (pp. 31-52). (Colin Brock, Education as a Humanitarian Response Book Series Editor). Continuum.

- Zakharia, Z., & Menchaca Bishop, L.** (2013). Towards positive peace through bilingual community education: The language efforts of Arabic-speaking communities in New York. In García, O., Zakharia, Z., & Otcu, B. (Eds), *Bilingual community education and multilingualism: Beyond heritage languages in a global city* (pp. 169-189). Bristol: Multilingual Matters.
- García, O., Zakharia, Z., & Otcu, B. (2013). Bilingual community education: Beyond heritage language education and bilingual education in New York. In García, O., Zakharia, Z., & Otcu, B. (Eds), *Bilingual community education and multilingualism: Beyond heritage languages in a global city* (pp. 3-44). Multilingual Matters.
- Zakharia, Z. (2010). Language and vulnerability: How educational policies exacerbate inequalities in higher education. In J. Calabrese (Ed.), *Higher education and the Middle East: Empowering under-served and vulnerable populations* (pp. 41-44). Washington, DC: Middle East Institute Viewpoints Publications.
- García, O., & Zakharia, Z. (2010). Positioning language and ethnic identity. In J. A. Fishman, & O. García (Eds), *Handbook of language and ethnic identity: Disciplinary and regional perspectives*, 2nd ed. (pp. 521-525). Oxford: Oxford University Press.
- Zakharia, Z. (2010). (Re)constructing language policy in a Shi'i school in Lebanon. In K. Menken, & O. García (Eds), *Negotiating language policies in schools: Educators as policymakers* (pp. 162-181). Routledge.
- Zakharia, Z. (2010). Language-in-education policies in contemporary Lebanon: Youth perspectives. In O. Abi-Mershed (Ed.), *Trajectories of education in the Arab World: Legacies and challenges* (pp. 157-184). Routledge.
- Zakharia, Z. (2009). Positioning Arabic in schools: Language policy, national identity, and development in contemporary Lebanon. In F. Vavrus, & L. Bartlett (Eds), *Critical approaches to comparative education: Vertical case studies from Africa, Europe, the Middle East, and the Americas* (pp. 215-231). New York: Palgrave Macmillan.
- Zakharia, Z. (2008). The Arab Middle East and North Africa. In O. García, *Bilingual education in the 21st Century: A global perspective* (pp. 276-280). Oxford: Blackwell.
- García, O., & Schiffman, H. (with Zakharia, Z.). (2006). Fishmanian sociolinguistics (1949 to the present). In O. García, R. Peltz, & H. Schiffman (Eds), *Language loyalty, continuity, and change: Joshua A. Fishman's contributions to international sociolinguistics* (pp. 3-68). Berlin: Mouton de Gruyter.
- Zakharia, Z. (2004). How schools cope with war: A case study of Lebanon. In D. Burde, T. Arnstein, C. Pagen, & Z. Zakharia (Eds), *Education in emergencies and post-conflict situations: Problems, responses, and possibilities* (pp. 107-117). New York: Society for International Education, Teachers College.

Published reports, policy briefs, and technical papers (selected)

17 published reports, policy briefs, and technical papers published in multiple languages for international organizations, UN agencies, governments, and teacher unions, e.g.:

- Menashy, F. & Zakharia, Z.* (2022). *Guiding principles for promising partnership practices in education in emergencies*. Policy Brief. (11 pp.) Dubai Cares & INEE. [In Arabic and English]. Available at: <https://ieipartnerships.org/resources/>
- Menashy, F. & Zakharia, Z.* (2021). *Promising partnership models for education in emergencies: A global-local analysis*. Research Report. (193 pp.) Dubai Cares. Available at: <https://ieipartnerships.org/publication/final-report/>
- Menashy, F. & Zakharia, Z. (2021).[†] *Private engagement in education in emergencies: Rights and regulations*. (25 pp.) Advocacy Brief. New York: Interagency Network for Education in Emergencies. [In English, Spanish, Arabic, Portuguese, and French]
- Zakharia, Z. & Menashy, F. (2018).[†] *Education and migration policy paper: Language, education and migration in the context of forced displacement*. (16 pp.). Policy Brief Series, No 1. Paris: UNESCO.
- Menashy, F. & Zakharia, Z. (2017). *Investing in the crisis: Private participation in the education of Syrian refugees*. (43 pp.). Brussels: Education International. Research report. [In English and in Arabic]
- Zakharia, Z., & Bartlett, L. (2014).[†] *Literacy education in conflict and crisis-affected contexts* (81 pp.). Research report. Washington, DC: USAID.
- Zakharia, Z., & Bartlett, L. (2014).[†] *Guidance note: Literacy education in conflict and crisis-affected contexts* (8 pp.). Washington, DC: USAID. Policy and guidance.
- Zakharia, Z. (2014). *Lebanon minimum standards for education in emergencies* (80 pp.). Policy and guidance. New York & Beirut: INEE and Lebanon Education Working Group. [In English and in Arabic].

- Zakharia, Z. (2013). *Iraq Civic Values and Life Skills Teacher Training Toolkit, Technical review*. Technical report and guidance. UNESCO/Iraq Ministries of Education. [In Arabic].
- Zakharia, Z. (2011). *The role of education in peacebuilding: Lebanon case study*. (78 pp.). Research Report. New York: UNICEF.

[* Denotes co-authors listed in alphabetical order, ** Denotes student, [‡] Denotes chapter was blind reviewed]

Media contributions/OpEds (selected)

16 OpEds, blogs, podcasts, research websites; research animations; professional and K-12 curricula, e.g.:

- Menashy, F. & Zakharia, Z.* (2022). *Partnerships in education in emergencies*. [Website for research and policy guidance]. Available at: <https://iepartnerships.org>.
- Menashy, F. & Zakharia, Z.* (2021). Private engagement in education in emergencies: Rights and Regulations. INEE Webinar. Available at: <https://inee.org/resources/private-engagement-education-emergencies-rights-and-regulations-0>
- Zakharia, Z. (2020). The emerging role of corporate actors as policymakers in education in emergencies. JEIE Behind the Pages Apple podcast.
- Zakharia, Z. & Menashy, F. (2017). Questioning the “business case” for investing in the education of Syrian refugees. Beirut: *An-Nahar Newspaper* [English Edition], 26 April 2017, Opinion section--most read.
- Zakharia, Z. & Menashy, F. (2017). The “business case” for investing in the education of Syrian refugees. Beirut: *An-Nahar Newspaper* [Arabic Edition], 22 April 2017, Education and Youth section.
- Interviewed for US National Public Radio (NPR): Kamenetz, A. (2017). Tech is dominating efforts to educate Syrian refugees, 18 April 2017, Education section.
- Hantzopoulos, M., Zakharia, Z., Bajaj, M., Shirazi, R., Ghaffar Kucher, A. (2014). *Rethinking the region: New approaches to 9-12 US curriculum on the Middle East & North Africa*. [Curriculum, website, and teaching resources for US 9-12 World History]. SSRC/ British Council. Available at: www.teachmena.org/

SCHOLARLY AND PROFESSIONAL PRESENTATIONS

Over 150 refereed, invited, keynote, and other national and international conference presentations and professional talks on four continents, including consultations, workshops and trainings for educators, parents, students, university professors, unions, government and NGO education and development practitioners.

RESEARCH CONTRACTS AND CONSULTANCIES (SELECTED)

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| 2020 | INEE/IRC: “Private and Non-state Engagement in Education in Emergencies” Advocacy Brief |
| 2018-2021 | INEE Education Policy Working Group |
| 2018 | UNESCO Executive Office of the Education Sector, Desk for Education in Emergencies: “Language, Education, and Migration” |
| 2018 | Massachusetts Department of Elementary and Secondary Education Institutes for Higher Education (IHE) Research Advisory Council for Culturally and Linguistically Diverse Students |
| 2017-2018 | Massachusetts Department of Elementary and Secondary Education (DESE) Working Group on Sheltered English Immersion, Boston, MA |
| 2017 | ICRC/Swissnex: “Population in Limbo: Education in Conflict and Crisis” |
| 2015-2016 | UNICEF/Government of Syria: “INEE Minimum Standards Orientation Workshop,” Syria National Level Training of Trainers, Beirut |
| 2015 | UNICEF/Save the Children: “Whole of Syria Education Meeting,” Istanbul |
| 2013-2014 | INEE/IRC/Government of Lebanon: “Lebanon Minimum Standards for Education in Emergencies, Syria Crisis Response,” Beirut and New York |
| 2013-2014 | USAID (E3/ED)/JBS Intl: “Education in Crisis and Conflict Areas” |
| 2013 | UNDP/UNICEF/UNPBSO/Institute of Economics and Peace: “Expert Meeting on Conflict, Violence and Disaster: An Accountability Framework for a Post-2015 Development Agenda,” Glenn Cove, Long Island, New York |
| 2012-2013 | USAID (E3/ED)/JBS Intl: “Literacy Education in Crisis and Conflict Areas” |
| 2012-2013 | UNESCO/Iraq Ministries of Education, Baghdad and Erbil: “Civic Education and Life Skills Among Adolescents in Iraq Training Package Technical Review” |

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| 2012 | UNICEF Middle East and North Africa Regional Office (MENARO): “Peacebuilding in MENA,” Amman and New York |
| 2012 | UNICEF HQ Evaluation Office: “Education and Peacebuilding in Crisis and Post-Conflict Contexts” |
| 2011 | UNICEF HQ Evaluation Office/EEPCT: “Education and Peacebuilding in Crisis and Post-Conflict Contexts Global Project,” Beirut and New York |
| 2011 | Qatar University: “Language Policy: Strategic Planning and Evaluation,” Doha, Qatar |
| 2009-2020 | Institute of International Education/Rockefeller Foundation |
| 2004 | USAID BMENA Policy Brief: Literacy Teacher Education |
| 2000-2003 | Partnership in Education: “Human Dignity Project,” Lebanon |

THESIS ADVISEMENT

Doctoral degrees conferred: 30 total; 12 as Chair (UMD, UMass, Columbia University); 18 as 2nd Reader/Committee Member (UMass, Harvard, Columbia University, Vrije Universiteit Amsterdam).
Master’s degrees conferred: 29 as Chair (UMaryland, European Peace University, Columbia University).

PRE-K-12 SCHOOL LEADERSHIP AND TEACHING

Over a decade of school leadership and teaching in Lebanon and the U.S. (1994-2007)

LANGUAGES

English | Arabic | French