

Profile of a Comparative and International Education Leader: Mark Ginsburg

Author: Mark Ginsburg

Abstract

Mark Ginsburg is a senior visiting researcher at the University of Maryland (USA) and has been a faculty member at other universities: Aston (England), Houston, Pittsburgh, and Columbia (USA) as well as a visiting professor at George Washington University (USA), Kobe University (Japan), University of Oslo (Norway), and Universidad de Ciencias Pedagógicas “Enrique José Varona” (Cuba). Mark has routinely combined his teaching and research activities with involvement in international education development projects as well as engagement in public political activism, criticizing U.S. foreign policy and promoting alternative, socialist development, most notably, in Cuba.

Keywords: Mark Ginsburg, Comparative and International Education, Teacher Education, Teachers as Political Actors, United States, Cuba, Egypt

Education

Mark Ginsburg obtained his bachelor’s degree in Sociology from Dartmouth College and his master’s degree in Sociology and his PhD in Education from the University of California at Los Angeles (UCLA). Although he primarily worked with faculty in the Social Foundations of Education at UCLA, he also studied with and had other professional relations with faculty in Comparative Education, notably, John Hawkins, Tom LaBelle, Val Rust, and Wendell Jones. Mark’s U.S.-focused dissertation, supervised by a committee of faculty from Education, Political Science, and Sociology, was entitled *Determinants of Various Modes of Participation in School Affairs: Implications for the Post-Serrano v. Priest Era*. Mark also worked with a faculty colleague to edit a special issue of the *New Directions for Community Colleges* journal on “the transition from schooling and work” (see Silverman & Ginsburg, 1976).

University of Aston in Birmingham, England Chapter

After completing his PhD in 1976, Mark sought academic appointments outside the U.S., given his frustration with the primarily domestic focus of his field of Sociology of Education in the U.S. He managed to get a position as lecturer in the Department of Educational Inquiry at the University of Aston in Birmingham, England, mainly because the head of department and the search committee were looking for an “empirically” oriented applicant, because at the time Sociology of Education in England was dominated by theoretical work, particularly Marxist. For Mark, the academic scene in England was transformative. Not only did he gain exposure to various Marxist approaches to study of education – e.g., some sessions at the British Sociological Association featured debates about whether Althusser or Gramsci were better intellectual sources – but he also encountered a rich atmosphere promoting qualitative research methods.

These qualitative participant observation and interview methods were at the heart of a study he undertook (with colleagues, Henry Miller and Robert Meyenn, the latter being a doctoral student from Australia) examining a recent reform establishing middle schools during a period when England was undergoing a “Great Debate” on education as well as absorbing significant cuts in educational expenditure (see

Ginsburg et al., 1979). This meant that research that initially sought to illuminate the challenges faced by teachers (with training and experience at the primary or secondary level) morphed into a study of teacher union and political action, often times framed as defense of various notions of teacher professionalism (see Ginsburg et al., 1980).

University of Houston Chapter

Although he and his family were not anxious to leave England in late-1978, Mark began applying for academic positions in the U.S., because he rightly perceived that the academic marketplace, generally and specifically in the social foundations of education, was contracting. He ended up accepting an appointment as an assistant professor in the Foundations of Education (subsequently renamed Educational Leadership and Cultural Studies) Department at the University of Houston in the state of Texas. Mark's experience in England, and the fact that no other colleagues were prepared to teach Comparative Education, led him to include that as one of the courses he offered along with Sociology of Education, Education and Culture, Disciplined Inquiry, and an undergraduate course that combined social foundations, educational psychology, and curriculum and instruction themes. The latter was a team-taught, cross-departmental course, which was organized around students undertaking a series of studies focused on students, teachers, schools, and community (as part of what was labeled as the Reflective Inquiry Teacher Education program).

The University of Houston context provided Mark with an opportunity to pursue a study that he had originally planned to do for his dissertation, focusing on preservice teacher socialization. While on the faculty in the College of Education, Mark undertook participant observation of a cohort in the secondary education program. This was an ethnographic study informed by various Marxist and feminist theories as well as his deepening analysis of ideologies of professionalism and proletarianization (see Ginsburg, 1988). Mark also collaborated with faculty and student colleagues (Beatriz Arias-Godinez, Rene Clift, Margaret LeCompte, Dov Liberman, Betty Malmstad, Kit Newman, and Linda Spatig) on a publications based on other studies examining social inequalities and teacher socialization (see Ginsburg & Arias-Godinez, 1984; Ginsburg & Chaturvedi, 1988; Ginsburg & Cliff, 1990; Ginsburg & Giles, 1984; Ginsburg & Newman, 1985; Ginsburg & Sands, 1985; Ginsburg et al., 1989; LeCompte & Ginsburg, 1987; Malmstad et al., 1983; Miller & Ginsburg, 1989; Spatig et al., 1982).

During his time at the University of Houston Mark became involved in the Comparative and International Education Society (CIES). He attended his first annual meeting in Vancouver in 1988, presenting with University of Aston and University of Houston colleagues a paper comparing teachers' conceptions of professionalism in England and the United States. He also took on responsibilities in 1984 for hosting the annual CIES meeting, which was held in Houston at the suggestion of then president-elect, John Hawkins.

Mark was also very active politically while living in Houston. On campus he helped organize an 8-session series on "Divergent Perspectives on Central America," highlighting U.S. military and other interventions in the region. He also became one of the core organizers of Houston's involvement in the April (1985) Actions for Peace, Jobs, and Justice; the demands for this march and rally were: a) no U.S. interventions in Central America, b) build a just society, c) reverse the arms race, and d) oppose Apartheid [in South Africa]/and end racism (for a sociological analysis of his role, see Ginsburg, 1987).

University of Pittsburgh Chapter

In 1987, Mark received an offer to become the first director of the Institute for International Studies in Education (IISE) at the University of Pittsburgh. He turned down another offer he received from Portland State University and moved with his family (now including three children) to Pennsylvania. IISE was an initiative to build on the long and noteworthy history of the International Development Education

program, to pursue funded research and development projects and foster the internationalization of the School of Education.

Part of the attraction of the University of Pittsburgh was then then dean of the School of Education, Tom LaBelle. Even more important was the opportunity to become institutional colleagues with other well-known comparative education scholars: Don Adams, Rolland Paulston, John Singleton, and Seth Spaulding. These and many other Pittsburgh colleagues (Linda Bain, David Berman, Noreen Garman, Steve Koziol, Maureen McClure, John Weidman) became involved in international education development projects organized through IISE.



Mark (center), with Noreen Garman (left) presenting retirement honor to Rolland Paulston

To clarify, IISE coordinated technical assistance, capacity building, and research projects in various countries, for example, Bosnia-Herzegovina, Egypt, Ghana, Guatemala, Indonesia, Kenya, Kosovo, Laos, Mongolia, Mali, Peoples' Republic of China, Pakistan, Saudi Arabia, and Thailand. Probably most memorable were the multi-year, multi-country projects funded by USAID – the Improving Educational Quality project, undertaken in collaboration with the Institute for International Research (subsequently American Institutes for Research) and Juarez and Associates, and the Improving Educational Quality Improvement Program (EQUIP), undertaken in collaboration with the Academy for Educational Development, American Institutes for Research, and the Education Development Center, among others. IISE also hosted visiting scholars from a range of countries, including Argentina, Belarus, Botswana, Brazil, Canada, People's Republic of China, Egypt, England, Ethiopia, Germany, India, Indonesia, Liberia, Mongolia, New Zealand, Norway, Philippines, South Korea, Soviet Union, Sweden, Thailand, Venezuela, and Zimbabwe. Most prominently, IISE hosted approximately 80 Egyptian education scholars for periods of 3 months to 2 years, providing a social network that Mark was able to build upon when he left the University of Pittsburgh in 2004 (see next section).

While based at the University of Pittsburgh, Mark conducted a study of teacher political socialization at three institutions in Xalapa, Veracruz, Mexico: *Facultad de Pedagogia Universidad Veracruzana*; *Escuela Normal Veracruzana*, and the secondary social science component of the *Escuela Normal Superior Veracruzana* (see Cordova & Ginsburg; Ginsburg, 1995a; Ginsburg & Tidwell, 1990). In addition, he

worked with faculty and student colleagues to pursue research on educational reform in global context (see Ginsburg, 1991) and the political work of educators (see Ginsburg, 1995b) and

Mark's involvement in CIES deepened during his time in Pittsburgh. Not long after he arrived, he was elected Vice President of the organization, a position placing him on the Board of Directors and in turn moved him to become President-Elect and then President and Past-President. In the role of president-elect, he organized the annual meeting of the society in Pittsburgh in 1991. He also collaborated with a graduate student colleague to take responsibility for editing a special issue of the *Comparative Education Review* on "The Relationships between Theorists/Researchers and Policy Makers/Practitioners" (see Ginsburg & Gorostiaga, 2001), which was subsequently expanded and published as an edited book (see Ginsburg & Gorostiaga, 2003). Moreover, jointly with David Post, who was exploring a faculty appointment at the University of Pittsburgh, Mark became a coeditor of the *Comparative Education Review* in 2003. Mark and David continued their editorial responsibilities until 2013.

He also initiated and deepened his connection with the World Congress of Comparative Education Societies (WCCES). In 1989, he attended the World Congress held in Montreal, Canada, representing the US-based CIES. At the meeting there was a heated debate about what to do, given that the next World Congress had been planned for Beijing and the meeting was held soon after the Chinese government's violent clamp down on a protest in Tiananmen Square. Subsequently, he became a coeditor with Seth Spaulding of the WCCES Newsletter, which at the time was being published by UNESCO's International Bureau of Education (IBE). For a number of years, Mark served on the Admissions and New Societies Standing Committee (<https://www.worldcces.org/working-groups>). He also continued to attend the World Congresses, held approximately every three years: Prague, Czech Republic, in 1992; Sydney, Australia, in 1996; Cape Town, South Africa, in 1998; Chungbuk, Republic of Korea, in 2001; Havana, Cuba, in 2004; Sarajevo, Bosnia & Herzegovina, in 2007; Istanbul, Turkey, in 2010; Buenos Aires, Argentina, in 2013; Beijing, People's Republic of China, in 2016; Cancun, Mexico, in 2019; and Ithaca, New York, USA, in 2024 (<https://www.worldcces.org/pastworldcongresses>).

Mark's political activity while in Pittsburgh focused on organizing protests against U.S. military action in Nicaragua, Panama, Iraq and Afghanistan as well as working to achieve union recognition of an AAUP/AFT chapter, the United Faculty. He also became involved in Cuba solidarity work, participating in the IFCO/Pastors for Peace caravan to challenge the US blockade of Cuba, helped to build the sister city and sister province/state relationship between Matanzas and Pittsburgh/Pennsylvania, engaged in the campaign to return Elian Gonzalez to Cuba (he had been taken by his mom on a raft and somehow on he had survived the journey to Florida, where he was being held by anti-revolutionary Cuban relatives), and took part in the campaign to free the Cuban Five (Cubans who had spent time in the U.S. investigating Cuban American groups who were plotting sabotage and other terrorist activities and were arrested, tried, and imprisoned after they reported such activities to U.S. government authorities).

Egypt Project Chapter

In 2004, Mark was part of the EQUIP leadership team that was coordinating a large USAID-Cairo associate award, called the Education Reform Program (ERP). During one of the team's calls, when they were lamenting that several people that they had nominated to be the Director of the Faculties of Education Reform (FOER) component of that program were not accepted by USAID-Cairo, Mark somewhat jokingly commented that it sounded like USAID-Cairo was looking for a more senior/experienced faculty member "like me", despite the fact that the position was budgeted at a level more in line with an appointment of a junior faculty member. As they say, "be careful what you wish for;" within an hour of that telephone conversation ending, two key members of the coordinating team, John Gillies (AED) and Jack Schwille (Michigan State University), contacted Mark to ask if he was serious and if he'd be willing to be nominated for that position. After some thought, considering that it would

likely mean giving up his tenured professorial appointment at the University of Pittsburgh, Mark agreed and was eventually appointed as the Director of the FOER component.

Soon thereafter Mark moved to Cairo to build and then work with a team of Egyptian colleagues, some of whom he knew because they had spent time as visiting scholars at IISE at Pittsburgh (see above discussion). Initial efforts explored FOER working with all existing faculties of education in Egypt, including the two [male and female faculties] based in *Al Azhar* University. However, because of overlap and conflict with a World Bank project that also had a faculties of education reform component, it was decided to focus on institutions in the governorates where the overall ERP activities were taking place: Alexandria, Aswan, Bani-Suef, Fayoum, Minia, and Qena as well as Ain Shams Women's College in Cairo.



Mark with university faculty of education staff in Egypt

Eventually, in March 2005, FOER staff began (again) its work with Egyptian university and school personnel. Between that month and March 2006, FOER accomplished several things: a) five FOE-MOE taskforces were guided in developing performance standards and indicators for student teachers in the preservice programs for primary school teachers as well as secondary teachers of Arabic, Mathematics, Science, and Social Studies; b) thirty three FOE-MOE teams were assisted in developing proposals for action and decision-oriented research projects; c) seven governorate-based FOE-MOE working teams were coached in conducting SWOT (strengths, weaknesses, obstacles, and threats) analyses and developing strategic plans for improving teaching practice (including mentoring) d) seven FOE-MOE working teams were helped to develop strategic plans for introducing induction programs (including mentoring) for new teachers; e) a national “Professional Development Working Group” (involving MOE and MOHE personnel) was initiated and was providing feedback to ERP staff as well as engaging in discussions toward deepening reforms of the professional development system.

Nevertheless, at the end of March 2006, FOER/ERP's activities were again halted. In communicating its decision to “terminate” FOER's activities, USAID/Egypt requested a plan for realigning FOER's activities and the costs to other divisions of ERP, with a focus on serving the needs of the Ministry of Education (MOE) and *not* the Ministry of Higher Education (MOHE). This “termination” decision occurred after USAID and the MOHE came into conflict because the MOHE was demanding to see – and perhaps have more influence over – FOER's activities and its budget (see Ginsburg & Megahed, 2011).



Mark taking a break outside hotel where FOER workshop took place in Egypt

Academy for Educational Development/FHI 360 and Visiting Professorships Chapter

Mark remained in Egypt for several months in 2006 before returning to the United States and taking up a position as a Senior Technical Advisor with the Academy for Educational Development (AED), based in Washington, DC, and focused on supporting projects in the areas of teacher development as well as monitoring and evaluation and research.

Both virtually at a distance and in-person during brief in-country activity, Mark supported AED (and, later, FHI 360, after its assets were acquired by Family Health International in 2011) field-based team in the following countries: Afghanistan, Egypt, El Salvador, Equatorial Guinea, Liberia, Malawi, Pakistan, Peru, Saudi Arabia, and South Sudan.



Teachers' "lounge" in South Sudan

As a result of these experiences and in collaboration with field-based and home-office colleagues, Mark devoted himself to publishing articles and book chapters (e.g., see Ginsburg & Arrington, 2015; Ginsburg & Megahed, 2008; Ginsburg & Megahed, 2011; Ginsburg & Pigozzi, 2010, Ginsburg et al., 2008; Ginsburg et al., 2010; Ginsburg et al., 2011; Ginsburg et al., 2012; Ginsburg et al., 2014a; Ginsburg et al., 2014b; Ginsburg et al., 2017; Ginsburg et al., 2018; Megahed & Ginsburg, 2010).

During his employment at AED/FHI 360 Mark arranged to be a Senior Visiting Researcher in the International Education Policy program at the University of Maryland-College Park (2006-present). He taught or co-taught courses in Comparative Education, Political Economy of EFA, and Teacher Education and Teachers' Work: An International Perspective. He had the privilege to serve on numerous dissertation committees, thus also working closely with faculty colleagues: Steve Klees, Jing Lin, Nelly Stromquist, Taylor Woodman, and Zeena Zakharia. Mark also pursued publications with some of these colleagues (see Ginsburg, 2012b; Klees et al., 2020).



Mark with UMD IEP program faculty & student colleagues at “potluck” event

While working at FHI 360, Mark also accepted an appointment as a visiting professor at Teachers College, Columbia University (2011- 2013). This two-year experience allowed Mark to interact more directly with faculty and student colleagues, including Monisha Bajaj, Lesley Bartlett, Regina Cortina, and Gita Steiner-Khamsi,



Mark, Gita Steiner-Khamsi, and Richard Hatch on steps at Columbia University

Among the other activities he undertook during this period, he edited a volume based on papers presented at the World Congress of Comparative Education, focused on the “preparation, practice, and politics of teachers” (see Ginsburg, 2012a). Mark also initiated collaboration with Dierdre Williams (then at the Open Society Foundation), which eventuated in their editing a special issue of *Current Issues in Comparative Education* on the topic of “Educating All to Struggle for Social Change and Transformation” (see Williams & Ginsburg, 2018).

Chapter on “Retirement,” Working in Cuba, and Growing as a Cuba Solidarity Activist

During his time in Pittsburgh, Mark began to focus his scholarship and political activism on Cuba. For example, jointly with colleagues he organized a special seminar involving Cuban scholars and edited a volume of their work concerned with the “special period” (i.e., the time in Cuba in the decade following the dissolution of the Soviet Union) (see McGlynn et al., 1997; Moreno et al., 1999). He also became the coordinator of the Cuba Studies Group in the Center for Latin American Studies.

Mark first traveled to Cuba in 1993 (during the height of the “special period”), participating in a “caravan” organized by IFCO/Pastors for Peace. This experience and his growing academic interest in Cuba eventuated in him becoming an active member of the Pittsburgh-Matanzas Sister City project, which involved him in hosting a delegation of Cubans in Pittsburgh, organizing a trip of Pittsburgh educators to Cuba, and traveling a number of times to Matanzas as well as Havana and other cities in Cuba.



Mark with Pittsburg-Matanzas Sister City Delegation listening to Fidel

Mark’s enthusiasm for Cuba’s revolutionary education and society efforts also led to his involvement in the *Seminarios Científicos sobre la Calidad de la Educación: Intercambio de Experiencias de Profesionales Norteamericanos y Cubanos* (Scientific Seminar on the Quality of Education: Exchange of Experiences of North American and Cuban Professionals). The Seminario, which was later renamed *Busquedas Investigativas*, was led, initially, by Sheryl Lutjens and, subsequently, Taylor Woodman, involved U.S. participants in scholarly and political interactions in Cuba with educators through the

Association of Cuban Pedagogues. These bi-lateral events, consisting of presentations, seminars, informal interactions, and school/university visits, have taken place annually for more than 30 years (and continue to this day). Of note, this educator exchange program was organized by CIES colleagues in 1994, after a group of Cuban scholars, who had been accepted to present at the CIES annual meeting in Chicago, were denied visas to travel to the U.S. (see Lutjens, 2018).



Mark (with Sheryl Lutjens, right) speaking at Busquedas event in Cuba

All of the above is a preamble to a decision Mark made in 2016 to “retire” from FHI 360 and begin exploring an opportunity to be a visiting professor at the Universidad de Ciencias Pedagógicas “Enrique José Varona”. After overcoming some challenges, he spent two semesters there, co-teaching courses (e.g., Comparative Education, History of Cuban Education). He also strengthened his relationship with colleagues at the Association of Cuban Pedagogues. His relationships with colleagues in both institutions eventuated in a range of publications focused on education and teacher education in Cuba (see Ginsburg & Batista, 2019 and 2020) as well as comparative studies of teaching comparative education in Cuba and the U.S. (Ginsburg et al., 2019a and 2019b). He also collaborated with a Cuban colleague to examine the José Martí Pioneer youth organization (see Ginsburg & Rodríguez Alfonso, 2024). Moreover, his political activities in solidarity with Cuba were linked to his more general scholarly work on Cuba’s new constitution, adopted by a referendum in 2019 (see Ginsburg, 2021), as well as his examination of the U.S.’s economic and media war against Cuba (see Ginsburg, 2022).

A clear example of Mark combining his scholarship and political activism is his involvement in The Alternatives Project (TAP). This organization, which was founded during a lunch gathering of CIES, developed a Statement, “Education Justice for Societal Transformation: A Framework for Action,” which was translated in approximately a dozen languages and signed by 100’s of people all around the world (see <https://www.thealternativesproject.org/statement-1>). Building on this statement, Mark and other colleagues/comrades, who are part of what’s called the TAP Facilitation Group, took on the editing of a NORRAG Special Issue #10: *Education for Societal Transformation: Alternatives for a Just Future* (see Adamson et al., 2024).

Importantly, this chapter in Mark's professional/political life involves him in becoming increasingly active in his solidarity with Cuba. When he moved to Washington, DC, in 2006, he joined the Washington, DC Metro Committee in Solidarity with the Cuban Revolution. This committee organized a number of activities, including car caravans, marches, rallies, and educational events.



Mark (in blue shirt) with DC Metro Cuba Solidarity group protesting in front of White House

When Mark moved to Santa Cruz, California in 2020, he joined a group that would become the (San Francisco) Bay Area Cuba Solidarity Network. This group organized a range of protest and educational events, including multisite visits in 2024 of Liz Oliva Fernandez, who directs and stars in the *Belly of the Beast* series focused on the “War on Cuba” (see <https://www.bellyofthebeastcuba.com/>). The group also hosted in 2025 two members of the Cuban Embassy, who spoke to hundreds of people at events in different cities around the greater Bay Area.

As a result of his involvement in the Bay Area Cuba Solidarity Network as well as virtual participation in the Pittsburgh-Matanzas Sister City Partnership and the Friends of Latin America (based in Columbia, Maryland), Mark became actively involved in national Cuba solidarity initiatives. One example is his participation in meetings of the National Network on Cuba (NNOC), a network of 65+ organizations (<https://nnoc.org/>). Another example is his leadership in the Saving Lives Campaign, which raised funds to: a) purchase 6 million syringes for Cuba in 2021, so that Cuban health professionals could administer the three COVID-19 vaccines that Cuba's scientists had developed, and b) purchase hundreds of pacemakers to allow Cuban health professions to implant the devices in patients with cardiological disease and literally save lives. Both saving lives campaigns, which were organized to lessen the negative impact of the U.S. embargo/blockade, were promoted by the NNOC as well as another national initiative in which Mark was involved, the International US-Cuba Normalization Conference Coalition (<https://savinglives.us-cubanormalization.org/>). The latter organization has organized webinars as well as hybrid events featuring Cubans who traveled to New York City for either annual U.N. gathering on the Status of Women (in March) or the annual meeting of the General Assembly that considered a resolution presented by Cuba in October or November to condemn the U.S. embargo [i.e., blockade]. This vote on this resolution signals very clearly how the world perceives U.S. Cuba policy, given that, for example in 2024, the vote was 187 to 2 (the U.S. and Israel) in favor of the resolution (i.e., against the U.S.'s unilateral economic, commercial, and financial embargo).



Photo of billboard in Cuba depicting the 3 Cuban presidents (“we are continuity”)

References

Selected works by Mark Ginsburg on Comparative and International Education

1. Adamson, F., Benatar, R., Gibbons, M., Ginsburg, M., Klees, S., Lipari, G., Spreen, C.A., and Srikantaiah, D. (coeditors) (2024). *Education for Societal Transformation: Alternatives for a Just Future*, NORRAG Special Issue #10. Geneva: NORRAG. Available at: <https://inee.org/resources/norrags-special-issue-10-education-societal-transformation-alternatives-just-future>.
2. Cordova, V. & Ginsburg, M. (2006). Hegemony, “Mediated” Campus Struggles, and Political (In)Action: Extracurricular Political Socialization of Prospective Teachers in Mexico. In T. Clayton (ed.) *Rethinking Hegemony*, p. 133-148. Albert Park, Australia: James Nicholas Publishers. [Originally published in *Education and Society* 18 (2): 45-59].
3. Ginsburg, M. (1987). Contradictions in the Role of Professor as Activist. *Sociological Focus* 20 (April): 111-122.
4. Ginsburg, M. (1988). *Contradictions in Teacher Education and Society*. New York: Falmer.
5. Ginsburg, M. (ed.) (1991). *Understanding Educational Reform in Global Context*. NY: Garland.
6. Ginsburg, M. (1995a). Contradiction, Resistance and Incorporation in the Political Socialization of Educators in Mexico. In M. Ginsburg and B. Lindsay (eds.) *The Political Dimension in Teacher Education: Comparative Perspectives in Policy Formation, Socialization and Society*, pp. 216-242. London: Falmer Press.
7. Ginsburg, M. (ed.) (1995b). *The Politics of Educators Work and Lives*. NY: Garland.
8. Ginsburg, M. (ed.) (2012a). *Preparation, Practice, and Politics of Teachers: Problems and Prospects in Comparative Perspective*. Rotterdam, Netherlands: Sense Publishers.
9. Ginsburg, M. (2012b). Teachers as Learners: A Missing Focus in “Learning for All.” In S. Klees, J. Samoff, and N. Stromquist (eds.), *The World Bank and Education: Critiques and Alternatives*, pp. 83-94. Rotterdam, Netherlands: Sense Publishers.
10. Ginsburg, M. (2021). Constituting Socialism for the 21st Century: Examining the 2019 Cuban Constitution. *International Journal of Cuban Studies* 13 (2): 303-330. Available at: <https://www.jstor.org/stable/10.13169/intejcubastud.13.2.0303> OR <https://doi.org/10.13169/intejcubastud.13.2.0303>.

11. Ginsburg, M. (2022). Economic and Media War against Socialist Societies: The Case of U.S.-Cuban Relations. *International Journal of Cuban Studies* 14 (2): 272-308. Available at: <https://www.scienceopen.com/hosted-document?doi=10.13169/intejcubastud.14.2.0272>.
12. Ginsburg, M.; Ansari, N.; Goyee, O.; Hatch, R.; Morris, E. and Tuowal, D. (2018). Where Have All the (Qualified) Teachers Gone? Implications for Measuring Sustainable Development Goal Target 4.c from a Study of Teacher Supply, Demand, and Deployment in Liberia. *African Educational Research Journal* 6 (2): 30-47. Available at: <http://www.netjournals.org/pdf/AERJ/2018/2/18-013.pdf>.
13. Ginsburg, M., & Arias-Godinez, B. (1984). Nonformal Education and Social Reproduction/Transformation: Educational Radio and Mexico. *Comparative Education Review*, 28 (1): 116-127.
14. Ginsburg, M., Arias-Godinez, B., Calderon, J., and Gregg, A. (1989). Political Education Through Mass Media: A Comparison Between Nicaraguan and U.S. Daily Newspapers. *Educational Foundations*, 3 (2): 27-49.
15. Ginsburg, M. and Arrington, B. (2015). Diverse Partnerships: Designing and Implementing the Liberia Teacher Training Program, 2006-2010. In C. Talbot and A. Taylor (eds.), *Partnership Paradox: The Post-Conflict Reconstruction of Liberia's Educational System*, pp. 165-180. New York: Open Society Institutes.
16. Ginsburg, M., Balwanz, D., Banda, D., Park, J., Tambulukani, G., and Yao, W. (2014a). Opportunity to learn and its consequences for student learning outcomes in basic education schools in Zambia. *African Educational Research Journal* 2 (4):123-156.
17. Ginsburg, M. & Chaturvedi, V. (1988). Teachers and the Ideology of Professionalism in India and England: A Comparison of Case Studies in Colonial/Peripheral and Metropolitan/Central Societies. *Comparative Education Review*, 32 (4): 465-477.
18. Ginsburg, M., & Clift, R. (1990). The Hidden Curriculum in Teacher Education. In W. R. Houston, M. Haberman, and J. Sikula (eds.) *Handbook of Research on Teacher Education*, pp. 450-65. New York: Macmillan.
19. Ginsburg, M. and Garcia Batista, G. (2019). Reforming Education and Teacher Education in Cuba: Revolución and Perfeccionamiento. In Carlos Ornelas (ed.), *Politics of Education in Latin America: Reforms, Resistance and Persistence*, pp. 215-243. Rotterdam, Netherlands: Sense Publishers.
20. Ginsburg, M. and Garcia Batista, G. (2020). Reforma de la Educación y la Formación Docente en Cuba: Revolución y Perfeccionamiento. En Carlos Ornelas (ed.), *Política de Educación en América Latina: reformas, Resistencia y Persistencia*. México, DF: Siglo XXI Editores.
21. Ginsburg, M., & Giles, J. (1984). Sponsored and Contest Modes of Social Reproduction in Selective Community College Programs. *Research in Higher Education*, 21 (3): 281-300.
22. Ginsburg, M. and Gorostiaga, J. (eds.) (2001). Special Issue of the *Comparative Education Review* [45 (2)] on "The Relationships between Theorists/Researchers and Policy Makers/Practitioners."
23. Ginsburg, M. and Gorostiaga, J. (eds.) (2003). *Limitations and Possibilities of Dialogue among Researchers, Policy Makers, and Practitioners*. New York: RoutledgeFalmer. [Revised and expanded version of CER special issue (below)].
24. Ginsburg, M., Haugen, V., Lokong, F., and Ong'uti, S. (2017). Promoting Community Participation in Improving Education in South Sudan. *African Educational Research Journal*, 5 (4): 221-239. Available at: <http://www.netjournals.org/pdf/AERJ/2017/4/17-052.pdf>.
25. Ginsburg, M.; Kalima, K.; Mwaanga, B.; Nsama Chakufyali, P.; and Tubman, W. (2011). Promoting Evidence-Based Policy Planning and Implementation in Education in Zambia: Challenges in Locating this Work on Paulston's Maps. In J. Weidman and W. J. Jacob (eds.), *Comparative: Advancing Theory and Its Application to Practice*, pp. 355-370. Rotterdam, Netherlands: Sense Publishers.
26. Ginsburg, M.; Klauss, R.; Nankhuni, F.; Nyirongo, L.; Sullivan Omowoyela, J.; Richardson, E.; Terwindt, R.; and Willimann, C. (2014b). Engaging community members in enhancing educational quality: Studies of the implementation of the Primary School Improvement Programme in Malawi. *Southern African Review of Education* 20 (1): 30-57.

27. Ginsburg, M., Massón Cruz, R.M., Rodríguez Alfonso, E., & García Isaac, Y. (2019a). La Enseñanza de la Educación Comparada en Países Separados por 90 Millas de Océano: Comparando Casos de Cuba y los Estados Unidos [Teaching Comparative Education in Countries Separated by 90 Miles of Ocean: Comparative Cases of Cuba and the United States]. *Revista Latinoamericana de Educación Comparada* 10 (16): 10-25. Available at: <http://www.saece.com.ar/relec/revistas/16/art1.pdf>.
28. Ginsburg, M., Massón Cruz, R.M., Rodríguez Alfonso, E., & García Isaac, Y. (2019b). Teaching Comparative Education in Cuba and the United States. In M. Peters (ed.), *Encyclopedia of Teacher Education*. Singapore: Springer. Available at: <https://doi.org/10.1007/978-981-13-1179-6>.
29. Ginsburg, M. and Megahed, N. (2008). Global Discourses and Educational Reform in Egypt: The Case of Active-Learning Pedagogies. *Mediterranean Journal of Educational Studies* 13 (2): 91-115. http://www.um.edu.mt/_data/assets/pdf_file/0006/60747/91-115_Ginsburg-Megahed.pdf.
30. Ginsburg, M. and Megahed, N. (2011). Globalization and the Reform of Faculties of Education in Egypt: The Roles of Individual and Organizational, National and International Actors. *Education Policy Analysis Archives* 19 (15): 1-29. Available at: <http://epaa.asu.edu/ojs/article/view/795>.
31. Ginsburg, M.; Megahed, N.; Abdellah, A.; and Zohy, A. (2008). Promoting Active-Learning Pedagogies in Egypt. In N. Popov, C. Wolhuter, C. Heller, and M. Kysilka (eds.) *Comparative Education and Teacher Training*, Volume 6, pp. 93-99. Sofia, Bulgaria: Bureau for Educational Services and the Bulgarian Comparative Education Society.
32. Ginsburg, M., Megahed, N., Elmeski, M., and Tanaka, N. (2010). Reforming Educational Governance and Management in Egypt: National and International Actors and Dynamics. *Educational Policy Analysis Archives*. 18 (5): 1-50. Available at: <http://epaa.asu.edu/ojs/article/view/731/825>.
33. Ginsburg, M., Meyenn, R., & Miller, H. (1979). Teachers, the Great Debate, and Education Cuts. *Westminster Studies in Education* 2: 5-33.
34. Ginsburg, M., Meyenn, R., & Miller, H. (1980). Teachers' Conceptions of Professionalism and Trades Unionism: An Ideological Analysis. In P. Woods (Ed.), *Teacher Strategies*, pp. 178-212. London: Croom Helm.
35. Ginsburg, M. & Newman, K. (1985). Social Inequalities, Schooling and Teacher Education. *Journal of Teacher Education*, 26 (March/April): 49-54.
36. Ginsburg, M. and Pigozzi, M.J. (2010). Multiple Voices on Education for Development. *Development* 53 (4): 551-561.
37. Ginsburg, M. and Rodríguez Alfonso, E. (2024). Developing Youth for a Socialist Society: The Role of the José Martí Pioneer Organization in Cuba. In F. Adamson, R. Benatar, M. Gibbons, M. Ginsburg, S. Klees, G. Lipari, C.A. Spreen, and D. Srikantaiah (eds.), *Education for Societal Transformation: Alternatives for a Just Future*, NORRAG Special Issue #10. Geneva: NORRAG. Available at: <https://inee.org/resources/norrag-special-issue-10-education-societal-transformation-alternatives-just-future>.
38. Ginsburg, M., Rodríguez, J. V., Ndong, A. E., Bourdon, C. H., Cela Hamm, T., Grajeda, E. Sanyal A., and Tubman, W. (2012). Different Approaches, Different Outcomes: Professional Development of Teachers in Equatorial Guinea. In M. Ginsburg (ed.). *Preparation, Practice, and Politics of Teachers: Problems and Prospects in Comparative Perspective*, pp. 47-76. Rotterdam, Netherlands: Sense Publishers.
39. Ginsburg, M. & Sands, J. (1985). Black and Brown Under the White Capitalist English Crown. In J. Hawkins and T. La Belle (eds.) *Education and Intergroup Relations--An International Perspective*, pp. 109-38. New York: Praeger.
40. Klees, S., Ginsburg, M. Anwar, H., Baker Robbins, M., Bloom, H., Busacca, C., Corwith, A., DeCoster, B., Fiore, A., Gasior, S., Le., H., Primo, L. H., & Reedy, T. (2020). The World Bank's SABER: A Critical Analysis. *Comparative Education Review* 64 (1): 46-65.

41. LeCompte, M., & Ginsburg, M. (1987). How Students Learn to Become Teachers: An Exploration of Alternative Responses to Teacher Training Programs. In G. Noblit and W. Pink (Eds.), *Schooling in Social Context: Qualitative Studies*, pp. 3-22. Norwood, NJ: Ablex.
42. Lutjens, S. (2018). Reflections on Border Crossings in the Field of Education. In S. Lutjens and M. Martínez (Eds.), *La Historia de los Intercambios Académicos entre Cuba y Estados Unidos (1959-2017)*. Havana: Editorial Ciencias Sociales.
43. Malmstad, B., Ginsburg, M., & Croft, J. (1983). The Social Construction of Reading Lessons: Resistance and Social Reproduction. *Journal of Education*, 165 (4), 359-374.
44. McGlynn, F., Ginsburg, M., Moreno, J., and Pérez Rojas, N. (eds.) (1997). *Cuba in the Special Period: Cuban Perspectives*. (Studies in Third World Societies Number 60). Williamsburg, VA: College of William and Mary.
45. Megahed, N. and Ginsburg, M. (2010). Documentation for Diffusion of Educational Reform in Egypt: Rationale, Approach, and Initial Experiences. In M. Tatto and M. Mincu (eds.) *Reforming Teaching and Learning: Comparative Perspectives in a Global Era*, pp. 57-74. Rotterdam, Netherlands: Sense Publishers.
46. Megahed, N., Ginsburg, M., Antar Abdellah, A., and Zohry, A. (2012). The Quest for Educational Quality in Egypt: Active-Learning Pedagogies as a Reform Initiative. In C. Acedo, D. Adams, and S. Popa (eds.), *Quality and Qualities: Tensions in Educational Reform*, pp. 41-67. Rotterdam, Netherlands: Sense Publishers.
47. Miller, D., and Ginsburg, M. (1989). Social Reproduction and Resistance in Four Infant/Toddler Day Care Settings. *Journal of Education*, 171 (3): 31-50.
48. Moreno, J., Perez Rojas, N., Ginsburg, M., and McGlynn, F. (eds.) (1999). *Cuba en el Periodo Especial: Unas Perspectivas Cubanas*. La Habana, Cuba: Editorial Ciencias Sociales.
49. Silberman, H. and Ginsburg, M. (eds.) (1976). *Easing the Transition from Schooling to Work: New Directions for Community Colleges*. San Francisco: Jossey-Bass.
50. Spatig, L., Ginsburg, M., & Liberman, D. (1982). Ego Development as an Explanation of Passive and Active Models of Teacher Socialization. *College Student Journal*, 16 (4), 315-325.
51. Williams, D. and Ginsburg, M. (2013). Educating All to Struggle for Social Change and Transformation. *Current Issues in Comparative Education* 15 (2): 3-14. Available at: http://www.tc.columbia.edu/i/a/document/28168_15_02_Introduction.pdf.