



spring 16

CIES perspectives

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from the editor

Marianne A. Larsen

Academics are a strange bunch of people. Who else would get so excited about the release of a newsletter of a scholarly society? Well, CIES members responded with great enthusiasm to the January issue of CIES Perspectives by sending in their accolades. Here are some of the comments I received after the publication of our January issue:

It is great to see the newsletter again! This is a great achievement. (Regina Cortina)

Marianne what a great newsletter! You and your team have done a phenomenal job!!! (Halla Björk Holmarsdottir)

This is just a short note to congratulate you on doing such a great job in content, coverage, and aesthetics. (Hank Levin)

Thank you, Marianne, for restoring the Newsletter in this dynamic and attractive way. (Mark Bray)

I'd like to echo the accolades. Great work and great product! (Noah Sobe)

I just had a chance to print and read the newsletter and it was very interesting and impressive. Congratulations on a great job! I've already heard from a prof who is using the dialogue in class. (Steve Klees)

I just want to add my thanks and congratulations about the CIES Newsletter – it is quite an accomplishment in a very short window of time – thank you very much for organizing and seeing it through. You've set a high bar! (Chris Frey)

While it is certainly nice to be appreciated for the volunteer work one does to contribute to our fine society, I have to remind readers that CIES Perspectives is YOUR newsletter and the reason I received such a positive response to the first new issue was because of YOUR contributions. So the accolades need to be extended to you, the members of CIES.

We have another fantastic newsletter this month, with a big section focusing on CIES 2016 Conference. This includes news and views about the conference, award winners and other successes, and the active involvement of our standing committees and SIGs. We have an update about the WCCES by N'Dri Assié-Lumumba (CIES Immediate Past-President and WCCES Bureau Member-At-Large) and a section featuring two of our Board members who are serving their last year as members of the CIES Board of Directors. Bjorn H. Nordtveit, has written a column to update you on CER news, and we have a list of books written and edited by CIES members that have been published over the last year, as well as completed dissertations. Congratulations to all!

Our historian Chris Frey shares his insights with you about the historical conference material available in our archives, and we have news about our upcoming Regional Symposium from Iveta Silova. I've also included a new section, "News and Views from the Field" with two columns by Beverly Lindsay about her experiences as a Fulbright scholar in Indonesia and Ararat Osipian's about the challenges of conducting fieldwork in a worn torn country such as Ukraine.

I am so pleased with our dialogue in this issue of CIES Perspectives. Last fall, in a course I was teaching with students in our new International Education B.Ed. (teacher education) cohort. I screened the film, [Schooling the World: The White Man's Last Burden](#), which I highly recommend if you have not yet seen it. The film focused on the destructive effects of the spread of modern (i.e. 'Western') education on the world's sustainable land-based cultures. It is a scathing critique of the promise of modern, compulsory schooling and calls for a "deeper dialogue" between cultures. A number of the key people in the film agreed to contribute to furthering this dialogue about the implications of "Schooling the World" in our newsletter this month. And others from our society have contributed a selection of views, both in agreement with the message of the film and, in some cases, challenging it. I encourage you to read through the dialogue, which shows clearly the contested and complex nature of education in our world today.

Finally, I would be remiss not to thank my amazing editorial assistant, Vanessa Sperduti, who managed to organize and compile all of the content for this newsletter while completing her final course papers. Thank you, Vanessa, for another exemplary job!



Editorial Assistant

Vanessa Sperduti

Marianne A. Larsen,
CIES SECRETARY, CIES PERSPECTIVES EDITOR

Please send letters to the editor for the October issue of CIES Perspectives to mlarsen@uwo.ca with the subject heading, "Letter to the Editor".



from the president

Mark Bray

Many of you reading this newsletter participated in our 60th anniversary conference in Vancouver in March 2016. We were very pleased with the event, and glad to receive much positive feedback. Vancouver was looking lovely in the spring, and it didn't rain all the time. As indicated in the article by Carly Manion in this Newsletter, we had almost 2,700 registrants and a very full and meaningful program.

Within the program were two core items relating to our history and future. One is the video [Comparatively Speaking II](#) prepared under the leadership of Gita Steiner-Khamsi now uploaded on the [CIES website](#). Presidents from the last decade were interviewed alongside conference participants and others and now uploaded on the [CIES website](#).

The second item is the book [Crafting a Global Field: Six Decades of the Comparative and International Education Society](#) edited by Erwin Epstein distributed to all conference registrants and also available through the website of the [Comparative Education Research Centre](#) at the University of Hong Kong. Erwin used the metaphor of Building a Home to describe the Society, identifying various rooms, staircases and passageways. The 21 chapters written by 30 authors focused on institutionalization, internationalization, intellectual currents, distinguished shapers and doers, and prime resources. The final chapter uses the metaphor of lighting in the home. Epstein suggests (p. 294) that the light of knowledge is so bright that it shines well beyond the Society itself. He concludes that we members of the CIES, "who value the bright light shining the world over from the wide open windows of our professional home, have much to celebrate."

This sentiment has been echoed by many colleagues who point to the expansion of the Society and the ways in which we are reaching new generations. Other articles in this issue of the Newsletter comment on the dynamism of SIGs, the harnessing of technology, and the Society's first [Fall Symposium](#) which will be hosted by Arizona State University 10-11 November 2016 on 'The Possibility and Desirability of Global Learning Metrics: Comparative Perspectives on Education Research, Policy and Practice'. For all this work the Society is led by a superb [Board of Directors](#) with 17 members resident in seven countries. The geographic dispersal creates challenges for time zones when we hold Skype or telephone meetings, but we seem to manage. And within the Board of Directors is the eight-person [Executive Committee](#), most of whom are shown in this photograph taken just after the State of the Society meeting on 9 March 2016. They are a multinational team bringing diverse skills and perspectives with whom it is a pleasure to work.

**CIES Executive Committee,
March 2016, Vancouver**



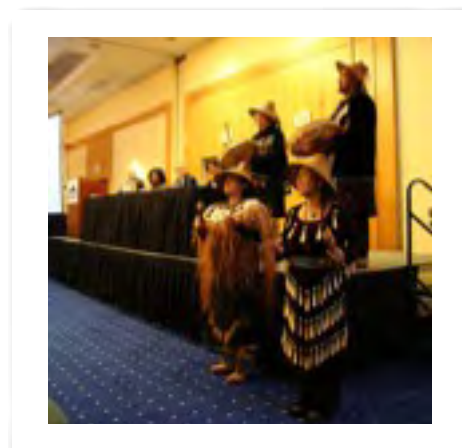
Mark Bray,
COMPARATIVE EDUCATION RESEARCH CENTRE,
THE UNIVERSITY OF HONG KONG

CIES 2016 Conference: An Overview



Marking the Society's 60th anniversary, CIES 2016 was held 6-10 March in beautiful Vancouver, Canada, at the Sheraton Wall Centre Hotel. Close to 2,700 people came together to reflect and discuss, in various ways and across different topical and geographic areas, the conference theme, *Six decades of comparative and international education: Taking stock and looking forward*. The conference theme encouraged people to reflect and question how the field of CIE has evolved over the decades and to consider future paths. Critical and lively dialogues could be seen and heard in formal and informal spaces around the venue. Helping move the conversations to a more global audience, FHI360, as official media partner for CIES 2016 worked with a 15-member Communications Advisory Group to provide a Live Coverage platform. It featured a Digital Hub where conference stories, news and highlights were shared; Daily Deliveries that provided summaries of conference highlights from the previous day; lightening interviews on Instagram and more! The metrics suggest that the live coverage effectively enhanced our exposure, with #CIES2016 having a potential reach of 19.2 million and 53.6 million impressions.

The buzz began to build ahead of the official opening, with over 400 people participating in 30 pre-conference workshops on Sunday, March 6. Pre-conference workshop topic areas included, but were not limited to research methods; assessment; teacher development; education governance and regulation; cognitive neuroscience;



gender responsive pedagogy; Indigenous knowledge; and, inclusive education.

Representing the Squamish First Nation, Bob Baker and the Eagle Song Dancers began the Opening Ceremony with an acknowledgement of the land – that Vancouver is on unceded Indigenous land belonging to the Coast Salish people including the

territories of the Musqueam, Squamish and Tsleil-Waututh Nations. All eyes were on the Eagle Song Dancers as they captivated the audience with their storytelling performances. After remarks by President-Elect Mark Bray, Kumari Beck (President, Comparative and International Education Society of Canada) and Stephen Andrews (Dean of Faculty of Education, University of Hong Kong), the audience was treated to the world premiere of the 2006 follow-up video, *Comparatively Speaking II*, led by Gita Steiner-Khamsi, in which we heard new interviews with CIES presidents (and others) over the past decade. After wrapping up the Opening Ceremony, the crowd moved upstairs to enjoy refreshments while meeting new people and reconnecting with old friends at the Opening Reception sponsored by the University of Hong Kong.

During the four days of the conference, over 2,300 papers were presented in close to 600 sessions, organized as part of the General Pool, SIG and Standing Committee pools. Over 65 posters were also presented.

Conference highlights included the CIES 2016 George F. Kneller lecture, “*Why Comparative and International Education: Reflections on the Conflation of Names*”, by

CIES 2016 Conference: An Overview *(continued)*



Professor Erwin Epstein. Also drawing a big crowd was the session, “*Taking Stock of International Educational Research and Planning After 50 Years: Reflections on C.E. Beeby’s ‘Quality Education in Developing Countries’*”. A thoughtful, engaging, and provocative Presidential Address was delivered by Professor N’Dri Assié-Lumumba on Tuesday. The 60th anniversary volume, [*Crafting a Global Field: Six Decades of the Comparative and International Education Society*](#), edited by Erwin Epstein, was launched during a 90-minute session that gave audience members the opportunity to learn about the book’s contents by moving around the room to various tables where chapter authors were stationed, ready to share highlights from their work. On Wednesday, Ali Abdi from the University of British Columbia delivered a plenary talk, *Knowledge Designs in International Development Education: Retrospective and Prospective Analyses*. On the last day of

the conference, a panel convened to celebrate and discuss the work of CIES Honorary Fellow Jack Schwille.

Other conference highlights to note include,

- Celebrating their 10-year anniversary, CIES SIGs hosted a range of exciting and inspiring events, including a SIG anniversary reflection panel, the piloting of a SIG symposium, SIG Open House and over 50 highlighted sessions.
- The Standing Committees hosted a range of popular events, including the Gender and Education Committee’s stock-taking two-part panel of past women presidents, UREAG’s full day symposium, featuring a Global Village Roundtable among other events, and the New Scholars Committee’s Orientation Breakfast, Dissertation and Publication workshops as well as a number of Essential Series sessions.

- For the second year, the Open Society Foundations sponsored a festivalette, Cinematic Spaces of Education. Working with several SIGs, 11 films were selected, screened and discussed.

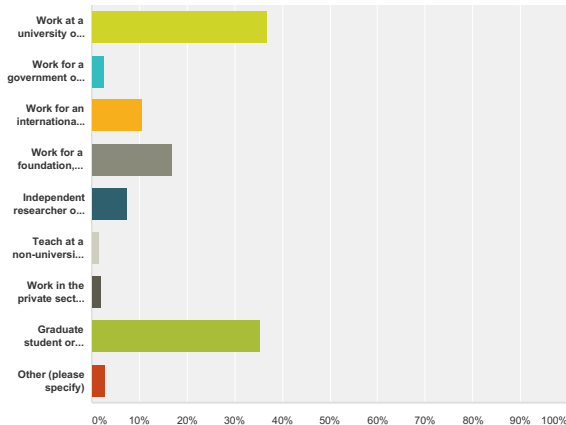
We express our sincere appreciation to those that contributed their time and energies to making CIES 2016 such a resounding success. Whether a main organizer, member of the planning or advisory committees, University of British Columbia or University of Hong Kong volunteers, proposal reviewer, unit planner, or special guest – thank you! We look forward to CIES 2017 in Atlanta, Georgia.

Carly Manion,
CIES 2016 CONFERENCE,
CHIEF PROGRAM COORDINATOR

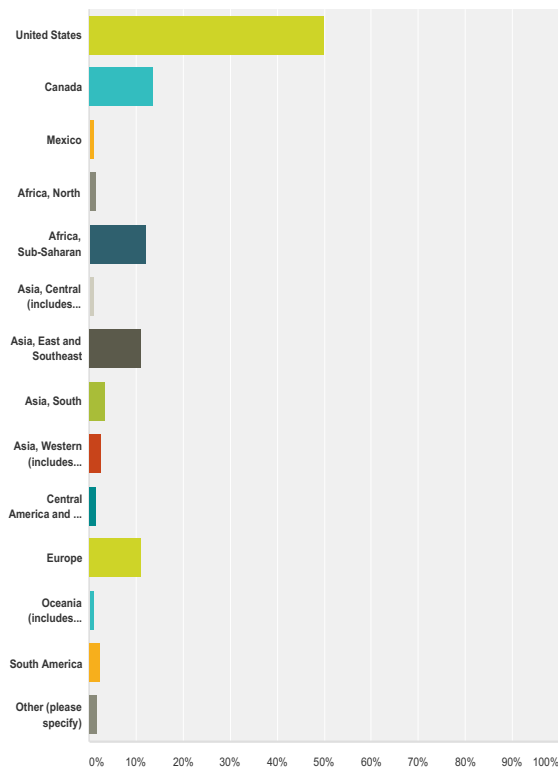
CIES 2016 Conference: Some Survey Results

737 (27%) conference participants complete a survey about the CIES 2016 conference. Here are some interesting findings from that survey:

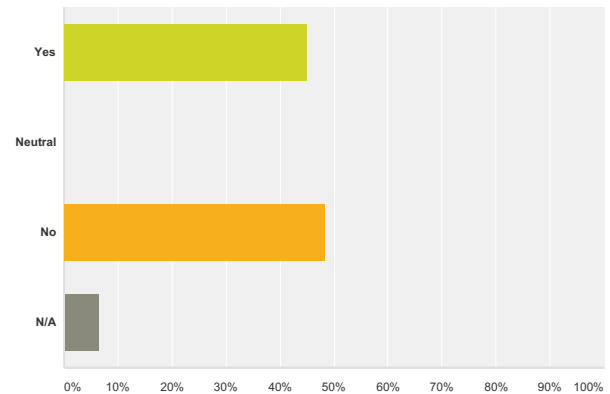
Q2 Which of the following best describes your current occupation?



Q4 Where do you presently live and work?

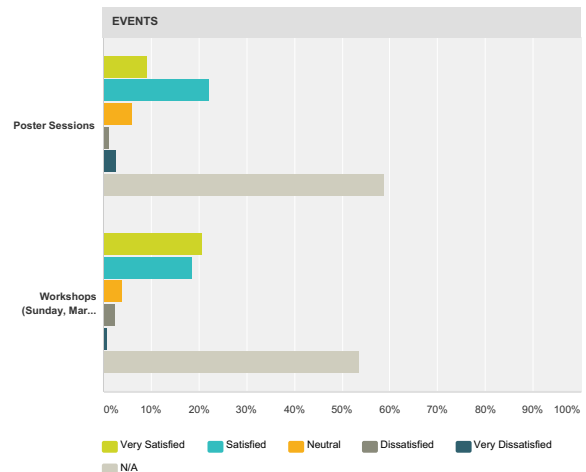


Q22 The online program, available at the 2016 CIES website, was easy to use and helpful.

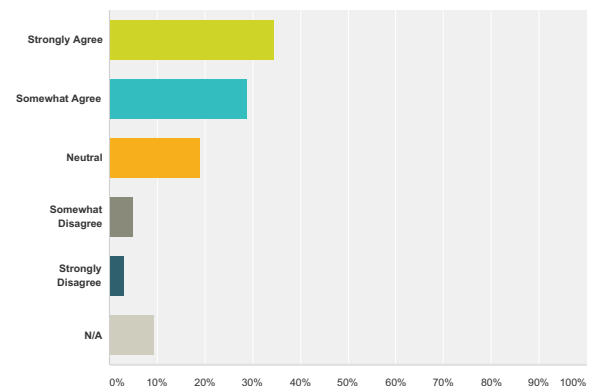


NOTE: CIES Members will be pleased to know that we will not be using Event Rebels for the conference program next year. Lessons learned!

Q25 If you attended any of the following events, please indicate your level of satisfaction in terms of quality (Please select N/A for events you did not attend)



Q27 Attending sessions sponsored by CIES Committees/SIGs is an important part of my conference experience.





CIES 2016 Conference: Some Survey Results

(continued)

MIXED OPINIONS (some quotes from the survey)

Vancouver is an amazing city—very clean and safe and I would highly recommend holding the conference here again.

OR

Vancouver was a terrible choice for a conference taking place in early March.

Too many emails during the conference

OR

Email reminders for deadlines would be helpful given that there are so many deadlines

We should move to 2000 word [proposal] abstract to improve the quality of the program.

OR

Abstracts should be capped at 500 words.

A FEW FRUSTRATIONS

"I would like the programme to be organised in an intelligible way and distributed properly."

"Changes to the conference agenda, specifically, when a session is cancelled. I (along with others) waited for a presentation and the presenters never came."

"This submission system was horrible. I don't know why you replaced the Conftool with this one, but it is the most awful thing I have ever seen."

MANY MORE JOYS

"The opening ceremony was great and I really enjoyed it."

"Enjoyed the warm family atmosphere of the SIGs and sessions."

"Loved the Teacher Education and Global Literacy Presentations!"

"The communication was perfect as it was reaching even those who did not get the chance to attend the CIES 2016 Conference."

"I loved the UREAG Global Village event!"

"I joined the New Scholar SIG because I enjoyed the sessions and learned more about what SIGs are there."

SOME SUGGESTIONS

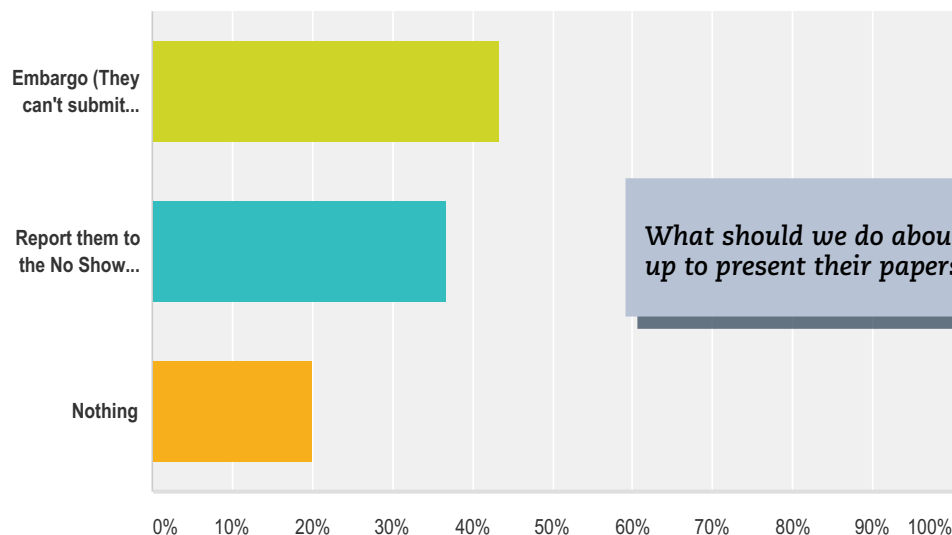
"Is it possible to have a repository for all CIES conference presentations and papers?"

"I am a first time attendee and the conference size was overwhelming, it would be useful to run a mentoring system like at other large conferences I have been to where they pair first timers with veterans to help with how to navigate the space."

LAST WORDS

"I really enjoyed the conference and presentations. I also enjoyed presenting. It was an excellent conference, especially for researchers and practitioners to meet face to face and discuss/debate the issues. It was extremely worth it and I look forward to future conferences."

and...here are the results from the survey question included in our January 2016 newsletter about conference no-shows:



What should we do about people who don't show up to present their papers at our conference?



Prefatory Remarks for George F. Kneller Lecture:

MARCH 2016, VANCOUVER, BC, CANADA

BY ERWIN H. EPSTEIN

I am deeply honored to be chosen to give the 2016 George F. Kneller Lecture. The Kneller Lecture is supported by an endowment, until recently the largest bequest to CIES, for a presentation to be given annually. In the words of the endowment, it is to be given “before the general assembly or members (and others) [of CIES] by a distinguished scholar or personage” (Secretariat Report, 7 March 2000). I believe this is the 16th annual Kneller Lecture.

I do not recall a previous Kneller Lecture that acknowledged the debt owed to the Lecture’s namesake, so I would like to take a moment, at this 60th celebratory CIES conference, to do so. Kneller was Professor of Education at UCLA, where he specialized in the philosophy and anthropology of education. I remember being surprised 16 years ago upon learning about the bequest to support the Kneller Lecture, not only because of the size of the endowment but also because Kneller was not particularly active in the Society and had only a peripheral interest in comparative education.

Kneller never served on the CIES Board of Directors and was never an officer, and I don’t recall ever meeting him, even though, with only two or three exceptions, I have been to every CIES annual meeting over the past 50+ years. My only connection to Kneller, certainly remote, was having two of my book reviews appear in the same October 1971 *Comparative Education Review* issue as an article that he wrote.

Besides that article – a response to papers presented at the March 1971 CIES meeting – he wrote only one other piece in the *CER*. That other piece was a Letter to the Editor, published in February 1980, in response to Joe Farrell’s Presidential Address that had been published in the *CER* the previous year. I believe Kneller’s missive was the longest “Letter to the Editor” ever published in the *Review*.

Kneller had only one other publication relating to comparative education, and it did not appear in the *Comparative Education Review*. It was titled “The Prospects of Comparative Education” and was undoubtedly his most important scholarly contribution to the field. It appeared in 1963 in the *International Review of Education*. It addressed the “compromise” between seeking to discover universal principles and the insistence that educational institutions were specific functions of unique cultures, a theme that I have addressed in some of my own publications.

If you read my chapter on Early Leaders of CIES in [Crafting a Global Field: Six Decades of the Comparative and International Education Society](#), given to you as part of this meeting’s 60th year celebration, you will find that Isaac Kandel and William Brickman, who championed a focus on cultural and historical context, were epistemological rivals of C. Arnold Anderson, who was a dedicated positivist. George Kneller was very much in the same

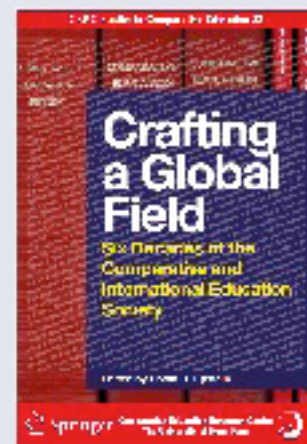
camp as Kandel and Brickman. For example, Kneller proposed that one or more comparative education or anthropology of education courses, consisting of the study of education in the language of a particular foreign country and emphasizing the cultural context of that country, be used to satisfy both the foreign language and “breadth” course requirements.

Though not active in the Society, Kneller was a true comparativist whose wit and wisdom should be considered part of his endowment. Here are some of his aphorisms:

“There is no end to proposals for teacher education. There is no progress either, only change.”

“A theory of change is true for as long as the moment of its conception.”

“The more you read stuff like this, the nuttier you become”



CIES 2016 Conference

Reflections

A View from Mexico

By Carlos Ornelas

Since the 1970s, Mexican scholars began to participate in CIES conferences and publications. During the early years, their presence was tenuous but today is vigorous. At the Vancouver Conference, researchers of various nationalities presented papers on Mexican education in at least 12 sessions. They discussed issues of the current education reform, complications and successes of educational evaluation, and on the role of the Organization for Economic Cooperation and Development in building international legitimacy for the reform. In contrast, other specialists deliberated on the resistance of teachers, especially in Oaxaca. They also spoke on long-standing issues such as inequality and the emergence of new institutions, like the intercultural universities. In other sessions, professors discussed teachers' unions, none as large and as influential as the National Union of Education Workers of Mexico. Looking at the program, you realize that Mexican and other investigators analyzed the Mexican education through the PISA magnifier or other international measurements. The most important aspect of this type of conferences is building networks. Every year I meet my mentors, old friends, and new colleagues. Thanks to the contacts I establish with confreres from various latitudes and my readings, I tune my research interests and develop projects that keep me active in comparative and international education.

A View from Europe

The International Institute for Educational Planning (IIEP)-UNESCO enjoyed a full week at this year's annual conference of the Comparative and International Education Society (CIES) held in Vancouver, Canada from 6-10 March. A delegation of nine IIEP experts chaired five panels and participated in several other sessions on range of issues related to educational planning during crises, quality assurance in higher education, education financing and the role of learning assessment data in policy-making.

The wisdom of the renowned New Zealand educationalist C.E. Beeby – who also helped establish IIEP in the early 1960s – was also revisited during this critical juncture for education. The Millennium Development Goals have recently given way to the new Sustainable Development Agenda, which puts

learning and quality education at the forefront of the world's development plan for the next 15 years. IIEP left Vancouver inspired and looks forward to applying the new knowledge and global perspectives exchanged with the broader education community during the 2016 CIES conference to its future work and dialogue. Presentations from all of our experts can also be viewed by clicking here on [Slideshare](#)



IIEP-UNESCO AT THE CIES 2016 CONFERENCE

A View from the United States - CIES for Sale? Reflections on the Branding of Comparative and International Education By Frances Vavrus (University of Minnesota)

Welcome to the CIES conference of the future. Every tote bag is branded with *Pearson Education*, and each coffee break is sponsored by a different for-profit educational institution, beginning Monday with Kaplan Inc. and wrapping up Thursday with the University of Phoenix. The conference program no longer bears the CIES insignia but rather the colorful Microsoft logo, and the Kneller Lecture has been replaced by the Facebook Forum, at which ministers of education who have abolished public education address conferees. Liberia's new Minister of Education, who has recently turned over the nation's elementary schools to the for-profit company, Bridge International Academies (in

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CIES 2016 Conference

Reflections

which Facebook founder Mark Zuckerberg has invested), is the much-anticipated first speaker.

This dystopian vision of CIES may strike some as implausible, but many conference attendees found the ubiquity of branding at the Vancouver conference disheartening. From the lanyards and signs throughout the conference bearing the USAID logo to the chocolates marked with Chemonics International, conferees could not help but wonder whether CIES, the educational association, had morphed into a forum for international development companies.

In her brilliant analysis of branding in contemporary capitalist societies, [Sarah Banet-Weiser](#) (2012) makes a twofold argument relevant to the state of CIES: first, “brands are about culture as much as they are about economics,” and, second, through the expansion of branding contemporary capitalism increasingly commodifies areas of our lives that have heretofore been noncommercial.

CIES conferences have long borne the badges of the universities organizing the annual meetings, but this is not inconsistent with the culture of the society. According to the [CIES website](#), our society is “a scholarly association dedicated to increasing the understanding of educational issues, trends and policies through comparative, cross-cultural and international perspectives” (emphasis added). In other words, it is fundamentally an educational space, but one into which market forces are increasingly encroaching.

One example of this phenomenon is the development of “sponsorship packages” for the annual meeting. At CIES 2016, these packages ranged from \$2,500 to sponsor a refreshment break to \$12,000 for tote bag sponsorship: bags that would be “emblazoned with your company logo and the conference logo” (<http://cies2016.org/sponsorship-packages/>). According to [Banet-Weiser](#) (2012), the economic rationale for branding explains only half the story. Lanyard sponsorship, which cost \$5,000 for the 2016 conference—and was evidently paid by USAID whose logo we bore—in no way reflects the actual cost of lanyards. A cursory search on the Internet results in prices as low as \$1.18/dozen, or \$295 (plus tax) for the approximately 3,000 needed for the annual meeting.

As a former CIES program co-chair, I realize there are many expenses involved in running a conference, and my critique is not aimed at this year’s organizers, who worked admirably to make the 2016 conference a success. Rather, my concern is with the corporate logic of branding that is altering the culture of CIES. We must recognize that the branding of our annual meeting means that our mission to increase educational understanding is being commodified, transforming the aspirations of a scholarly society into an object of trade that can be purchased for \$10,000 to \$12,000. It also means that public educational institutions, whose faculty and students can barely wrest a few hundred dollars from their deans for information tables, will become less visible at this critical gathering of comparative and international education scholars and practitioners.

For those who share my concerns, there are a number of ways to counter this trend. First, the membership of CIES needs to make known to the Board that the society is not for sale; we reject the notion that corporate branding is a necessity to meet conference costs. Second, and relatedly, we need to engage in debate about the essential elements of a successful conference and assess whether the truly costly items, such as lavish receptions and hotels as conference venues, are worth the expense. When they inflate the cost of conference registration to the exclusion of the less affluent and necessitate the solicitation of sponsorships from institutions that may not share the values of our educational association, it is too high a price. Third, we should return to our educational core by considering higher educational institutions as sites for the annual meeting. During my two decades as a CIES member, we have had several successful conferences at universities where rooms were more modest but presentations no less stimulating, and we have not grown so large that our campuses could not accommodate our membership.

As CIES moves into its 7th decade, it is time for us to think about what is at stake when an educational society becomes a branded space and comparative, cross-cultural, and international education become commodities for sale.

Award Winners

Honorary Fellow – John (Jack) Schuille

Professor Emeritus for International Studies in Education, Michigan State University



Behind My CIES Honorary Fellow Award: The Joys of an Unorthodox Career

In writing about becoming the CIES Honorary Fellow for 2016, I am hoping that my unorthodox career will inspire current students to strike out in new directions, changing and improving the field of comparative and international education as a result, and

challenging other education research specialties to be more international and comparative in their outlook. When I look back at my own career, I see this inclusive approach as most important to what I have done.

My work on international research on education now stretches back more than fifty years, starting as a doctoral student at the Comparative Education Center, University of Chicago in 1963. In 1972, after initial research on France and French education, I got my start on the IEA cross-national studies of educational achievement, where over the years I worked on diverse subjects, but primarily in civic education and mathematics. Late in my career I ended my work on these studies as co-director of TEDS-M, a large-scale international study of teacher education—the first international assessment of student learning in higher education based on national samples. As that study progressed, IEA gave me its highest honor—the honorary membership awarded only 22 times up to that point in the 50-year history of the organization.

I have also worked extensively on international development in education, primarily in Africa, with major projects first in Burundi, then Guinea, and finally Tanzania. All the while, from 1984 to 2013, I also served as the college administrator at Michigan State who for these twenty-nine years had special responsibility for implementing a comprehensive integration-infusion approach to comparative and international education throughout the College of Education.

How did this happen—coming to MSU, staying so long, and focusing so much of my life on two buildings that sit side by side on the banks of our iconic Red Cedar River—the MSU College of Education and the MSU International Center? Although I had been lucky enough

to do my undergraduate and graduate studies at two of most elite universities in the United States (Harvard and the University of Chicago), I always had had a secret hankering to be at a Big Ten school. Perhaps this was because I was born in a family of upstate New York dairy farmers where the word from land-grant Cornell was always treated with respect. Or maybe it was because of that record of Big Ten fight songs I got when I was in grade school. In the thinking of an eleven-year-old, with music like that, those universities had to be good.

Nevertheless, before I arrived at MSU, I had no idea how fabulous the MSU College of Education would actually turn out for me, giving me the chance to develop my international interests and pursue new ones. To be sure, it took some patience and forbearance to find out. There was very little about this career that was foreordained. Earlier even my commitment to comparative education had been made on the spur of the moment. In 1963 when one of the CIES greats, Phil Foster, called me from the Comparative Education Center at the University of Chicago, it took him less than five minutes to change the course of my life. At the time I had never heard of anyone getting a Ph.D in comparative education. But all he had to do was to explain that, if I did such a thing, I would to get to combine two of my passions: the study of education with the study of France and other societies. I was immediately hooked and never looked back.

Before and after coming to MSU, however, my career never quite stuck to a mainstream CIES track. There were many bumps along the way. One example was my introduction to international achievement research and my first encounter with Judith Torney-Purta, who was to become one of my most valued mentors, collaborators and friends for over 40 years. When I first called her to ask about applying for the IEA Spencer fellowships offered at that time, she told me: “You haven’t done any political socialization research; I’m afraid you’re not qualified.” To change her mind I had to write a proposal for how I would analyze the civic education data if I got the fellowship. I did get it and it was one of the biggest breaks in my life to spend two years doing IEA research in Sweden. But I didn’t do the analysis I had proposed. Instead I pitched in to help do the analyses needed for IEA to dig itself out of the hole it had found itself in trying to finish one of its most overly ambitious studies—the Six-Subject Survey of the early 1970s.

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AWARD WINNERS CONTINUED FROM PREVIOUS PAGE

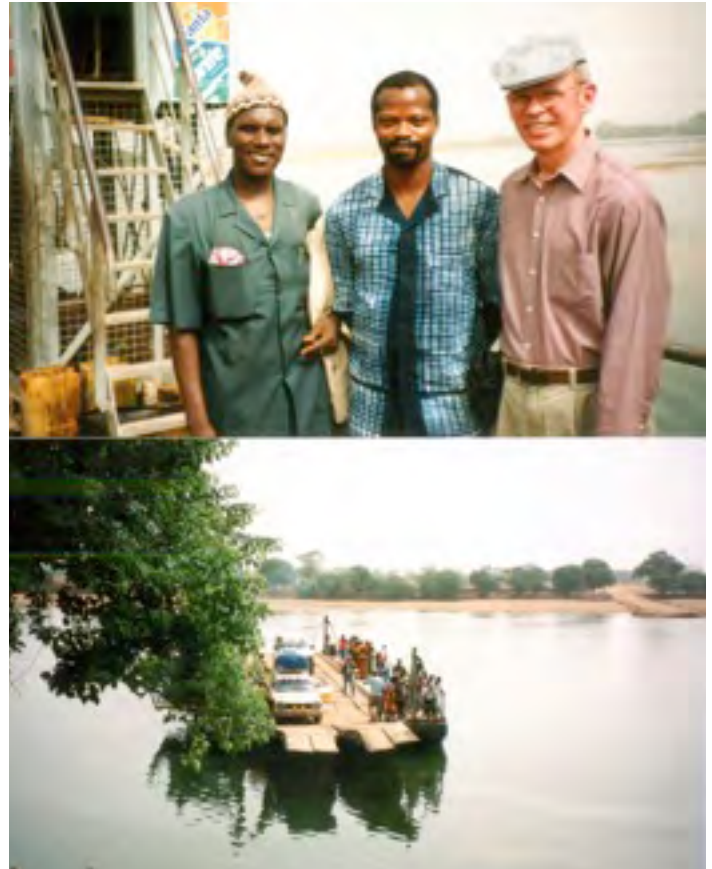
Honorary Fellow – John (Jack) Schwille

Professor Emeritus for International Studies in Education, Michigan State University

After IEA I again had premature thoughts of having it made when I was hired for an international education research job at the new National Institute of Education in Washington in 1974. But when I arrived I found that the job had been abolished in one of NIE's many reorganizations. Instead of working on international research in education as planned, I had to take whatever was available. I found a spot in Andy Porter's division working to improve measurement, methodology and evaluation in educational research. And guess what! What I initially had thought was a job for which I was not fully qualified turned out to be one of the greatest opportunities of my life.

Likewise when I started at MSU, it was far from my ideal job. I was hired for domestic work, not for comparative education. Once again I just had to accept the fact that international work is almost never a sure bet and you have to get used to a lot of ambiguity and uncertainty. This attitude stood me in good stead when I became assistant dean responsible for implementation of our new integration-infusion approach to comparative and international education. It meant trying to do things in a new way for which there was little precedent. My whole idea of what the field of comparative education in particular and educational research in general was all about changed during my years at MSU, and to my surprise the integration-infusion approach in some ways worked better than we had ever imagined. If you want to know how this happened, you can read all about the implementation of this approach in my forthcoming book on [internationalization at MSU](#).

If there is a lesson to all this, it goes like this: "Remember that the next time life gets in the way of the plans you have made, you could be lucky enough to sweep these obstacles aside, but you could be even luckier if you end up doing things you didn't plan on. Many clouds do have silver linings if you just hang in there and find them. And if you don't, just pretending that there is a silver lining will prepare you for better things in the future."



A shot from the field. It shows Martial Dembele (middle), a local school superintendent (left) and Dr. Jack Schwille on a ferry on the Niger River in Guinea headed for a project meeting for their ten year effort to get primary school teachers empowered and able to take charge of their own teacher professional development and school improvement work.

¹J. Schwille. Experiencing innovation and capacity building in IEA research, 1963-2008. In C. Papanastasiou, T. Plomp, & E. Papanastasiou (eds.), *IEA 1958-2008: 50 Years of Experiences and Memories* (pp. 627-707). Nicosia: Kykkos Research Center, 2011.

AWARD WINNERS CONTINUED FROM PREVIOUS PAGE

Joyce Cain Award for Distinguished Research on people of African descent 2016 Winners

Stephanie Simmons Zuilkowski & Theresa S. Betacourt



**Stephanie Simmons
Zuilkowski**



Theresa S. Betacourt

Encouraging educational persistence among war-affected youth in Sierra Leone

By Stephanie S. Zuilkowski (Florida State University) and Theresa S. Betancourt (Harvard School of Public Health)

We are honored to receive the 2016 Joyce Cain Award for Distinguished Research on people of African descent from CIES for our paper “School persistence in the wake of war: Wartime experiences, reintegration supports, and dropout in Sierra Leone,” which was published in the August 2014 issue of *Comparative Education Review*. More than 230 million of the world’s children and youth—more than 1 in 10—live in countries experiencing armed conflict ([UNICEF, 2015](#)). The goal of our paper was to provide empirical evidence for program planners, funders, and government officials on how to encourage continued school enrollment among children in post-conflict settings.

Our paper examines the impact of two broad categories of post-war interventions on school dropout among more than 300 youth who fought in Sierra Leone’s civil war. Between 15,000 and 22,000 youth under 18 were involved in the war, which divided the country from 1991 to 2002. The effects of the war on young people included internalizing and externalizing mental health problems, loss of family and community support networks, and the

disruption of schooling, temporarily or permanently. In our analyses, we found that social support and family financial support for education had greater impacts in preventing school dropout in the post-war period than internationally-funded programs such as the payment of school fees on behalf of former child combatants. Our data suggest that international organizations should find ways to support local means of reintegration, as family and community investments in youth—regardless of family socioeconomic status—are incredibly powerful. Returning to school is one of the most effective means of normalizing children’s lives after a conflict, and failing to successfully reintegrate young people may have a destabilizing effect on countries in the long term.

This paper draws on data from a long-term study led by Dr. Betancourt, who has conducted research in Sierra Leone continuously since the end of the war in 2002. The Longitudinal Study on War-Affected Youth in Sierra Leone (LSWAY-SL) is one of the largest and longest-running studies of former child combatants. Dr. Zuilkowski began collaborating with Dr. Betancourt on a series of education-related projects in 2007. The fourth wave of data collection for LSWAY-SL is currently under way, with plans to expand the study to include developmental assessments of former child combatants’ children. Dr. Zuilkowski recently developed a new early childhood language assessment in Sierra Leonean Krio for use in the study. We believe that this study will provide important evidence about the intergenerational effects of conflict on youth and families.

AWARD WINNERS CONTINUED FROM PREVIOUS PAGE

Gail Kelly Award for Outstanding Doctoral Dissertation 2016 Award Winner

Susanne Ress



First I thank the committee for selecting my dissertation titled: "Solidarity, History, and Integration: A Qualitative Case Study of Brazilian South-South Cooperation in Higher Education" as the winner of the 2016 Gail Kelly Award. Receiving the award is a great honor. It encourages me to continue my scholarly work. I further thank Nancy Kendall, Tom Popkewitz, Gay Seidman, Lesley Bartlett, Luis Madureira,

and Sara Goldrick-Rab for the intellectual guidance and emotional support they provided.

In my dissertation I examined the possibilities and challenges of Brazilian South-South Cooperation. I conducted an institutional ethnography of a newly created international university in Brazil, including four months of fieldwork, numerous interviews, and six months of document analysis, to better understand the rhetoric of a shared history, solidarity and co-development often advanced by the Brazilian government, especially under the presidency of Luiz Inácio Lula da Silva (2003–2010). I found that the actors, who reified the rhetoric through the everyday making of this young university, came from a wide variety of ethno-racial, national, professional and socio-economic backgrounds. They disagreed about the interpretation of the rhetoric and how it should manifest itself in the university's structures, policies, and practices. These interpretations were often positioned in that they mirrored ongoing domestic debates over affirmative action policies, which, during the early 2000s, the government had introduced to remedy the racialized inequalities prevalent in Brazilian higher education.

At the beginning of data analysis, I hesitated to consider race and race relations as central to my findings. I had to work hard to understand new aspects of my positionality before I realized that I could only bracket race from my inquiry because I looked at Brazilian South-South Cooperation unaware of my own privileged (racially "unmarked") position of a white, blonde woman born in East Germany twelve years before the Fall of the Berlin Wall. Once I realized how positioned my own interpretations were, I worked to unpack other positions (perspectives and identity angles) from which the university could be (and was) seen by different actors.

From this experience I learned that it is important that we commit ourselves to what Stoetzler and Yuval-Davis (2002) termed the "rooting" and "shifting" of our interpretations. On the one hand, our analysis has to be rooted in our positionalities, pointing out the kinds of assumptions that accompany our research. On the other hand, we have to shift our analytical gazes not only away from our own perspectives but also within and across the many positioned interpretations that (could and do) shape the projects, policies and phenomena that we study.

I will take these insights along into my next project in which I examine how neoliberal discourses of self-activation and employability shape Brazilian and German youths' educational expectations and experiences.

Currently I am also teaching at the Humboldt University and a parochial college for social professions in Berlin, I am volunteering in two German-language learning classrooms for refugee children, and I am serving as the incoming chair of the Post-Foundational SIG.

AWARD WINNERS CONTINUED FROM PREVIOUS PAGE

Jackie Kirk Outstanding Book Award 2016 Award Winner

Jenny Parkes (editor of [*Gender Violence in Poverty Contexts: The Educational Challenge*](#))



Shortly before her death Sylvia Plath wrote a brief, poignant poem, *Child*, which expressed the yearning of an adult to protect her child from future dangers: “this troublous/Wringing of hands, this dark/Ceiling without a star”.

The ‘dark ceiling’ addressed in this book is violence, and chapters examine the multi-dimensionality of violence - how material, structural and symbolic forms of violence are interwoven in the everyday lives of children in diverse contexts of poverty and inequality. Through a series of research case studies, the book considers the role of schools and communities in perpetuating, preventing and protecting from violence: from teachers reflecting on corporal punishment in India and Tanzania, to community based NGOs addressing gang violence in Brazil, and schools and communities intervening on sexual coercion in Kenya, Ghana and Mozambique. Also central to the book are the perspectives of girls and boys. Authors explore the effects of violence on young subjectivities, and the ways in which young people actively resist violence. Chapters present research on how some young men living in urban neighbourhoods in Peru or South Africa avoid gang engagements, or strategies deployed by girls and boys to cope with intimate partner violence between parents in Vietnam.

These concerns about the role of education in addressing gender inequalities and violence were central to the work of Jackie Kirk. Jackie was at the forefront of this new field of scholarship linking gender, violence, poverty and education, and her work has influenced many of us to pursue these themes in our own research. In editing this collection, I have had the pleasure of bringing together innovative research contributions from established and new authors. Winning this prestigious book award is a tribute to their work, and I feel enormously honoured as editor to have our work recognised in this way. This sense of honour is magnified through the link with Jackie Kirk. As her work has inspired us, my hope is that this book will inspire future researchers, practitioners and policy makers to think in multi-dimensional ways about how to reduce conflict and violence, and to help those confronted with gender violence: girls, women, boys and men.

AWARD WINNERS CONTINUED FROM PREVIOUS PAGE

The George Bereday Annual Best CER Article Award

Amita Chugdar

(Association between Contract Teachers and Student Learning in Five Francophone African Countries)



The research community agrees unequivocally that teachers are important for a well-functioning and successful education system. But beyond this, there is limited consensus on teacher related policies and priorities. How should teachers be recruited, trained, evaluated, incentivized are all areas of robust debate. Engaging with these debates is necessary because not only are teachers crucial

for a high-performing system but also because teachers, especially qualified teachers, are in short supply and teacher salaries constitute a significant portion of most education budgets.

The practice of using teachers hired on contract-basis is a reflection of some of these competing pressures and priorities guiding teacher related policies across the developing world. The specifics of contract-based system can vary significantly from country to country, but in general, these teachers do not have regular civil-service appointment, are hired on contract basis often with lower teacher training and at lower pay compared to regular teachers. This form of teacher hiring in spite of its cost-saving potential is contentious because of the obvious implications it has for the teaching profession. But what makes research on contract-teaching even more intriguing is the argument that students studying with contract-teachers may in fact out-perform those who study with regular, civil-service teachers. These arguments are predicated on the notion that teachers increase their efforts when they are held accountable and no longer enjoy job security.

These were some of the very issues that motivated me when I began working on contract teacher policies and their implications. The Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN (Program of Study of the Educational Systems of the Francophone Education

Ministers [PASEC]) data were perfect to conduct this investigation. I used these data from five Francophone African countries with heavy reliance on contract teachers to understand the association between contract-based hiring and student performance. The diversity in the policy context across these countries, along with some important underlying similarities provided a rich, comparative backdrop to investigate these relationships. After a careful analysis I found that the arguments for or against contract-based hiring are far from simple. The associations between teacher's contract status and student performance varied "depending on the country context, and the attributes of teacher demographics, working conditions, and preferences that are accounted for" (Chudgar, 2015: 261). This work in my opinion raises questions both about the long-term implications of relying on contract-based hiring of untrained and under-paid teachers; which do not appear to be unequivocally positive. And also about the importance of ensuring that greater teacher training and education actually translates into higher-performing systems; which also does not always seem to be the case.

Thinking ahead, it is worth noting that an important parallel to the contract-hiring phenomenon in government schools is the emerging pattern of teacher hiring in the private school sector, especially the so-called low-fee private school sector. These schools also tend to hire teachers without job guarantee, typically require lower-levels of formal teacher training and pay these teachers lower salaries. I see some important extensions of the contract-teacher focused research and arguments in this sector of schooling as well. I hope that my own work and the work of several outstanding colleagues working in these areas will continue to illuminate these questions.

The recognition from Comparative and International Education Society for this work is humbling. Like any meaningful scholarship, several individuals at Michigan State and beyond, including the *Comparative Education Review* editorial team have all contributed to making this piece what it is. I am also grateful for the generous funding from the National Academy of Education/Spencer foundation that supported this research.

Standing Committee Reports

Gender and Education Committee

BY CARLY MANION, GEC CO-CHAIR (OISE/UNIVERSITY OF TORONTO)

The GEC organized a range of thoughtful, informative and inspiring events at CIES 2016. For our main event we organized (with the Indigenous Knowledge and the Academy SIG) a two-part panel of women past presidents of our Society, who shared with us their reflections on their histories and involvement in CIES, the opportunities and challenges facing the Society, and future directions.



Over 40 people participated in our pre-conference workshop on gender responsive pedagogy, facilitated by Drs. Leigh-Anne Ingram and Carly Manion. In terms of papers presented, we accepted over 50 papers and 10 group panels and had 6 highlighted sessions. Additionally, Dr. Nelly Stromquist presented the GEC's chapter in the special session dedicated to the launch of, [*Crafting a Global Field: Six decades of the Comparative and International Education Society*](#).

Our business meeting drew a small but engaged group of people, including several newcomers, and a lively and wide-ranging set of discussions ensued about what the GEC is, our responsibilities and vision vis-à-vis the Society, and possible strategies and actions going forward. We want to thank our volunteer reviewers and other helpers that contributed to the GEC activities at CIES 2016.

For the coming year, the GEC leadership is as follows:

- Co-Chair: Carly Manion (OISE, University of Toronto)
- Co-Chair: Payal Shah (University of South Carolina)
- Secretary/Treasurer: Norin Taj (OISE, University of Toronto)

Over the next year we plan to continue our monitoring work of gender issues in CIES, as well as serving as a professional hub for researchers, practitioners and policymakers working on issues of gender in education. We are seeking to encourage more participation of CIES members, particularly men, in GEC activities. We will also continue supporting and contributing to interdisciplinary and cross-sectoral work across practitioner, academic and policy communities. Additionally, we have a relatively small research project currently in the design phase that will examine gender and other intersecting social categories on publishing trends in major CIE journals. We would also like to strengthen our relationships and encourage mutual learning with UREAG and the New Scholars Committee, as well as with SIGs more broadly.

We invite the participation of all in the GEC and encourage you to consider joining our mailing list and get involved in our year-round activities. While it may seem like CIES 2017 is a long way off, we also invite your proposals to host a pre-conference workshop in Atlanta, Georgia, the site of the annual meeting. A modest sum of money is available for facilitators. All communications should be directed to gender@cies.us

Standing Committee Reports

New Scholars Committee (NSC)

BY CO-CHAIRS **MARIA ISHAQ KHAN** (UNIVERSITY AT ALBANY, SUNY)
AND **ELISABETH LEFEBVRE** (UNIVERSITY OF MINNESOTA)



The New Scholars Committee (NSC) continues to be actively engaged in promoting the scholarship of the CIES members who are in the early stages of their careers. At the 2016 conference in Vancouver, the NSC was able to organize several workshops and sessions that brought together senior researchers, professionals and emerging scholars together. These events included the Third Annual Orientation Session, where CIES past presidents and senior scholars met newer scholars over an informal breakfast. Our Dissertation and Publication Mentoring Workshops, and Essential Series sessions also received positive feedback from participants.

At our most recent Business Meeting, we elected our Board for the upcoming year 2016-2017. Members include:

- Co-Chairs: Maria Khan & Elisabeth Lefebvre
- Treasurer: Mansoor Khan

- Communications: Larissa Malone & Nozomi Sakata
- Dissertation Workshops:
Mahsa Bakhshaei & Rashed Haq
- Publication Workshops:
Katerina Davis & Vanessa Spurduti
- Orientation Session: Alice Chan & Rebecca Gokee
- Essentials Series: Andrea Murga(Lead), Malini Sivasubramaniam, Dante Salto & Katie Cierniak
- Review: Vilelmini Tsagkaraki
- Volunteers/Friends: Kara Janigan

We will soon commence planning for CIES 2017. If you have suggestions or ideas for our workshops, or new ideas to add to the above mentioned sessions, email them to newscholars.cies@gmail.com

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Standing Committee Reports

Underrepresented Racial, Ethnic, and Ability Groups Committee (UREAG)

BY DR. ANZIE M. APPEL

This year at our Annual conference, UREAG had its first all-day symposium and we received rave reviews. Did you hear about it? No? Well, do you know what UREAG does for all members of CIES? Did you know that UREAG is open to all members of CIES? Did you know that UREAG supports scholars to attend the annual conferences through travel grants? Each year, as a component of the UREAG travel grant program, awardees were asked to submit a reflection of their experience at the annual conference in Vancouver. The following quotes are just a few of the 54 UREAG members who were awarded travel grants this year to defray their attendance at CIES:

CIES was a mind blowing experience for me. To be honest I have never went to a conference before. From my experience I was able to interact with people who had the same interest as me, from different parts of the world. Before starting on this journey I had never had the confidence in my abilities until now. This conference changed my life. It taught me valuable lessons that I will apply to my everyday life. It allowed me to crawl out of my shell and talk about something that I am really passionate about. -DM

As for my experience with UREAG, I came to the realization that UREAG offered me a great chance to feel special and important. The sessions that were part of UREAG were very informative and eye openers to the rights, regulations and politics involved with educational institutions and minorities or under represented groups. I really felt very distinguished to be part of such a group. I was honored to have the President of CIES visit on that specific day in the conference and she added even more value to the discussion and to the topics presented. -BH

This was my first conference since I started my doctoral program and it was the perfect one for various reasons. First, I am an international student from Kenya and meeting people from all over the world continues to be one of the most enriching experiences in my life. Secondly, attending CIES encouraged me to see how, many individuals and organizations are partnering together and transcending obstacles and challenges to make this world a better place. Thirdly, the UREAG symposium was an added benefit, which allowed me to interact with potential future colleagues and hear inspiring messages to soldier on in my doctoral journey. -EK



Meeting UREAG members, joining a committee in the Inclusive SIG, and officially establishing myself as a researcher are the three most valuable experiences from CIES 2016. I want to thank UREAG for the travel grant that helped make my trip possible. -AM

I particularly enjoyed the UREAG breakfast where I met a lot of wonderful women and made connections that I am sure will last. I am hoping to be able to give back one day, in any way possible. - anonymous

UREAG, was established, according to one of the founders, and featured panelist, Dr. Kassie Freeman, "to meet the needs of those who may not always have a space to voice the concerns and triumphs of communities that are often underrepresented." The term underrepresented creates a platform for practitioners who work and exist in interstitial spaces that may be related to gender, ethnicity, ability, or research interest. UREAG is not just about travel grants or panels. UREAG is about ensuring that the global village is inclusive and creates a space for all members of CIES to join, feel connected, supported, and most of all, to feel that each individual's contribution is important. Sometimes, we all just need a place to put our feet up, take a deep breath and enjoy good company. This is what UREAG does for all members of CIES. Please feel free to contact our newly elected Chair, Dr. Anne Mungai to find out how you can be a part of this dynamic standing committee

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Standing Committee Reports

Special Interest Group (SIG) Committee

BY CHRISTOPHER FREY, SIG COMMITTEE CHAIR (2016 – 2017)

When I first joined CIES in 2002 as a graduate student, our Society already had a reputation as a supportive environment for emerging researchers, scholars and practitioners. Unlike other conferences I attended, it wasn't too big, too narrowly focused Big Names in The Field, or too narrowly defined. For me, the broad range of methods, research, geographic areas and emerging interests made CIES like Goldilocks' porridge: just right.

When Special Interest Groups became part of the Annual Conference in 2006, the CIES traditions of supporting new members became part of the character of these new associations. For me, the Japan (now East Asia) SIG in 2007 became a vital part of my connection to CIES, and gave me new opportunities for scholarship, networking, and service. Looking back on the first ten years of CIES Special Interest Groups (SIGs), there are many accomplishments to note. SIGs have contributed to membership growth, to

the development of new fields of inquiry within CIE, and have provided the space for new research, publications and mentoring.

In celebrating our 10th Year, the SIG Standing Committee, under the outstanding leadership of the Chair, Joan Osa Oviawe, hosted a reflection panel on role of SIGs in CIES, a SIG Symposium on Indigenous Education in the Asia-Pacific region, and an evening reception with, I must say, great food. Individual SIGs also hosted a wide variety of panels, speakers, book discussions, and other events that added vitality and depth to our Conference. As the chair of the SIG Standing Committee for 2016-17, I am eager to build on the strong foundation established in the last decade, and I look forward to facilitating and manifesting new developments as we prepare for our 61st Annual Conference in Atlanta.

Special Interest Group (SIG) Committee at the CIES Conference

BY JOAN.OSA OVIawe, SIG COMMITTEE CHAIR (2015 – 2016)



SIG Anniversary cake!

At the CIES 60th annual conference in Vancouver, Canada, Special Interest Groups (SIGs) also celebrated the 10th anniversary of the launch of SIGs- when the initial group of six SIGs successfully organized their first highlighted panels and business meetings in Honolulu, Hawaii during the 50th annual conference of CIES.

The SIG Committee organized a few events to mark this major milestone including the publication of a commemorative edition of *SIGNatures*, which highlighted the history, accomplishments and contributions to CIES by various SIGs. The events organized by the SIG Committee were the SIGs 10-year Reflection Panel, 10th Anniversary Reception, SIGs Open House and a meeting with SIG Chairs. Click [here for SIGNatures](#), the 10 year commemorative publication of the SIG Committee.

As SIGs embark on the next decade of knowledge production, formation and growing knowledge ecosystems, we wish them success as they continue to expand the frontiers of intellectual engagement and networking opportunities at CIES! Below are some photos of our events at the conference (taken by Richard Bamatre, Graduate Student, University of Minnesota). Click [here](#) to see the entire photo album.

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SIG Symposium Pilot

Language and Sustainability in Indigenous Education of the Pacific Rim

BY CHRIS SHEPARD



“Floor tents” at the SIG Symposium Pilot: Language and Sustainability in Indigenous Education of the Pacific Rim

More than 50 people and five SIGs came together for the first CIES SIG symposium pilot to engage with the conference theme and explore SIG dimensions of identity, geography, theory, method and practice. Sitting in a circle with “floor tents” instead of “table tents” to identify panelists, the symposium was an opportunity to “talk across the cube”, a reference to CIES President Mark Bray’s (1995) [paper](#) with former CIES President Murray Thomas.

SIG Committee Chair Joan.Osa Oviawe welcomed the participants, which featured remarks by Bonny Norton of the University of British Columbia. The symposium was chaired by Anna Farrell (Language Issues SIG) and included panelists Takehito Kamata (East Asia SIG); Milton Almonacid and Miye Tom (Indigenous Knowledge and the

Academy SIG); Mousumi Mukherjee and Michael Russell (Environmental and Sustainability Education SIG); and Jayson Richardson and Jeffrey Lee (ICT for Development SIG). As Bonny Norton noted, while each of the four SIGs represented have distinct visions and methodologies, what they have in common is a rethinking and reclaiming of “place”.

The updated SIG handbook is expected to include a regular process for SIG Symposia at future conferences. The symposium extended the CIES tradition of celebrating difference and dialogue, and in that spirit concluded with a toast to CIES President and Gender and Education Committee Chair Heidi Ross, who continues to inspire us to collaborate.



SIG Symposium Pilot: Language and Sustainability in Indigenous Education of the Pacific Rim

SIGnatures

Regional SIGs

Africa SIG

The Africa SIG celebrated 10 years at the Annual Conference in Vancouver. Along with highlighted and regular panels, we had a cake (see above) to mark 10 years and our presence as one of the largest CIES SIGs. At our business meeting, we thanked outgoing Chair Peter Moyi, Program Chair Desmond Odugu, and Secretary Laura Quaynor; and welcomed incoming Chair Herve Some and Program Chair, Jody McBrien. We will soon announce our new treasurer, secretary, and communications representatives. At our Vancouver business meeting, we discussed the idea of adding a new style of conference session, the Bantaba, which we will discuss soon.

Eurasia SIG

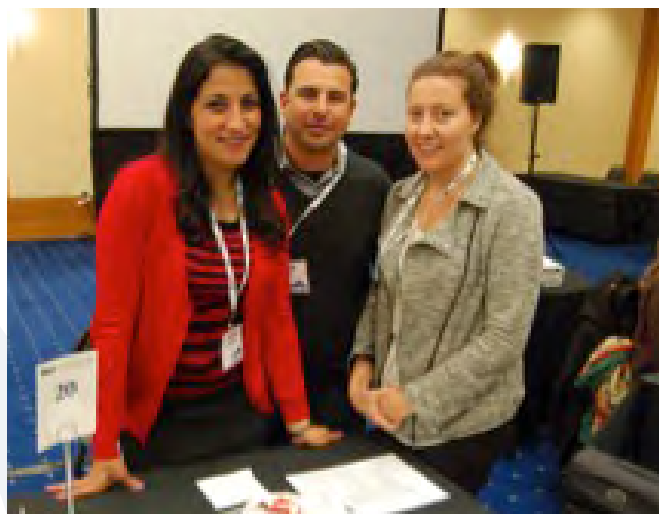
The Eurasia SIG had a productive time at the CIES conference. It was highlighted as one of the most active SIGs at the SIG Anniversary Reception. This year, the SIG received 25 individual paper proposals and 5 group panel proposals. SIG members explored topics ranging from higher education reform and university student mobility to educational inequalities and the representation of national leaders in school textbooks. Highlighted sessions were: "Disparities in Student Achievement in Eurasia" and "School Reform and School Leadership in Post-Socialist Countries." This year's winner of the Eurasia SIG Best Graduate Paper Award was Nutsa Kobakhidze's paper, "Teacher Inc.: The Economic Sociology of Shadow Education in Georgia."

Middle East (MESIG)

MESIG members participated actively at the CIES 2016 conference as demonstrated by more than 40 individual papers that were organized in panel, roundtable, and poster sessions. These included the MESIG two highlighted panels plus its two joint SIG sessions with the African SIG and the Education in Emergency SIG. During its business meeting, the MESIG thanked former co-chair, Elizabeth Buckner and welcomed new co-chair elect, Basel Akar. The MESIG also congratulated its current co-chair Nagwa Megahed for being elected member of the CIES Board of Directors. The MESIG Student Paper Award was presented to Shaimaa Awad for her paper on civil society organization support to global citizenship education in Egypt.



Middle East SIG Meeting



Middle East SIG Members

Latin America (LASIG)

The LASIG Outstanding Dissertation Award and the LASIG Outstanding Scholar Award were awarded this year to D. Brent Edwards Jr. and Mariano Narodowski, respectively; as well as three travel grants to graduate students Stephanie Samaniego, Jessica Bridges, and Claudia Ovalle. This year, we received a high number of quality proposals, reflected in the fine papers presented during the highlighted sessions, which included themes of 'Policy and Practice for

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SIGnatures

Educational Equity' and 'Current Issues in Latin American education: Access, quality, and diversity.' Our new Board members for 2016-2017 are: Martina Arnal (Co-Chair), Maria Schwedhelm (Co-Chair), Fernanda Pineda (Treasurer), and Diana Rodríguez-Gomez (Social Media Officer). You can like LASIG on [Facebook](#) and check out our new [website](#). Email lasig.cies@gmail.com for further information.



LASIG Award Winners

Pictured: D. Brent Edwards Jr. (Outstanding Dissertation), N'Dri Thérèse Assié-Lumumba, Immediate Past-President of Comparative and International Education Society (CIES), Jimena Cosso (Travel Grant), Stephanie Samaniego (Travel Grant) and Mariano Narodowski (Outstanding Scholar).



LASIG Business Meeting

Pictured: LASIG members (Rebecca Tarlau, Carlos Ornelas, Jorge Delgado) and Board members (Ana Solano Campos, Martina Arnal and Maria Schwedhelm).

South Asia SIG (SA SIG)

The SA SIG had a very successful CIES 2016! We had over 100 attendees at our 3 main events (SA SIG Business Meeting, Annual Dinner & Annual Social Hour). New great ideas for the SIG were discussed and we look forward to developing committees to explore some of the opportunities as we continue to grow the SIG. The Board would like to thank George Mason University, South Asia Center at University of Pennsylvania, Dept. of Leadership Studies at University of San Diego, School of Education at University of Redlands and Nayi Disha for their co-sponsored support for our dinner and social hour. A special congratulations to Mathungi Subramanian for Best Journal Article Award and Shenila Khoja-Moolji for Best Field-Based Award.



SA SIG Annual Dinner



South Asia SIG Annual Social Hour

Topic Based SIGs

Citizenship and Democratic Education (CANDE) SIG

Citizenship and Democratic Education (CANDE) SIG

CANDE SIG thanks our members and CIES community for a successful CIES filled with a productive preconference workshop, great presentations, conversations, and our first annual CANDE reception. As a result of discussions from our business meeting, we will be planning another preconference workshop, expanding our social media presence, unveiling a new website and updating the format of our newsletter. If you are interested in staying up to date on all of the happenings in the CANDE SIG, please consider becoming a member, joining our [Facebook](#) page and following [@CANDESIG](#) on Twitter.



CANDE SIG members at the CIES 2016 Conference



CANDE SIG Meeting

Contemplative Inquiry and Holistic Education (CIHE) SIG

The CIHE SIG had a fruitful week during the CIES conference. Our panels sought to embody what we talk about; many started with a contemplative practice and involved participants in a deeply engaging manner. People expressed they not only learned, but are also touched in the heart and spirit. During our business meeting, Jing Lin expressed appreciation for Prof. Heesoon Bai and her colleagues who played a dynamic role in our various panels/workshops. We had a great discussion on the field of contemplative inquiry and holistic education. An election was held with Tom Culham and Charles Scott unanimously approved as the next co-chairs.

Cultural Context of Education and Human Potential (CCEHP) SIG

CCEHP wants you to join us on Facebook. CCEHP SIG cuts across cultural, disciplinary, research methodologies and geographic boundaries. The CCEHP SIG is interested in studies that promote intercultural learning about and between different voices. Looking ahead, the Co-Chairs (Cristina Jaimungal and Maung Nyeu) aim to contribute a robust understanding of scholarship on culture, race, gender, Indigenous knowledges, language, and disability to the forefront of conversations on education and culture. If your research is interdisciplinary and critical, we invite you to connect with us and help shape the future direction of CCEHP.



Cultural Context of Education and Human Potential
SIG session

Topic Based SIGs

Citizenship and Democratic Education (CANDE) SIG



CCEHP Members

Economics and Finance of Education (EFE) SIG

We hope you had a wonderful experience at the various events of the EFE-SIG and are looking forward to another productive year! We have a unique opportunity to unify some of our new research into a book, which will be published by Springer. The book aims to revisit equity issues and education finance related topics. Please [click here](#) for further details of the call for chapters. Contact Iris BenDavid-Hadar (Co-chair) for further information about our SIG at Iris.hadar@biu.ac.il. Here is a link to CIES 2016 SIG Event Photos. Visit us at <http://efe-sig.wix.com/efe-sig>



First EFE business meeting



**EFE SIG meeting at the CIES Conference
to discuss future directions**

Education, Conflict, and Emergencies (ECE) SIG

The ECE SIG celebrated its inaugural conference in Vancouver this year, with great turn out at our SIG sessions and business meeting. Our highlighted sessions included a panel on the role of education in building sustainable peace and a co-organized panel with the Middle East SIG on the educational response to the Syrian crisis. Based on inspiring discussions in Vancouver amongst our members on future activities and collaborations, we are looking forward to leading the SIG into its second year!

Topic Based SIGs

Citizenship and Democratic Education (CANDE) SIG

Environmental and Sustainability Education (ESE) SIG

The ESE SIG organized two highlighted panels this year at CIES 2016- “Contesting and challenging the assumptions of education for sustainable development” and “Global applications of sustainability education in preschools and universities”. The ESE SIG also co-sponsored the Multi-SIG Symposium with the Language Issues, Indigenous Knowledge and the Academy, and the East Asia SIG on “Language and Sustainability in Indigenous Education of the Pacific Rim”. We organized three more panels; including two special symposiums on “Education for Sustainable Development in the Asian Context”. The best graduate student paper was awarded to Stephanie Jane Templeton for her paper, “Learning about migration as a climate change adaptation strategy in Kiribati”.



2016 Best Graduate Student Paper award winner with ESE (SIG) co-chairs- Mousumi Mukherjee and Michael C. Russell

Globalization & Education (G&E) SIG

At the CIES conference, the G&E SIG welcomed two new members to the leadership team: Christine Monaghan (CIES Program Co-Chair) and Eric Layman (Graduate Student Representative). Separately, the G&E SIG has hosted a webinar titled “Higher Education in Asia: Current Trends and Pressing Issues”. Finally, the G&E SIG has continued to produce the “FreshEd” podcast, hosted by Will Brehm (SIG co-chair). To spread awareness of both the G&E SIG and the content on FreshEd, we have recently created a [Facebook group](#) for the SIG and a [Facebook page](#) for the podcast.

Global Literacy (GL) SIG

The GL SIG hosted a group panel session on *Good Answers to Tough Questions in MLE*, which highlighted an online resource from SIL International, which contained practical, concise responses to 8 of the hardest implementation questions in mother tongue-based MLE from experts in the field. The panel featured three of the authors. The overflow crowd had lots of questions and discussion. The resource is now available online [here](#). For more questions, contact Catherine Young (catherine_young@sil.org) or Barbara Trudell (barbara_trudell@sil.org).

Higher Education (HE) SIG

The HE SIG recently elected Meggan Madden as new Co-chairperson, who joins Jorge Delgado in the HESIG leadership and replaces Qiang Zha whose term ended this year. Likewise, the HESIG elected Meseret Hailu as Secretary-elect. The recipients of the HESIG 2016 Awards were David Chapman (Lifetime Contribution), Cynthia D. Toms (Best Dissertation: *Global Development Through International Volunteerism And Service-Learning: Who's Saving Whom?*), Anatoly Oleksiyyenko (Best Article: “On the Shoulders of Giants? Global Science, Resource Asymmetries, and Repositioning of Research Universities in China and Russia”), and Bernhard Streitwieser (Best Book: *Internationalisation of Higher Education and Global Mobility*).



HESIG member and University of Minnesota alumna Marta Shaw making some remarks to honor 2016 Lifetime Contribution awardee David Chapman

Topic Based SIGs

Citizenship and Democratic Education (CANDE) SIG



HE SIG 2016 Best Dissertation awardee Cynthia D. Toms speaking about her dissertation *Global Development Through International Volunteerism And Service-Learning: Who's Saving Whom?*

ICT4D (ICT for Development) SIG

We can't believe CIES 2016 is already over. Digital technology was everywhere, and not just in our ICT4D SIG highlighted sessions. Whether it's MOOCs, literacy apps, laptops in libraries, or SMS surveys...technology is affecting educational development in so many ways. This year, it was clear that CIES researchers are capturing these shifts. We had oodles of great ICT focused presentations including a game show in Kyrgyzstan promoting reading, video making in refugee camps, text message survey design in Cambodia, and technology in libraries. Check out our newsletter [here](#) to read more.



ICT4D SIG session on video making in refugee camps



ICT4D SIG session on game show in Kyrgyzstan

Indigenous Knowledge and the Academy SIG

It is hard to believe how much time has gone by since our meeting in Vancouver. Since the conference we have been thinking about and working on ways to move forward. We are hoping to accomplish two things in the next few weeks. Firstly, we will incorporate the feedback gathered during the business meeting into our constitution and secondly, we will hold elections for the SIG officers. If you have any questions, suggestions or comments, please feel free to contact our SIG co-chairs: Tutaleni Asino (tutaleni.asino@okstate.edu) or Miye Tom (miyetom@gmail.com).

Language Issues (LI) SIG

Thanks all who helped with conference events, especially Steve Bahry, who led panel review with Program team members Elise Ahn, Karla Giuliano Sarr, and Kimmo Kosonen. We toast Michelle Gaston for her years of service to LISIG, and thank Cassondra Puls and Jack Knipe for taking on the communications reins so ably. Mil gracias to the Latin America SIG for co-sponsoring our reception! Contact Anna Farrell and Chris Shephard, Co-Chairs, for further information.

Topic Based SIGs

Citizenship and Democratic Education (CANDE) SIG



2016 CIES LISIG Business Meeting



LISIG Communications Coordinator Cassandra Puls presenting her research on pluralism pedagogies in Nagaland India and beyond.

Large-Scale Cross-National Studies SIG

The members of the Large-Scale Cross-National Studies in Education SIG had a great meeting in Vancouver. Anyone that is interested in large-scale studies is encouraged to join. Current members would like to express our thanks to our outgoing co-chair and co-founder Oren Pizmony-Levy for his wonderful service during his three-year tenure.

Peace Education SIG

The SIG on Peace Education enjoyed a very successful CIES conference. From our Pre-Conference Workshop to the very last session, our SIG's panel presentations were well attended and animated. We thank our panelists for sharing their research outcomes and CIES members who attended

our sessions. During our conference, we were delighted to welcome several new members into our group and we are happy to observe an increasing interest in it. Following a fruitful annual meeting, members decided on a number of issues, including offering a student award next year. Members elected Cheryl Duckworth, Maria Hantzopoulos and Marios Antoniou as our SIG's incoming co-chairs.

Post-Foundational Approaches to CIE SIG

The Post-Foundational Approaches to CIE SIG had a very successful CIES conference, sponsoring six panels, facilitating exciting intellectual engagements, and attracting new members. We are pleased to announce that Susanne Ress has been acclaimed as our new chair-elect for 2016, and will join Jonathan Friedman (acting chair) and Dani Friedrich (outgoing chair) in leading the SIG. Following a well-attended business meeting at the conference, we are exploring new ways to expand the SIG's activities during the year, and support scholars and practitioners interested in post-foundational methods and theories.

Religion and Education SIG

As the narrative of secularization recedes, interest is rapidly growing in the emerging subfield of religion and international and comparative education. This striking reality was on full display at the CIES conference, where at least 44 papers (in one way or the other) were devoted to topics such as religious literacy, religious institutions, sacred texts, ethics, and religious identity. The relative youthfulness of the SIG membership, along with their enthusiasm for an edited volume and shared bibliography, suggests that a new generation of scholars are devoting scholarly attention to religion and its role in enhancing education around the globe.

Teaching Comparative Education (TCE) SIG

The book [*Teaching Comparative Education: Trends and Issues Informing Practice*](#) edited by Patricia K. Kubow and Allison H. Blosser who co-chair the TCE SIG, is the newest volume in the Oxford Studies in Comparative Education series published by Symposium Books. A special edition of FIRE (Forum for International Research in Education), edited by Patricia K. Kubow and Allison H. Blosser titled "The Place and Future of Comparative Education in Teacher Education" is also coming soon.



WCCES Report

In the effort to professionalize and enhance the structure and management of WCCES, a number of decisions have been made in the organization, including the following:

- The Bureau, which had ceased to exist following a resolution of the Executive Committee at its 2001 meeting in Korea, was reinstated in November 2015 upon the recommendation of the Constitutional Standing Committee. Subsequently, an election was organized in November-December to fill the vacant position of the Bureau Member-At-Large. This author received several nominations, agreed to stand for the election, and had the honor of being elected by the WCCES members. Considering the worldwide geographic representation of the member societies, as well as the cost and practical difficulty of holding several face-to-face meetings of the Executive Committee to address issues that need to be attended to, the reinstated Bureau has been playing a constructive role. Indeed, the Bureau members agreed to hold monthly meetings, via Skype, since December 2015. These monthly meetings have been held successfully despite the different time zones. They have been proven constructive and will continue to be held until the next face-to-face Executive Committee meetings in August at the [World Congress](#) in Beijing
- The following two new standing committees have been created and are functional:
 - o Ethics Standing Committee
 - o Constitutional Standing Committee
- An Election Task Force has been created and organized impeccably the election of the Bureau Member-At-Large. It is currently coordinating the forthcoming elections of the WCCES officers to take office in August 2016. The information on the call for candidacy and on the

procedure for the election has been posted [here](#).

- A Peace Education Taskforce has been recently created. On the peace initiative front, the Bureau decided to express concern and solidarity for, as well as support including financial components to, Turkish academic colleagues who were in detention. Fortunately, these academics were released on first day of their trial on April 22.
- In February, Professor Lauren Ila Misiaszek of the Institute of International and Comparative Education, Faculty of Education, Beijing Normal University, was appointed as a WCCES Assistant Secretary-General. Since joining the WCCES Secretariat, she has contributed to increase the efficiency of the work of the Bureau, especially in regard to the organization of the monthly meetings.
- Professor W. James Jacob of the Institute for International Studies in Education at the University of Pittsburgh, in his role as WCCES historian, is currently engaged in two major WCCES history initiatives: 1) the digitization of the WCCES Archive and 2) the Pioneer Leaders in Comparative and International Education Project. Since the transfer of the WCCES Archive from Kent State University to the University of Pittsburgh in 2014, twenty graduate students and faculty members have been contributing to the ongoing digitization process of the Archive. The goal is to have all existing archival materials digitized and accessible to the public through an online searchable database. The second major initiative, led by Professors Jacob and Erwin H. Epstein of Loyola University Chicago, is a video documentary of leading scholars, researchers, and practitioners in comparative and international education from every world region. The first video documentary of this project will be presented at the [World Congress](#).

From April 24 to April 30, WCCES President Carlos Alberto Torres, Interim Treasurer Kanishka Bedi, and Chair of Congress Committee Cristian Perez Centeno visited our China Comparative Education Society (CCES) colleagues at the Congress host institution—the Beijing Normal University (BNU), in Beijing, China. According to the preliminary report, the visiting team had many positive and constructive discussions with the XVI Congress coordination and organization team, under the able leadership of Professor Wang Yingjie, WCCES Vice President and Professor Liu Baocun, Director of the Institute of International and Comparative Education. The members of the visiting team have shared some of their reflections on the trip. They have expressed their deep appreciation of the hospitality reflecting professionalism, camaraderie and collegiality. They were impressed by the great facilities of BNU that give a clear indication that the Congress will be held in a very modern, efficient and, we would add, beautiful venue. Impressive efforts have been made to provide a large group of individuals constituting the human resources for various aspects of the Congress.

All the submitters of abstracts for the Congress should have been notified of the status of their respective submissions. There is an exciting momentum. The WCCES community is urged to make plans for a massive attendance to share the invigorating intellectual platforms and sheer enriching cultural experience.

Information for the registration, visas, accommodation is available on the [Congress website](#).

See you in Beijing!

Professor N'Dri Assié-Lumumba
Cornell University
CIES Immediate Past-President
representing CIES to the WCCES
WCCES Bureau Member-At-Large

Featured Board Members



Jason Beech

1) Tell us about some of your recent research and teaching in comparative and international education.

I am just back from a sabbatical in the University of Melbourne, where I worked with Fazal Rizvi on analyzing the link between cosmopolitanism and education. In a few words, we are trying to move beyond abstract, normative approaches to cosmopolitanism and thinking about how everyday cosmopolitan experiences of teachers and students relate to pedagogic approaches and possibilities. We are in the process of writing a few papers. Also, in parallel, I am working with Alejandro Artopoulos on an analysis of Conectar Igualdad – a project that deployed 5 million computers to secondary school students in Argentina. We are using Actor Network Theory to try to overcome the global-local binary and instead conceptualize classrooms as networked spaces.

2) Tell us about your work as a CIES Board member (responsibilities, challenges, joys, etc.)

The Society is going through a period of growth and change and that makes it a very interesting time to be in the Board. What strikes me the most is being on the Board with friends such as Marianne Larsen, Iveta Silova and Noah Sobe. We met 15 years ago when we were students and we are still friends, but now also Board members in CIES.

3) Can you tell us one fun fact about yourself?

I love travelling. When I finished my undergraduate degree I went with my girlfriend and two dogs to California, bought an old Chevy pick up and drove all the way back to Buenos Aires through the Pacific coast. It took a whole year. It was one of the best years of my life.

4) What book are you reading now?

I tend to read many books at the same time. I am reading *On Cosmopolitanism and Forgiveness* by Jacques Derrida. I am about to start *Submission* by Michel Houellebecq and I am finishing *Discontents and its Civilizations*, a collection of essays by Moshin Hamid, which I picked up in an airport. I am also re-reading (again) some short stories by Jorge Luis Borges.

5) Do you have any words of advice for new scholars in the field?

“Scholarship is a choice of how to live as well as a choice of career...you must learn to use your life experience in your intellectual work: continually to examine and interpret it.” This is a quote from the beginning of C. Wright Mills’ essay “On Intellectual Craftsmanship”, the Appendix to his book *The Sociological Imagination*. Read the whole essay and follow his advice.

Links:

<https://udes.academia.edu/JasonBeech>
https://www.researchgate.net/profile/Jason_Beech2

Featured Board Members



Iveta Silova

1) Tell us about some of your recent research and teaching in comparative and international education.

I just moved from Lehigh University to Arizona State University (ASU) to direct the Center for Advanced Studies in Global Education (CASGE) at Mary Lou Fulton Teachers College. I am also teaching in the Education Policy and Evaluation Program here. Currently, I am working with my colleague and friend Gustavo Fischman to organize the Inaugural CIES Fall Symposium on the global learning metrics, which will be hosted by ASU on November 10-11, 2016. I hope you can join us for this great event! In the area of research, I am finalizing an edited volume, *Reimagining Utopias* (with Noah Sobe, Alla Korzh, and Serhiy Kovalchuk) on the theoretical and methodological dilemmas in post-socialist education research, as well as working on a collective biography project about the memories of socialist childhood with Nelli Piattoeva, Zsuzsa Millei, and Olena Aydarova. These research projects are interconnected in various ways, aiming to problematize knowledge production in comparative education, engage in self-reflection about our own theoretical positionings and relationalities, as well as create a space for dialogue that is inclusive of different and divergent voices in the field.

2) Tell us about your work as a CIES Board member (responsibilities, challenges, joys, etc.)

I really enjoy being a part of such a dynamic Board and having an opportunity to collaborate with great colleagues on a regular basis! During the last two years, I have been working on the Knowledge Mobilization initiative to develop a strategy for increasing the accessibility, impact, and usability of the knowledge we produce for the broadest possible common good. Knowledge mobilization also entails the question of what knowledge becomes mobilized and how “local” and indigenous perspectives could be re-centered in the knowledge production processes dominated by Western epistemologies. CIES has much work to do in this area, and will need dedicated expertise and resources to address these challenges.

3) Can you tell us one fun fact about yourself?

I got married in Las Vegas! I also married the same man in Latvia... It was a Pagan Catholic wedding, wherein the priest, who was younger than us, demonstrated how a married couple could sleep on a bench. As a cultural ritual, between the wedding ceremony and the party, newly married couples in Latvia must demonstrate the “skills” of a successful marriage, this one exhibiting the hospitality of giving up one’s own bed for a guest, relegating the couple to the “bench” in the hallway. There were nearly twenty other “skills” we needed to demonstrate, including chopping wood, feeding a baby, and so on.....

4) What book are you reading now?

I am reading a book by my ASU colleague, Mirka Koro-Ljungberg, *Reconceptualizing qualitative research: Methodologies without methodology*. It is an excellent book, which counters the normativity of research methodologies by moving towards more culturally responsive and ethically engaged theories and practices. I am also reading Mukhamet Shayakhmetov’s biographical novel *Kazakh Teacher’s Story: Surviving the Silent Steppe*, which is an insightful account of a life of teacher in a Soviet rural school. And I am re-reading a *Cloud Atlas* by David Mitchell – a brilliantly written science fiction book. I am looking forward to the summer when I will be able to catch up on some more reading!

5) Do you have any words of advice for new scholars in the field?

Notwithstanding our age, experience, or background, we need to continuously learn and practice intellectual humility. Understanding the limits of our knowledge has the potential to spark and maintain curiosity, motivate us to remain open-minded to different perspectives, and create opportunities for us to collaborate and learn from each other. Although the values of intellectual humility are not (yet) taught in universities, they are essential to our lives as education researchers and practitioners.

Links:

CASGE website: <https://education.asu.edu/casge>

Publications: [Research Gate](#) and [Academia](#)

CER News

The Comparative Education Review in 2015 and beyond

BY BJORN H. NORDTVEIT, EDITOR

The time around the CIES Annual Conference is always particularly busy, as it coincides with preparation of the CIES Board of Directors' annual meetings, including reporting on activities for the *Comparative Education Review*. For the Spring issue of the Newsletter, I will give you the "highlights" of our Annual Report 2015, including an update on our initiative to establish term limits for the members of the CER advisory board.

First, I am happy to report that we had a productive year in 2015 (Vol. 59), with 194 manuscript submissions, including 12 for a special issue on knowledge production in comparative and international education – see call for papers in Vol. 59(1). The geographic origins of submissions were widespread and counted no less than 51 countries (as opposed to 44 last year), which suggest an increasing diversity among CER authors. Of the manuscripts submitted, 5.7% had corresponding authors based in Africa; 18.2% in Asia; 1.5% in Australia; 25.5% in Europe (28.0% if including the Russian Federation); 2.0% in Latin America and the Caribbean; 5.7% in the Middle East; and 38.5% in North America. The geographic location of authors, however, does not reflect the themes of submissions, and even less that of published articles. Published articles in 2015 investigated issues in Africa, Asia, Europe and Latin America. The Middle East and North America were underrepresented, relatively speaking. The gender balance of the submissions slightly favored female authors, counting 55.7% of first authors, whereas 43.2% manuscripts were submitted by a male first author (2 authors did not provide gender specifications). We felt that many of the submissions were exceptionally good and sent out proportionally more manuscripts for peer review than in 2014.

As for *published* articles, the editorial team ensured the submission of 24 articles for the four issues of the journal that appeared in Vol. 59. Of these, 54.2% were written by women as the first author and 45.8% by men. They included four "featured" articles that highlighted issues of comparative theory or method that we thought could serve to continue on-going discussions of crosscutting themes in the field:

Naomi A. Moland, "Can Multiculturalism Be Exported? Dilemmas of Diversity on Nigeria's Sesame Square" in Vol. 59(1);

Martin Carnoy, Moses Ngware, and Moses Oketch, "The Role of Classroom Resources and National Educational Context in Student Learning Gains: Comparing Botswana, Kenya, and South Africa" in Vol. 59(2);

Ranjan Ghosh, "Caught in the Cross Traffic: Rabindranath Tagore and the Trials of Child Education" in Vol. 59(3);

Andy Green, Francis Green, Nicola Pensiero, "Cross-Country Variation in Adult Skills Inequality: Why Are Skill Levels and Opportunities So Unequal in Anglophone Countries?" in Vol. 59(4).

We also published an Annual Bibliography for 2014, covering more than three thousand titles in the

field. An accompanying Bibliographic Essay, as well as a "Guide to Searching for World Literature" appeared in Vol. 59(4). Further, we published two essay reviews (which combine reviews of several books or media on a specific theme):

Magda Nutsa Kobakhidze, "Shedding Light on Shadow Education" in Vol. 59(3);

Steve Sharra "Reclaiming Constructivist Pedagogy from Neoliberal Ideology" in Vol. 59(4).

Not including these two essay reviews, we also published 35 book reviews and 10 media reviews in Vol. 59.

The increasing number of good submissions has considerably lengthened our publishing pipeline. In order to improve our acceptance-to-publication time, the CIES Board of Directors (BOD) approved in November 2015 that we publish the aforementioned special issue (on knowledge production) to accompany Vol. 61(1) as a *supplement* instead of making it a regular issue. The BOD also accepted that we publish one extra manuscript per issue in Vol. 60. In a longer-term perspective, we hope moving towards a 5 or 6-issue-per-year Journal to account for the growing field (as evidenced by the evolution of our yearly bibliography!).

As for other news related to the yearly bibliography, we are sorry to see Peter Easton, our highly appreciated co-editor retiring as of this spring. We are very grateful for his contribution to the Journal, and in particular his – and the Florida State University team's – mammoth work with the yearly bibliographies, as well as his strong contribution with helping to bring manuscripts

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CER News

The Comparative Education Review in 2015 and beyond

BY **BJORN H. NORDTVEIT**, EDITOR

forward. Peter and a subcommittee on CER's Bibliographic work discussed the future of the Bibliography with the CER Advisory Board during the CIES 2015 Annual Meeting (in Washington DC), and it was recommended to discontinue this service. Instead we intend replacing it with an annual "guide" on how to find literature in the field. For further reference about the discussion, see the editorial, "Expanded Knowledge Production in an Amorphous Field: The 'Case' of the Comparative Education Review's Yearly Bibliography" in Vol. 59(4), as well as the accompanying Bibliographic Section in the same Issue, including Peter Easton's "Comparative Education Review Bibliography 2014: Catching Up with the Rapid Growth of the Field;" and Kathryn Anderson-Levitt's "Comparative Education Review Guide to Searching for World Literature."

As we see Peter leave, we are happy to welcome two new co-editors: Amita Chudgar (Michigan State University) and Robin Shields (University of Bath, UK). Robin has already been involved in improving our Facebook page and starting a Twitter account (@[CERJournal](#)) where we hope to notify subscribers of educational news and providing updates on Journal content. We are also currently in a process of adding advisory board members to the Journal. The CER Advisory Board remains a key resource for the editorial team, helping with Journal policies and also with peer reviews. We are continuing the work with instituting terms of references for serving, as well as setting term limits for existing and new board members. We have set a temporary limit on the size of the board to 20, term limits (staggered) to

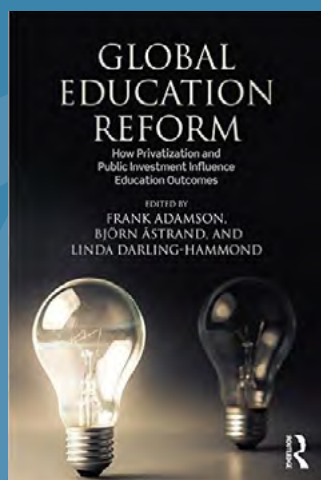


3 years, and are still soliciting letters of interest to serve as a member (see my article in the CIES Newsletter Winter 2016 for a call for interest for new advisory board members).

Finally, I wish to express my heartfelt gratitude to outgoing members of the advisory board and to Peter Easton. Also, a warm thank-you to co-editors for allocating their time to move manuscripts forward (including book and media reviews), as well as to the managing editors for keeping the Journal on track. A final note of thanks goes to you – reader of the Journal, author submitting your manuscript, writer of book or media review, and peer reviewer of articles. We count on you to keep the Journal a key contributor to the field of Comparative and International Education in 2016 and beyond.

2016 BOOKS

Published by
CIES Members



Frank Adamson,
Bjorn Astrand,
Linda Darling-
Hammond (Eds)

*Global Education
Reform: How
Privatization and
Public Investment
Influence Education
Outcomes*
Reprint Edition

Global Education Reform
compares education
policies in three pairs

of countries – Chile and Cuba, Sweden and Finland, and the U.S and Canada – with one country trending towards privatizing education while the other approaches education as a public investment. Country cases and comparative chapters reveal that public investment approaches produce higher levels of both education equity and outcomes

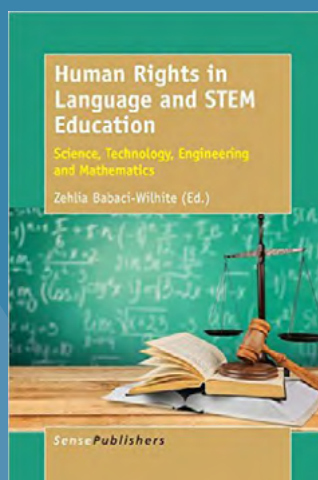


Elise S. Ahn, Juldyz
Smagulova (Eds.)

*Language Change In
Central Asia.*

De Gruyter, Mouton

Twenty years after the dissolution of the Soviet Union, Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan and Turkmenistan are still undergoing numerous transitions. This book examines various language issues in relation to current discussions about national identity, education, and changing notions of sociocultural capital in Central Asia.



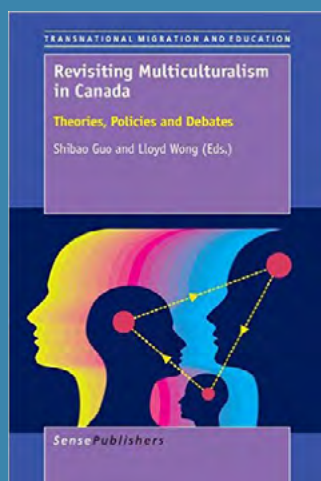
Z. Babaci-Wilhite (Ed.)

*Human Rights in
Language and STEM
Education Science,
Technology, Engineering
and Mathematics.*
Rotterdam: Sense
Publishers.

This volume explores the challenges of teaching and learning Science, Technology, Engineering and Mathematics (STEM) subjects in local languages and local contexts in a range of countries around the world. The contributions to this book review evidence and arguments for the teaching of STEM subjects in local languages considered a human right, both in national educational programs and in development aid. and more. All proceeds go to the women's organizations and girls' scholarships. Available on [Amazon](https://www.amazon.com/dp/1493800000) or contact jlmbrien@sar.usf.edu.

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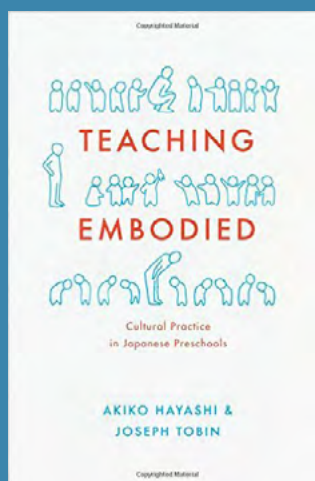


S. Guo, & L. Wong (Eds.)

Revisiting Multiculturalism in Canada: Theories, Policies and Debates. Rotterdam, the Netherlands: Sense Publishers.

Canada was the first nation in the world to establish an official multiculturalism policy. This interdisciplinary volume

theorizes and discusses the debates and critiques surrounding contemporary multiculturalism in Canada and includes some very important case studies to show how multiculturalism is practiced and contested in Canadian society and education. More information is available at <http://tinyurl.com/nlg94wx>

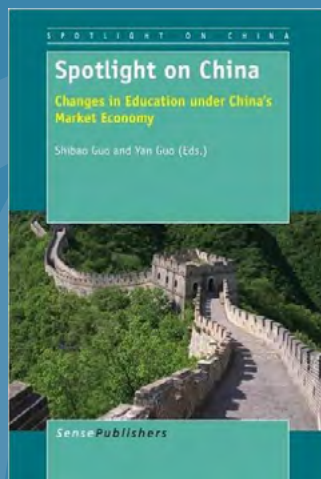


Akiko Hayashi & Joseph J. Tobin

Teaching Embodied: Cultural Practice in Japanese Preschools. Chicago: The University of Chicago Press.

Teaching Embodied explores how teachers act, think, and talk. Showcasing the tremendous importance of—and dearth of attention to—this body language, they offer a powerful new inroad into educational study and practice, a deeper understanding

of how teaching actually works, no matter what culture or country it is being practiced in.



S. Guo & Y. Guo (Eds.)

Spotlight on China: Changes in Education Under China's Market Economy. Rotterdam, the Netherlands: Sense Publishers..

This book examines profound social and economic transformation that has resulted from the market economy and its concomitant impact

on education in China. It offers a most contemporary and comprehensive analysis of changes in education under China's market economy. Lessons learned from the China experiment will inform researchers and educators about social and educational reforms in other countries which are undergoing similar fundamental changes. More information is available at <https://www.sensepublishers.com/catalogs/bookseries/spotlight-on-china/spotlight-on-china-1/>



Y. Kitamura, D.B. Edwards Jr., J.H. Williams, C. Sitha (Eds.)

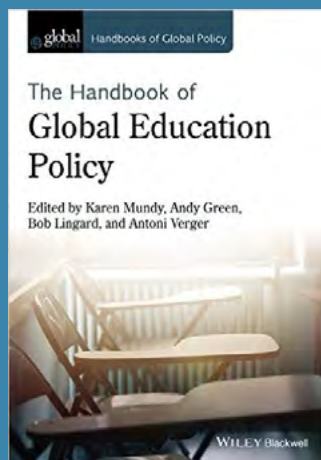
The Political Economy of Schooling in Cambodia: Issues of Quality and Equity. New York, NY: Palgrave Macmillan.

In the most in-depth look at education in Cambodia to date, scholars long engaged in research on Cambodia

provide historical context and unpack key issues of high relevance to Cambodia and other developing countries as they expand and modernize their education systems and grapple with challenges to providing a quality and equitable education.

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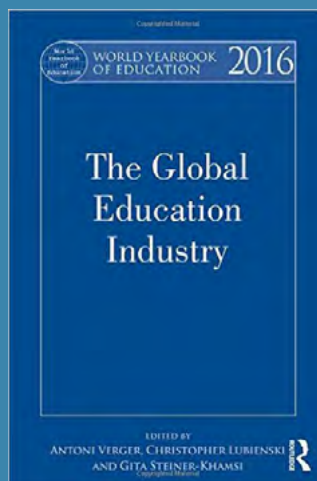
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Karen Mundy, Andy Green, Bob Lingard, & Antoni Verger (Eds.)
Handbook of Global Education Policy.

This handbook surveys current debates about the role of education in a global polity, highlights key transnational policy actors, accessibly introduces research methodologies,

and outlines global agendas for education reform. With contributions from an international cast of scholars, it is written in an accessible and engaging style that appeals to policy practitioners, social scientists, and education scholars alike.



Antoni Verger, Christopher Lubienski, and Gita Steiner-Khamsi (Eds.)

The Global Education Industry, Routledge.

The edited volume critically examines the actors and factors that have propelled the global rise of the education industry. Part I explores how education agendas

are shaped by education businesses; Part II considers the private financing of education and the export of school improvements to professional consultancies; and Part III analyses new market niches, such as low-fee private schooling and for-profit education provisions.

Education International started a blog on the book, posted here: <http://www.educationincrisis.net/blog/item/1308-the-rise-of-the-global-education-industry-some-concepts-facts-and-figures>

2015-16 DISSERTATIONS

Completed by CIES Members

Nancy Green Saraisky

The Politics of International Large Scale Assessment: The Programme for International Student Assessment (PISA) and American Education Discourse, 2000-2012 (2015)
Teachers College, Columbia University.

Jenny McGill

Religious Identity and Cultural Negotiation: Toward a Theology of Christian Identity in Migration (2015)
King's College London, UK

Otgonjargal Okhidoi

Equity in Higher Education: Socioeconomic Status and Its Effect on Access to Higher Education in Post-Socialist Mongolia (2015)
University of Pittsburgh

Taya Louise Owens

The role of academic departments in graduate academic program innovation (2015)
State University of New York at Albany

Maria Savva

An Investigation into the Intercultural Development of Anglophone Educators Working in International Schools Abroad (2015)
University College London (UCL), Institute of Education

Eric Terzuolo

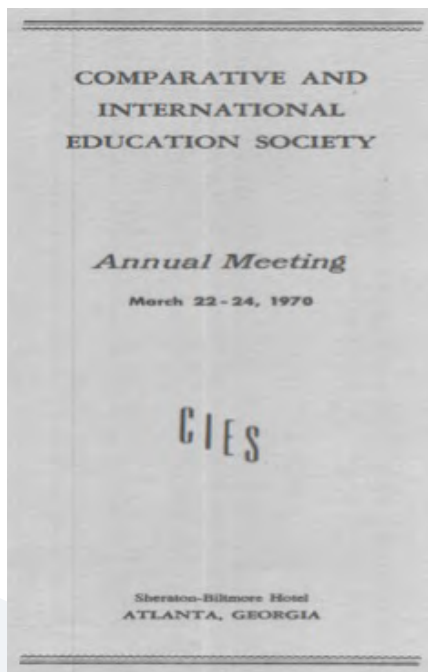
Intercultural Development and Study Abroad: Impact of Student and Program Characteristics (2016)
The George Washington University

Historian's Corner

CHRISTOPHER J. FREY, CIES HISTORIAN (2015-2018)

The most frequently requested documents from the CIES Archives at Kent State are the Annual Conference Programs. In addition to the Society's journal, the program is an important barometer of the development of the Society, and the field of comparative education. The recent publication of *Crafting a Global Field: Six Decades of the Comparative and International Education Society* prompted many requests for materials from the Kent State archives. In coordination with several CIES members, CIES Archivist Cara Gilgenbach proposed a digitization project for these programs which, with the support of the Board, was completed early this year. These are now available on the Kent State University's CIES Archive page, under the Secretariat's Annual Conference Files.

Open access to these programs can facilitate novel studies of our Society's development. The PDF files not only reproduce the cover images, advertisements, and other ephemera from the programs; the files are also text-based, which means researchers can search within the files, and easily download the text for "Big Data" analyses. For example, are you interested in the growth of CIE academic programs in the U.S.? The relationships between academic and professional participation in CIES? The persistence and evolution of topical themes in our Society? The



Looking back, looking ahead: The first CIES Annual Conference outside New York or Chicago was held in Atlanta in 1970. CIES returns to "The City Too Busy to Hate" in 2017.

ebb and flow of participation from a particular university, government organization, or NGO? The impact the conference location on participation? The growth of members located outside the U.S.? The Conference Programs can help answer these questions and many more.

At the moment there are some limits, however. First and foremost, Kent State's collection of Annual Programs is incomplete. Between 1958-1968, CES (as we were then known) held its Annual Conference in Chicago with

the American Association of Colleges of Teacher Education (AACTE). It's not yet clear whether CES produced a separate printed program for those years. My initial inquiry into the AACTE Conference Proceedings found several papers related to our fields, but some longstanding CIES members who attended those conferences said that CES (as it was then known) did not fully integrate its own program into the AACTE conference. If you have any insights into the CES conference programs from these years, I would very much like to hear from you.

In addition, a few paper copies from Conference Programs from more recent years are also absent from the Archives. However, these paper programs are likely located among some of the unprocessed files already at the Archives, and will be added as we locate them. Those limits acknowledged, I am very excited about the opportunities for research and scholarship that these digital files make possible. Part of my duties as Historian of CIES are to facilitate scholarship on the Society through its archives. This project makes a core part of our history accessible to everyone, and helps reduce the demands on our Kent State colleagues. If you have questions or research interests related to our Society's past, please feel free to contact me at cjfrey@bgsu.edu

Regional Symposia

CIES Launches New Fall Symposium Initiative!

The CIES is pleased to launch a Fall Special Topic Symposium initiative designed to bring together researchers, policymakers and practitioners for focused intellectual and policy engagement around critical education topics. This new initiative is an outgrowth of the Board of Directors' strategic planning conversations and belief that our Society can capitalize on the expertise and engagement of its over 2500 members and become even more influential in shaping education research and policy.

Beginning in Fall 2016 the CIES will host a major annual Fall event at which members of the Society, as well as key global stakeholders, will grapple with the state of policy and research on an issue of global significance. Structuring these meetings as Symposia, we are experimenting with a new format for engaging both our membership and the public. In focused meetings characterized by intense deliberation and debate we will bring CIES researchers together with others who normally might not engage with our field – thus both strengthening the field and expanding our networks and footprint.

The CIES Fall Special Topic Symposia will complement our thematic Annual (Spring) Conferences and the CIES Regional Conferences that also occur in the Fall. Each Fall symposium will include a mix of invited plenary sessions, open call-for-papers parallel sessions, and participation of non-presenting registrants. These two to three day events will be held at host universities and will feature a strong virtual and knowledge mobilization component. The CIES Board of Directors has earmarked \$20,000 annually for 2016 and 2017 to launch this initiative, which will then be evaluated for continuation as a regular Society activity.

See details below about the 2016 CIES Fall Symposium. For the 2017 CIES Fall Symposium and future years the Board of Directors has issued a call for proposals and invited proposals from Society entities such as SIGs and Standing Committees. Preference will be given to proposals from two or more CIES SIGs and/or Standing Committees that wish to co-sponsor and co-organize a two-day symposium that addresses a targeted educational issue of global significance. We hope to see as many CIES members as possible involved in these Symposia, either in attendance or through virtual participation in streamed sessions or social media. And we are excited to see the Society doing more to engage in timely debates around provocative issues facing the field of education.

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The Possibility and Desirability of Global Learning Metrics:

Comparative Perspectives on Education Research, Policy, and Practice

Comparative and International Education Society (CIES) Inaugural Fall Symposium

Hosted by **Arizona State University**

Learning outcomes have been enshrined as central policy objectives in the new international education and development agenda – specifically in the post-2015 United Nations' Sustainable Development Goals (SDGs). Unlike goals that seek to universalize access for education, for which consensus is strong, debates around learning are considerably more contested. While proponents argue that more robust global learning metrics have the potential to reduce academic disparities and improve learning outcomes for children across different contexts, critics note that such universal measures typically focus on a narrow assessments of basic skills, while overlooking the importance of human rights, aesthetics, morality, religion, or spirituality. Others point to the dangers associated with the emergence of the data-fixated punitive accountability regimes, privatization and marketization of public education, and a growing disconnect between systems, actors, and larger pedagogic changes. More broadly, the debate about the global learning metrics reveals an underlying tension in our field - a tension between the desire to replicate and scale up "best practices", on the one hand, and the awareness about the importance of deeply contextualized practice, on the other hand.

The inaugural CIES Fall Symposium will bring together education policymakers, practitioners, activists, and scholars to engage in a focused debate about the desirability and feasibility of global learning metrics. The

following questions will be used to guide symposium discussions: What balance should be sought between the assessment of basic numeracy and literacy skills and the measurement of learning related to citizenship, human rights, sustainability, history, aesthetics, morality, religion and/or spirituality?

- *What role have different stakeholders played in mobilizing the current focus on learning outcomes and their measurement? Which actors and agencies should determine what gets taught and measured?*
- *How can we make sure that learning metrics consider alternative worldviews, linguistic and cultural heritage of those who have less power or less "value" in the society in which they reside?*
- *How should comparative researchers address the critical issue of equity/inequalities in learning in terms of conceptualization, measurement, and policy analysis?*

The "curriculum" for the symposium will incorporate an alternating series of plenary and parallel/breakout sessions. The symposium plenaries will feature opening statements from invited experts - policy-makers, practitioners, activists, and academics - followed by a focused debate to build shared knowledge and develop a common language. In addition to invited plenary speakers, we would like to invite paper submissions for parallel sessions. Please visit the [conference website](#) to submit paper proposals and to register!

Submission Deadline: **July 25th, 2016**

Applicants will be notified by
August 10, 2016

Early registration
September 10th, 2016

Regular/Late Registration:
November 1st-11th, 2016

Convening Team

Iveta Silova and Gustavo Fischman (ASU), Aaron Benavot (UNESCO), Supriya Baily (George Mason University), Carol Anne Spreen (NYU), and Noah Sobe (Loyola University Chicago)



News and Views from the Field

Azans and an Indonesian Fulbright

BY **BEVERLY LINDSAY** (VISITING PROFESSOR-UNIVERSITY COLLEGE LONDON & PENN STATE-PROFESSOR AND SENIOR SCIENTIST)

Dawn began to arrive, just below the equator, greeted by the melodious azans arriving from the four corners of the world. As I awoke from deep slumber and heard azans – Islamic calls to prayer, I felt fortunate as the recipient of another Fulbright Fellowship – this time to the world's third largest democracy and the largest Muslim nation. As an American professor and social scientist, I anticipated mutually beneficial interactions as we strive to teach, learn, and research to improve university environments fostering national and international social and economic development. How would my American and international background mesh with the aims of the University of Lampung (UNILA), the major public university in Lampung Province in the capital city-Bandar-Lampung, and with BINUS, a select private university, and the Ministry of Education and Culture – Directorate of Higher Education situated in Jakarta?

Initially, my Fulbright was designed to assist the UNILA Faculty of Teacher Training and Education enhance the research skills of faculty and foster postgraduate options for students and professionals still pursuing PhDs. As the second largest Faculty in Indonesia with 7500 students, the institution has far-reaching effects on early childhood to graduate education and training for professionals whether teachers, counselors, and university administrators. Given these foci, I delivered an invited presentation to the Lampung Consortium of University Executives (composed of Deans, Vice Rectors, and Rectors/Presidents) on "Contemporary Opportunities and Challenges to Prepare the Next Generation

of Education Leaders." UNILA envisions itself moving to the forefront in strategic planning for current and future generations of leaders and establishing itself among the best public universities playing prominent leadership roles in consortiums and professional bodies.

When I notified UNILA of being awarded another National Science Foundation (NSF) grant, I was immediately invited to team-teach a seminar in the Faculty/College of Medicine with a Director of Educational Technology. Lecturers, assistant/associate professors, and professors (including the former Dean) were the participants who desired to enhance their English skills English and social science research in order to engage in international conferences and forums. Learning about the latest research and techniques in medicine and sharing their knowledge of medical practices, somewhat unique to tropical climates, were the overarching desires of these faculty assuming student roles. Teaching in the Faculty of Medicine was an innovative and rewarding experience, especially since I had never assumed this position with medical doctors.

At the Ministry Directorate of Higher Education, the Dean of Education – UNILA and I discussed modes how this national agency could facilitate university capacity development. Of particular concern were enhancement of faculty research skills and publications in national and international journals. Benchmarking and obtaining certification from American accrediting bodies were topics of discussion so Indonesian universities become players in global arenas.



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News and Views from the Field

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Assisting BINUS enrollees understand complex geopolitical dynamics in G-20 nations constituted part of my engagement. When and why the United States Federal Government closed, due to the failure of budget negotiations, elicited queries. BINUS business students were keen to comprehend social, economic, and political impasses forcing a shutdown. Senior faculty members, deans, and other administrators were eager to hear my presentation “Domestic and International Opportunities and Challenges for Metropolitan Universities: Moving Forward in the Contemporary Era,” particularly since Jakarta is a city with approximately 10,000,000 residents.

Certainly, my Fulbright in Lampung and Jakarta permitted time for cultural features of Indonesia life such as attending a Muslim wedding reception and taking photos with the bridal party after eating ice cream and beans for dessert – a unique culinary combination. Visiting an elephant school where I rode on an elephant was a first. Noteworthy was my visit to the elementary school of Barry Soetoro, now President Barack Obama. The courtyard reveals a statue of Little Barry in his short sleeve shirt and shorts uniform with his left hand raised to the sky. Young Indonesia women recent university graduates accompanied me in Jakarta, since they desired to perfect their English.

A truly memorable event was attending the graduation ceremony of my graduate assistant and meeting her family. Handmade flowers and colorful batiks adorned the paths and grassy yards – occupied by numerous families and friends congratulating the graduates. On my last nights in Bandar and Jakarta, the azans for evening prayers floated through the early nocturnal sky via tenor and baritone voices resonating sounds of peace and calmness engulfing me before I flew away. The soothing musical sounds glided through the air – perhaps bidding me farewell as I departed the tropical cities enroute to share wonderful features of my Fulbright with American and international audiences.



Institutions: University of Lampung, Bandar Lampung BINUS University, Jakarta

News and Views from the Field

Ukraine's Higher Education in Crisis: a report from the frontline

BY **ARARAT L. OSIPIAN** (PHD, PEABODY COLLEGE AT VANDERBILT UNIVERSITY, USA)

Conducting fieldwork in a war torn country is never easy, but it might be worth the risk. A war brings to the fore hidden problems, uncovering chronic illnesses and latent deficiencies of a given system. As physicians observe terminally ill patients for educational purposes, I came to Ukraine to observe a terminally ill country and spent the last three years doing fieldwork on corruption. The on-going war in Ukraine's East makes the educational crisis even more acute. The Ministry of Education and Science revoked licenses of universities occupied by pro-Russian militants. Unable to move physically, most universities simply re-registered their official addresses in other cities. The relocation from the occupied territories takes us back to the middle ages, when universities had no campus and moved from town to town, relying on the mercy of a local ruler. Donetsk National University moved to Vinnitsa, where the city authorities let it start a new life in the premises of a closed jewelry factory. Donetsk National Medical University relocated to Kramatorsk, but finds it hard to place its interns and residents. The University's Provost says that "local kings and provincial queens" get territorial despite the fact that quality of medical services at the specialist level rendered at local hospitals is "absolutely disgusting." The crisis in Donbas militarized zone remains a headache for educational authorities with no easy resolution in sight, while the situation in other parts of the country is not much better. In the West, Bukovyna State University of Finance and Economics is fighting its forced merger with Chernivtsy National University, most known for its corruption scandals. The Rector of the former regarded the merger as a classical raiding scheme, criminal hostile takeover, and called Ukraine's embattled Prime Minister, Arseny Yatsenyuk, a corrupt crook in a publicly televised interview. Despite the major deficiencies of education under totalitarian Communist regime, Ukraine's higher education today is much worse than it was during the Soviet era. The

country failed to develop social sciences and equally so failed to preserve math and natural sciences. Academic journals look more akin to collections of newspaper notes and journalistic essays. Intellectual integrity is firmly replaced with plagiarism and fraud while scholars measure their productivity in terms of money they are able to pay per page in a given state-certified journal. The country sees mushroomed diploma mills that have produced numerous holders of worthless degrees instead of true massification of higher education. Educational authorities were excessively generous on assigning the national university status to de facto commercial and vocational schools, but failed to eradicate corruption even in admissions. The much advertised independent standardized testing did not do the job. In a most recent scandal, state investigators asked the Ministry of Education and Science to check the results of 859 scholastic ability tests for fraud and it turned out that in 192 cases the results were altered in order to guarantee university admission. Deans being detained for extorting bribes in exchange for granting admissions to publicly funded studentships is no longer news. At the same time, the actual terms in prison are extremely rare. Moreover, some university officials get caught red-handed more than once and instead of going to jail they retain their offices and continue the extortion business. The Ministry of Education and Science is bragging about closing ninety low quality universities. These are not exactly universities, but their distant branches converted into diploma mills. They failed to enrol any students and would close anyway. The Ministry does so in an attempt to save its reputation rather than improve the situation in general. There is not much left to save, however. Devaluation of the academic profession and degree inflation have already bankrupted Ukraine's higher education.

Schooling the World Dialogue

Background: The film, [Schooling the World: The White Man's Last Burden](#), critically examines the role played by modern education amongst many of today's land-based, sustainable cultures. The film questions the promise of modern (i.e. Western) education both in the United States and other countries such as India, and suggests that schools can do far more damage in devaluing and destroying local cultures and their traditions. We asked a variety of people, both those in the film and others from within the CIES to engage in a dialogue about the ideas in *Schooling the World*. Specifically, we asked contributors to reflect on the following questions:

- The push to extend formal, institutionalized schooling to every corner of the world continues unabated with global initiatives such as Education for All. What would you say to international education advocates of EfA about the implications of advocating for compulsory schooling for all children in the world?
- The sub-title of the film, "White Man's Last Burden", illustrates the ways in which education has been used to forcefully assimilate non-Western groups around the world, eradicating cultures and "civilizing" those deemed "native." Can we say that current efforts to provide Education for All are indeed yet another example of the "White man's burden"?
- In her study of the Baiga, a tribe in India known for its extensive knowledge of medicinal plants, Padma Sarangapani (2003) argues that the foundational character and epistemology of indigenous knowledge is so incompatible with the culture of schooling that it is better not to try to include it in the school curriculum. She concludes that, "[t]he survival of indigenous knowledge systems is probably better assured by being kept out of the purview of the formal modern educational system" (pp. 203-207). What are the implications of keeping indigenous knowledge systems out of formal modern educational systems? What are the alternatives?

Schooling the World: The White Man's Last Burden

*Take up the White Man's burden—
Send forth the best ye breed—
Go send your sons to exile
To serve your captives' need
To wait in heavy harness
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half devil and half child*

"The White Man's Burden" 1st Stanza

Schooling the World Dialogue

BY STEPHEN WALL, J.D. AND MIYE NADYA TOM

Within the Western narrative, schools – or the institutionalization of learning – have become a globalized phenomenon of the modern world. Through colonial relations, education was imposed to serve ideological, economic and cultural imperatives of metropolitan societies, thus engaging the White Man's Burden. The Western educational project is based ideals and concepts that are assumed to be universal – an assumption that overrides and minimizes the local environmental/traditional knowledge that has been developed throughout the world for thousands of years. Indigenous knowledge systems have thus been denigrated and devalued or seen as a curiosity, subject to the attitudes of judgment based in the real knowledge-Western based knowledge. In this regard, the film, [Schooling the World: The White Man's Last Burden](#), obliges us to reflect upon the purpose of the Western educational project in today's global economy and to question if the goal of Education for All (EFA) is to insure the that tenets of Western education are globalized.

In the era of neoliberal globalization, American Indian education in the U.S.A. is among several instances from which we may (collectively) challenge whether or not EFA advocates continue to herald supremacy of Western civilization in the era of globalization therein reproducing neocolonial relations. American Indian education was dominated by the Federal Government up to the mid-20th century, and has historically been seen as one of the primary tools to assimilate Native Americans. State-sanctioned effort, as articulated by Colonel Richard Pratt in the 1880's, was to "Kill the Indian, Save the Man." Hence education was a direct assault on Indigenous communities through their children. Starting with Carlisle Indian Industrial School, which was established in the late 1870s, the Federal government established boarding schools and, later, day schools to affect this policy. Schooling was a process of dehumanizing the child, stripping them of their tribal identity, prohibiting tribal languages, and focusing on the development of individualism. The pattern of assimilation established at

Carlisle would continue until the 1960's – an era in US history marked by Indigenous uprisings.

One of the major colonial assumptions was that most "Indians" would want to leave their cultural identity behind as they moved towards some notion of "progress." However, as last half of the 20th century has made evident, cultural identity is something that people refuse to renounce and self-esteem is very much implicated in one's cultural identity. Thus many tribal people have begun to reinvigorate language, ceremony and other cultural practices. Tribal colleges have sprung up to provide a culturally relevant post secondary educational experience. Mainstream institutions of higher education in the U.S.A. have also developed programs to address the cultural needs of tribal students at their school, both in student services and curriculum. Nevertheless, as long as the curricula in those institutions reflect the needs of globalization and fail reflect the concepts and skills needed to elevate tribal communities, it can be argued that the assimilationist project continues today.

For reservation communities, notions of self-determination, self-sufficiency and sustainability that lead to the [surviance](#) and prosperity of the community are foremost, but there is still dependency upon the US government. Within the context of settler colonialism, the development of the reservation community is still controlled by the U.S. government whereby the developmental needs of the tribal community are defined by forces outside the communities rather than tribal communities themselves. For Native Americans, [surviance](#) and prosperity means the development of educational systems that privilege the needs of the tribal community over the needs of global capital.

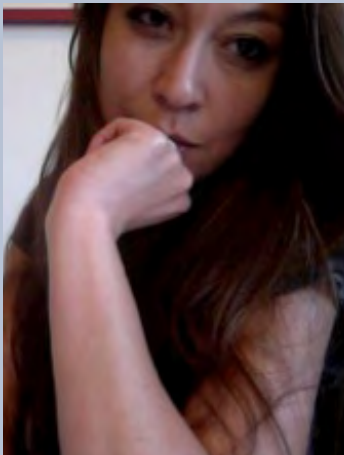
In conclusion, the assimilative and appropriative impacts are no longer based in notions of cultural supremacy, as were the attempts by the U.S. to assimilate the Native American populations and which served as the basis for Kipling's poem. Rather, today's assimilative agenda is based in globalization and the need for populations

Schooling the World Dialogue

BY **STEPHEN WALL, J.D.** AND **MIYE NADYA TOM**

of workers, consumers and political allies that share a common worldview regardless of their location. We can therefore contend that education is the White Man's burden until it abandons the limited colonial and Eurocentric frameworks to account for and acknowledge

those 'other' place-based knowledges and those 'other' socio-historical and economic-political histories and conditions – and changes accordingly.



Miye Nadya Tom is a scholar of Native American descent (an enrolled member of the Walker River Paiute Tribe) and third generation Russian-American. She was raised as an active member of the urban Native American community of Los Angeles, California. Her work seeks to include the perspectives of youth and young adults in analyzing race, place, belonging, and citizenship. She is currently conducting independent research in association with the University of Córdoba, Spain looking at education and ethnicity among/with members of Romani communities (gitanos) in Andalucía. She is the co-chair of the CIES Indigenous Knowledge and the Academy SIG.



Stephen Wall, J.D., is an enrolled member of the White Earth Nation was raised on and near the Mescalero Apache Indian Reservation in southern New Mexico. Over his career, Stephen has worked as researcher, health administrator, prosecutor and judge. In 2006, Stephen was appointed Department Chair for the Indigenous Liberal Studies Program at the Institute of American Indian Arts in Santa Fe, New Mexico where he developed a progressive curricula based in Indigenous Knowledge.

Schooling the World Dialogue

BY WADE DAVIS

In 2006 Greg Mortenson published a book, *Three Cups of Tea*, that sold more than five million copies and resulted in more than \$50 million being donated to the Central Asia Institute, an NGO headed by the author. The mission of the CAI was to build schools in Afghanistan. Its core conviction was that terrorism could be eradicated by educating children, especially girls, in a manner that brought them out of the clutches of Islamic extremists. The US military thought so highly of the book that every soldier shipped to Afghanistan was given a free copy. Americans embraced the book in part because it reinforced their faith in the inherent simplicity of the world.

But then things began to fall apart. The book turned out to be fiction presented as fact, including the author's false claim of having been kidnapped by the Taliban. While Mortenson flew to speaking engagements by private jet, little was actually being built on the ground in Afghanistan. He and the CAI were spending millions to promote the book in major media, even as they purchased at retail tens of thousands of copies simply to keep it at #1 on the bestseller list. Millions of school children who had given their "Pennies for Peace", as one of the CAI initiatives was called, had their hopes betrayed.

The sad and unfortunate saga raises a fundamental question. Why do so many see western education, essentially the same curriculum imposed throughout the world, as the silver bullet that can end every social ill, lift people out of poverty, or in the case above, bring peace to Afghanistan? Our faith in the power of education to do only good is absolute; it's the one element of the global development paradigm that is rarely questioned. But in my experience education is fundamentally a process of enculturation, with the transmission of information and knowledge too often playing a secondary role.

This certainly was the case with the residential schools in North America. Justice Sinclair who led the reconciliation

campaign in Canada wisely noted that there are three key questions in life. Who am I? Where do I come from, and where am I going? The education imposed by the priests essentially said to all the First Nations that all of their answers for all of these questions had been wrong for all time. The impact was not just on those torn away from their families and exposed to the imposed educational system, but also on those parents left behind in guilt and humiliation, traumatized by self-hatred because of their inability to prevent what was in some measure the kidnapping of their children.

Imagine how you would feel if some stranger came along whose authority you could not challenge, and they took away your children at the age of five or six with the deliberate intent of teaching them to have contempt for everything you believe. This in fact was the explicit goal of the residential schools as Stephen Wall and Miye Nadya Tom's explain in their contribution above. Significantly the entire campaign to Americanize the American Indian was undertaken with the very best of intentions by liberal educators and missionaries whose concerns for the well being of Native Americans was matched in its intensity only by their ignorance of Native American life. What's more these residential schools operated well into the 1970s, and the fundamental model still operates today in virtually every country of the developing world. The only difference is that the rationale is for the most part no longer religious conversion but rather the mandatory embrace of the cult of modernity.

Consider as but one example, the situation of the pastoral nomads of northern Kenya. In the Kaisut desert surviving drought is the key adaptive imperative that drives the culture. One strategy is to have a foot in the cash economy. This implies educating a child, generally the eldest son. Unfortunately the state schools promote a political and cultural ideology that views pastoral traditions as a national embarrassment. While students acquire a modicum of literacy, they do so in a context that

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Schooling the World Dialogue

BY WADE DAVIS

teaches them to have contempt for their families. They enter school as nomads, but graduate as clerks. Unable to return to their traditions, they drift to Nairobi to scratch a living from the edges of a cash economy that has a 30% unemployment rate for high school graduates. By the standards of the development paradigm all indices have gone up- per capita income, urbanization, literacy rates, but quality of life has plummeted.

Education too often follows this model; individuals are extracted from their culture, socialized to have contempt for their culture, and rewarded for taking on the values of the dominant state. All of this is done in the name of modernity. But what exactly is modernity? We promote the concept as if it represents the natural state of being, as if arising independent of the constraints of culture and history, when it is in fact a product of both. Modernity is simply a set of ideas and arrangements that address the complex challenge of organizing social, economic and political behavior. Its shallow history of but 300 years should not suggest that it provides all of the answers for all of the challenges that will confront us as a species over the coming centuries.

How often do we hear urban bureaucrats, generally scions of the economic and political elite, suggest that, "We have to school our people to be prepared to compete in the global economy." What can this possibly mean, for example, to a Waorani hunter in the Amazon rainforest? The Waorani were first contacted peacefully in 1958. In many ways they welcomed the moment, for it broke a cycle of blood feuds that had resulted in 54% of Waorani men being killed in spearing raids. Contact implied peace and an end to the killings. But because of this history of violence, the first teachers to reach them, all representatives of the Ecuadorian state, viewed them as "Aucas" a pejorative term in Quichua meaning savage. The entire imposed pedagogy was focused on denigrating the Waorani language and culture, and transforming the students into good Ecuadorian citizens, Spanish speaking, and civilized consumers of imported goods.

Such scenarios unfold throughout the world. With education the tool of assimilation, languages and traditions are swept away even as Indigenous communities give up their children to become cadre of a modern centralized economy. The conditions and pedagogy of the schools, the military regimentation and rote learning, the despotism over mind and body, generates a grinding conformity to a world in which the majority will secure only a place on the lowest rung of an economic ladder that leads nowhere.

Each day away at school widens the gap between students and their families. Curricula are designed as if deliberately to shame. Traditional skills have no place or value. Languages are lost as schools sanction children who speak their native tongue. Students are branded as failures from the start, even as they lose all the skills that allowed their parents and grandparents to thrive, independent of the nation state and the cash economy.

Genocide, the physical extermination of a people, is universally condemned. Ethnocide, the destruction of a people's way of life, is in many quarters sanctioned and endorsed as appropriate development policy. Modernity provides the rationale for disenfranchisement, with the real goal too often being the extraction of natural resources on an industrial scale from territories occupied for generations by Indigenous peoples whose ongoing presence on the land proves to be an inconvenience. Education provides the mechanism.

Who benefits at home or abroad when every child of the world is schooled in the same way? It's not as if the peoples of the world fail to educate their children. Tibetan Buddhists prize loving compassion. Traditional forms of knowledge foster a sense of the sacredness of the land, the essence of sustainability. It is a myth that Western education invariably lifts people out of poverty; throughout the world the development paradigm has in fact created poverty. In traditional societies one never encounters the kind of wretched poverty and misery encountered in the urban core of many American cities.

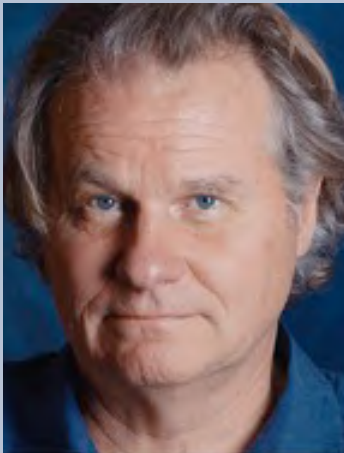
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Schooling the World Dialogue

BY WADE DAVIS

If we want to look for links between education and terrorism, as the US military attempted to do in blindly endorsing Mortenson's grand deception, we should look hard at this cycle of raised expectations, inevitable failure, disappointment, unemployment, and poverty, which fuels crime and violence at home and conflict abroad. If you confine large numbers of low-income boys in mediocre conventional schools for years, brand them as failures, make them feel stupid and inferior, and then turn them loose without marketable skills into

a country with high unemployment and a lot of cheap semi-automatic weapons, what exactly do you think is going to happen? None of this is to say that Western education is inherently wrong. Our goal in fact should be to insure that all peoples have access to the very best features of modernity, the insights and wonder of science and medicine, but critically in an educational and social context that does not demand the death of whom they are as a people.



Wade Davis is Professor of Anthropology and the BC Leadership Chair in Cultures and Ecosystems at Risk at the University of British Columbia. Between 1999 and 2013 he served as Explorer-in-Residence at the National Geographic Society. Author of 19 books, including *One River*, *The Wayfinders* and *Into the Silence*, winner of the 2012 Samuel Johnson prize, he holds degrees in anthropology and biology and received his Ph.D. in ethnobotany, all from Harvard University. In 2016 he was made a Member of the Order of Canada.

Schooling the World Dialogue

BY CAROLINE (CARLY) MANION

The film, [Schooling the World: The White Man's Last Burden](#), raises a number of critically important questions concerning the value and implications of compulsory schooling for all, and argues that systems of mass formal education have and are destroying Indigenous cultures by enculturating their members into global capitalist/consumerist society. Of particular concern for the producers of the film is the loss of Indigenous languages, values and knowledges that have sustainably supported human well-being and development throughout the ages. Important questions and discussions of identity(s), notions of what progress is (and is not) and how it happens constitute a large portion of the film's content.

As other contributors to this dialogue have noted, questions concerning the purpose and value of formal schooling are as old as the institution itself. Yet, I would add, that in my experience as a teacher and learner I have seen that debates concerning the purpose and value of schooling are ignored in the rush to "improve" teaching and learning processes (with "improvement" and "quality education" myopically linked primarily in dominant formulations to student test scores). In that sense then, I am grateful to the producers for bringing us a film that challenges us to engage in critical reflection of our own values and how they influence our work, as well as how so-called "Western" educational values have been diffused globally with arguably both generative and destructive implications and impacts.

A main concern I had with the film was the suggestion that to solve the problem at hand, formal, compulsory schooling (often referred to as "Western education" in the film) should be eliminated. Notwithstanding my unequivocal support for changing, in many ways, schools and school systems around the world to make them more culturally-responsive and relevant to today's world (and

here I am most definitely not referring to the capitalist/consumerist world), I do not agree with this assertion that modern schooling should be dismantled.

The film made me think of a perennial debate in the sociology of education: can schools change society or does society have to change first and then schools follow? This debate is linked in turn to the competing scientific and philosophical paradigms concerning the function of formal schooling: transmission and transformation. On one hand, some see schooling as a tool to maintain and reproduce the societal status quo (largely unequal), while on the other hand, others (like myself) see schools as potential sites and tools for social change within and beyond their walls. That is, I believe that school systems can and do change to better meet the needs and interests of the populations they serve. I therefore believe that we should not "throw the baby out with the bathwater", with the baby being modern schooling and the bathwater being the "Western" values and knowledges it is represented in the film as transmitting.

I would like to suggest that we also reflect on the appropriateness of the concept "Western" for describing education systems around the world. While it's certainly the case that colonial education, from which current schooling systems in the Global South have developed and expanded in the post-independence period, was culturally destructive and used as a tool of imperialism, is it accurate to use "Western" education synonymously with "colonial" education (as appears to be suggested in the film)? I appreciate that some of the contributors to this dialogue are using the concept of "modern" education, a term that I feel allows some space for recognizing the agency of local actors that has and continues to play a part in how educational ideas, reforms, and practices are developed and implemented in different national and

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local contexts. I argue the need to bring a much more nuanced perspective on issues and dynamics of power and authority in the area of educational development. It's damaging to see the development of modern education systems around the world exclusively as the result of "Western" imposition and coercion as it denies the agency of the "non-Western" Other. Perhaps a better way of moving forward is not to, for example, advocate the end of the EFA movement, or advocacy and aid for education more generally, but rather to feature more prominently in our work, efforts to cultivate and nurture spaces for truly participatory and democratic dialogue and practice in the area of educational reform and expansion.

Against the backdrop of persistent and growing demand for education around the world, I want to ask who should (or would) make the decision to "opt-out" of compulsory, formal schooling? Governments? Parents? Learners? Should aid to education donors and relevant multilaterals make the decision to end support for compulsory, formal schooling? It strikes me as slightly paternalistic to advocate the denial of modern education to members of Indigenous cultures, when such access may be desired (and other non-members are accessing formal, modern education). Is it a matter of denying such access to certain groups on the grounds that "we" (or someone) knows better than they do what's best for them? If so, I do not want any part of that.

There is also the important matter of equity, a principle that has underpinned the expansion of mass systems of formal education, governed and funded primarily by national governments. Here in Canada, I teach my students the history of early private forms of education that existed amongst settler communities, where only some children gained access to such opportunities and even for those that did, there was no guarantee that they

would be exposed to the same learning opportunities as other children. One of the functions then of modern school systems has been to offer a more or less standardized curriculum to all children in order to make learning opportunities more equitable in society (of course, this is not to say that I believe education has functioned as the great equalizer it has been touted to be – but the aspiration has, in part, been there). While I appreciate that modern schooling is not the only valid alternative form of education, it has proven to be a popular and very much in-demand institution around the world because people understand that without the skills (literacy and numeracy for example) modern schools are supposed to develop (I say "supposed" to develop because we know that for many learners, their time in school did not lead to the development of such basic skills), their chances of flourishing in today's increasingly integrated world are dubious.

And finally, I want to caution against the treatment of Indigenous cultures as things that can be preserved, like jam on a shelf. Cultures, like identities, are fluid and subject to change. The film, unfortunately, was rather one-sided in its Pollyannaish portrayal of Indigenous cultures and equally unbalanced view of the negative and destructive values and implications of "Western" education. Furthermore, the film does not acknowledge efforts and achievements made towards meaningfully incorporating Indigenous knowledges into science and other curricular subjects as taught in modern schools, nor the inclusion of mother tongue and Indigenous languages as medium of instruction, or the teaching of "heritage" language classes. The expansion and strengthening of such reforms and practices, as well as changes in governance structures and arrangements to support culturally responsive and integrative education

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systems can go a long way to transforming many of the problematic aspects of modern education that the film's producers highlight. I will conclude by suggesting that culturally responsive schools and curricula (and here I'm not removing from consideration education systems that may not "look" like modern education systems as

we dominantly observe and experience them), as well as schools that integrate diverse cultural knowledges and perspectives, stand to benefit all children and societies. There is a call here for us to step-up our research, practice and policy advocacy work in support of such a vision.



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BY HELENA NORBERG-HODGE

There is little doubt that real education – that is, the widening and enrichment of knowledge – is necessary and beneficial. But when it comes to the imposition of Western-style schooling around the world, the picture is considerably more complicated. While schooling has brought benefits in certain areas like literacy and numeracy, it has also contributed to a number of serious problems, including unemployment and poverty, social breakdown and conflict, and environmental destruction.

As I describe in [Schooling the World: The White Man's Last Burden](#), my own insights into the full impacts of schooling in the so-called “developing” world came from many years spent in Ladakh, an isolated region in the Himalayas. I first went there in 1975, just as a program of intense development was being launched by the Indian government. Compulsory schooling was introduced as part of the “modernization” efforts, which also included imposing subsidised, chemical agriculture and centralizing political power in the one main city, Leh. Trained as a linguist, my task was to learn the Ladakhi language and assist with making a documentary film. I became entranced by the culture, which was more socially and ecologically sane than any I’d previously experienced. Having expected to find poverty and ill health, I instead encountered a people with a remarkably high standard of living, and who exhibited a profound sense of wellbeing and contentment. I became fluent in Ladakhi and have spent much of the last four decades experiencing the culture from the perspective of both insider and outsider.

As is true of most Indigenous cultures, traditional Ladakh had no separate process called “education.” Learning was the product of an intimate relationship between communities and their environment. Children learned from grandparents, family, and friends — often by *doing*. They observed and experienced connections, process, and change: the intricate web of interdependence in society and the world around them. This kind of living education

nurtured an intimate relationship with nature. It gave children a wealth of ecological knowledge that allowed them, as they grew older, to use local resources in an effective and sustainable way.

The new, modern schools provided none of this culturally- or ecologically-adapted knowledge. Children were instead trained to become specialists in a technological monoculture. School was a place to forget traditional skills and, worse, to look down on them. Most of the school curriculum – an extremely poor version of what might be considered appropriate for children growing up in New York – would never be of real use to people living in Ladakh. The school books were written by people who had never set foot in Ladakh, who knew nothing of Ladakh’s history, its language, its architecture, or the system of agriculture that had sustained people for centuries.

Modern education not only ignored local knowledge and traditions, it romanticised and promoted an urbanised consumer culture – a way of life in which modern technology and money seemed to provide constant excitement and glamour. As a direct consequence, Ladakhi children began to think of themselves and their culture as inferior; they became ashamed of their own way of life.

In traditional Ladakh there had been no such thing as unemployment. But in the modern sector there is now intense competition for the small number of paying jobs. Having been trained for jobs that can only be found in urban centres, most young people have been forced to leave their villages to find work, and many must leave Ladakh itself. In the process, they lose their connection to Ladakhi culture, their families, and sometimes even their language. The majority end up as failures on all fronts— unsuccessful and unemployed in the modern economy, but no longer possessing the skills to survive in the village.

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I soon learned this pattern was not unique to Ladakh. After I wrote a book about Ladakh, *Ancient Futures*, dozens of people—from Bhutan and Burma to South Africa and the Arctic—told me that “the story of Ladakh is our story too”. This was further substantiated by scholars studying education in other cultures. For instance, [Canessa](#) (2004) recorded a teacher in a Bolivian classroom explaining to his class of Pocobayeño students, “We were poor and backward in 1825 and look at us! We are poor and backward now. We are poorly dressed and poorly fed... We still use rubber sandals, our houses are like the houses of animals.” The author noted that actually the “Pocobayenos’ diet is better and more varied than many urban people, that these sandals, which are made from recycled car tyres, last much longer than the shoes the teacher was wearing, that their adobe houses are very sound and provide good insulation against the cold.” Stephen Wall and Miye Nadya Tom describe the same kind of deliberate assault on cultural self-esteem in the history of schooling Native Americans. They rightly point out that, while there have been substantial changes, it may be that the education has been merely transformed from a tool of assimilation into white society to one for assimilation into the global economy.

Perhaps some of the negative effects of education in Indigenous cultures and throughout the global South could be overlooked if it meant that children emerged ready to succeed in a modern, technologically-oriented workplace. However, in most cases they are set up for failure from the beginning. Just as in Ladakh, [Serpell](#) (1993) noted in Zambia what is unfortunately a nearly universal phenomenon: “When we examine the profile of children going through a rural primary school over a period of years, what we see is that the vast majority of those who set foot in that institution leave school feeling that they are failures. If secondary school is taken seriously as a criterion of success in schooling, then society is faced with the appalling conclusion that between 80 and 95 per cent

of the children entering rural primary schools emerge as failures.” While I have not seen any more recent research in Zambia, it is clear from Radhika Iyengar’s piece that, elsewhere in Africa, the situation is still much the same.

So, we have at least two major issues with compulsory education in the south; 1) the separation it creates between children and their local culture and environment and 2) it often falls short of even achieving the stated aims of literacy and preparation for success in the global economy. Yet, Education for All carries on with roughly the same model that embodies a systematic transition away from a deep understanding of how to survive using local resources, towards a dependence on fossil fuels, global corporations, and government bureaucracies. With schools geared towards creating specialized employees in large-scale anonymous institutions, the best hope for most students is to become a cog in the churning wheels of the global economy. The result is both artificial scarcity and heightened competition, with people worldwide competing for a narrow range of globally traded commodities — from oil, plastic and rare earth metals to wheat, corn and soy — while ignoring the relatively abundant resources of their own ecosystems.

As education in developing countries becomes increasingly privatized, we are likely to see only a worsening of these conditions. UNESCO and others are now advocating Public-Private Partnerships (PPIs) to achieve EFA goals. However, where privatization has taken hold, whether in the North or the South, the results are usually dismal. Students who have special needs and learning challenges are frequently excluded, as are girls. Those who make it through these charter schools/academies, are no more prepared for the job market, and in some cases, much less so. There is real urgency in shifting direction.

Fortunately, there are examples of a counter-movement in education, at least in questioning the content of what we teach children. As Wall and Tom point out, in a number

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of Indigenous societies, there is a growing recognition that traditional cultural values are worth protecting and passing on through both formal and informal education. One Native American scholar explains that “Nishnaabewin [the Indigenous knowledge system of the Nishnaabeg tribes] is designed to create self-motivated, self-directed, community-minded, inter-dependent, brilliant, loving citizens, who at their core uphold our ideals around family, community and nationhood by valuing their intelligences, their diversity, their desires and gifts and their lived experiences.” ([Simpson](#), 2014).

We need to turn our focus from a blanket aspiration of compulsory, monocultural schooling towards an emphasis on locally-relevant, public education. To do so, we need to rethink basic assumptions about “knowledge” and “progress”. We need to find ways to provide children with skills that will allow them to thrive in their local environment, in their local culture, as well as participate effectively in international spheres.



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BY ANJELA TANEJA

The debate about the value of education is as old as the old debate between functionalists and radical school of education. It is well known that education exists to prepare people to adapt to the world in which they live. This at one level also implies accepting society's inequalities and inequities. Education has long been seen as an "ideological state apparatus". Having said so, this holds true for all forms of education- be it the Aztec telpochcalli, the Ancient Chinese Imperial Academy, the Indian vedic gurukul, the medieval monastic school, or an Islamic madrassa. It is not a characteristic unique to modern "Western education." In a society that is predominantly capitalist, it unfortunately usually, but not inevitably, implies accepting and adapting to a capitalism and an industrial mode of production. Education, however, cannot be blamed for the underlying political and economic system in which it is located and it is unrealistic to look at education to single handedly change underlying social and economic realities.

The film appears to start from the assumption that traditional cultures are inherently superior to what today's world has to offer. Indeed, there is much that is to admire in Indigenous cultures. However, there is much that is morally unacceptable, which has to change and which is changing. Formal education has had a critical role in this transformation. Thus, education plays a critical role in women's empowerment, improving health and in providing access to better employment. In India, young women with at least secondary education are 30% more likely to have a say over their choice of spouse than those without education. If all girls in Sub-Saharan Africa and South and West Asia received at least secondary education, child marriage would fall by 64%. While ensuring access to education does not change the nature of the wage economy, on average, one year of education is associated a 10% increase in wage earnings in Guatemala. Education doesn't make the farming sector more profitable or enable it to absorb surplus rural labour, but it does mean that sons of educated mothers in rural

Senegal are 27% more likely to find off farm employment. If all women in low and lower middle income countries completed secondary education, the under 5 mortality rate would fall by 49%- an annual saving of 3 million lives. It will be grossly unfair to deny the world's poor these benefits just because they come through an educational system whose historic roots lie in the west. Not recognizing that Indigenous people are making real and informed choices by opting for formal education, albeit ones with which the makers of the film disagreed, appears to failing to recognize their agency.

Fundamentally, most radical struggles have their roots in education- including western education. Indeed, India's great Dalit (former untouchable castes) leader, Dr Ambedkar has placed education at the beginning of the strategic direction for Dalit empowerment as implicit in the slogan "Education, Agitate, Organize." South Africa's apartheid struggle had deep roots in the educational system. Critical pedagogy has highlighted the role of appropriate pedagogies in the process of conscientization of the poor and marginalized. Formal education can and has been a critical tool in analyzing lived realities and shaping struggles to build different and better societies. Denying people these opportunities to people thirsting for knowledge and empowerment based on the unfounded assumption that all formal, modern education is "western" and therefore "not right" for them, as Carly Manion points out in her response, raises serious ethical questions.

To me the film's biggest failure is that it fails to define "Western Education" – apparently lumping all forms of contemporary formal schooling as being inherently bad. While the experience of the Native Americans in the US is a national tragedy, most systems in the global south have not been established with the explicit aim of ending traditional cultures. Countries like New Zealand have made conscious efforts to build their educational systems to be receptive of the needs of its Indigenous populations. Countries have initiated reforms to provide education in

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the mother tongue, including in the full array of linguistic diversity. The examples cited in the film- two elite private schools- one religious and one secular- in India are not necessarily reflective of the realities of all schools in that country, a country where the law mandates that to the extent possible instruction be undertaken in the mother tongue. In focusing on the extremes, the film fails to acknowledge the existence of any efforts to find a middle path that seeks to make formal educational systems multi-cultural and accepting of linguistic diversity.

In the end, the film while offering a critique, offers no real alternatives. It contrasts formal schooling with traditional Tibetan Buddhist education which is indeed a progressive religion that holds a positive view of nature. However, it, like many other organized religions, has decided patriarchal views- holding women to be less capable to learn the dhamma and denying access to

religious institutions accessible to men; the first woman received the “Geshe” degree, the Tibetan equivalent of PhD, in Buddhist Philosophy only in 2011. It is also unclear what mode of education delivery they offer in contrast to formal “western” schooling- do the authors propose deschooling as an alternative? It is unclear how this is going to operationally work in today’s diverse world, one where 14% of the world is illiterate, let alone being able to deliver the full package of education.

This is not to say that western or formal education is without its fundamental flaws that require fundamental restructuring. It doesn’t mean that educational monoculture is desirable. However, to paraphrase, if universal access to quality education for every girl, boy, woman and man is to be ensured, a formal system of education is the worst form of education except for all those other forms that have been tried from time to time.



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BY RADHIKA IYENGAR

Northern Ghana region is well known for its rural and remote environment. Schools are far apart and access has been an issue, especially in the rainy season. However, over the years, roads were constructed which made access to schools easier and school buildings rehabilitated to make them safer for the students. Soon, the district officials and various stakeholders realized that due to the universal/automatic promotion policy the children were getting promoted to the next grade of primary school,

but without learning much. The graph below shows the gravity of the issue. Ministry of Education Ghana figures suggest that by the end of P2 (primary grade 2), the majority of public school pupils could neither read nor make sense of text—either in a Ghanaian language or in English. In every language, at least half, and often more, of the pupils assessed could not read a single word correctly. In fact, listening comprehension was quite low.

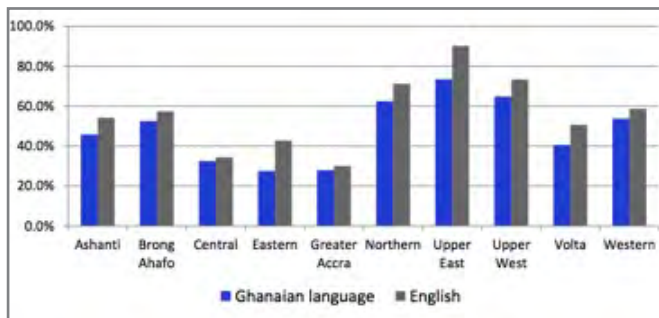


Figure 1: Letter-sound knowledge-Percentage of pupils scoring zero, by language and region. **Source:** Ministry of Education Ghana (2014)

In Bolgatanga, a multi-stakeholder committee was set-up to investigate the reasons for children not learning. As of 2009, the language policy is to teach up to primary P3 in local language, and then fully transition to English by P4. English is taught as a subject since P1, but clearly students do not learn enough language to learn information through it. Recently, the [Minister of Education](#) has suggested removing English as the medium of instruction in primary schools, but this policy has yet not been implemented in all part of Ghana.

What is considered as a “local language” recognized by the school system is also a complex issue in Ghana. There are currently [11 regional languages](#) that are approved as the medium of instruction in Ghanaian school system. These regional languages were decided based on the population census and the number of people speaking these languages. Each of these eleven languages has their

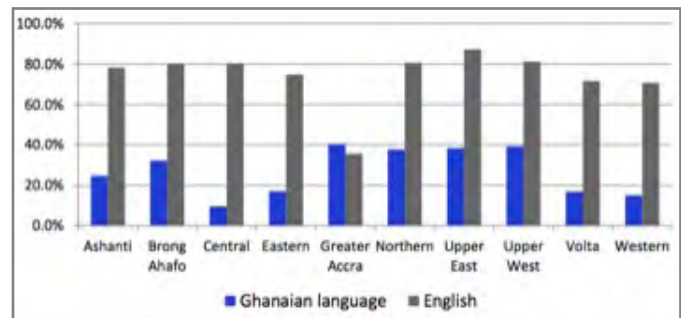


Figure 2: Listening comprehension-Percentage of pupils scoring zero, by language and region. **Source:** Ministry of Education Ghana (2014)

own dialects and/or sub-languages spoken by specific tribes and specific geographic regions.

Buli and Mampruli are the majority languages spoken in the West Mamprusi, Bulsa South district Mamprugu Maoduri district of Northern Ghana. Unfortunately they don't make the cut-off into the eleven regional languages approved for the school system. Dagbani is the regional language of Northern Ghana and all the textbooks are written in Dagbani. However not all teachers are fluent in any of the three languages since they are appointed from various parts of Ghana. Children speak a different language at home and are taught in a different language at school. With the limited hours of actual instruction time that the student receive at school coupled with the local-regional-foreign language complications, many generations of students have “passed” to the next grade illiterate. The two local languages, Buli and Mampruli, are spoken widely in the region, but they are rarely written.

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To address these problems, multiple stakeholders including community led organizations, international research institutions and local Government bodies met to create supplemental materials for early graders in language spoken at home. However, this does not address the fact that current formal school system with its centralized language policies, has had a tremendous detrimental effect on local Ghanaian languages. Education needs to be contextualized for it to be meaningful. Superimposing a foreign language and expecting children in early grades to become fluent readers is disruptive at many levels. [Schooling the World: The White Man's Last Burden](#) illustrates the ways in which the Western education has disturbed the local equilibrium. The Ghana case speaks to the point wherein a foreign language is taking over the school system and slowly eradicating the local languages. This makes education an area where

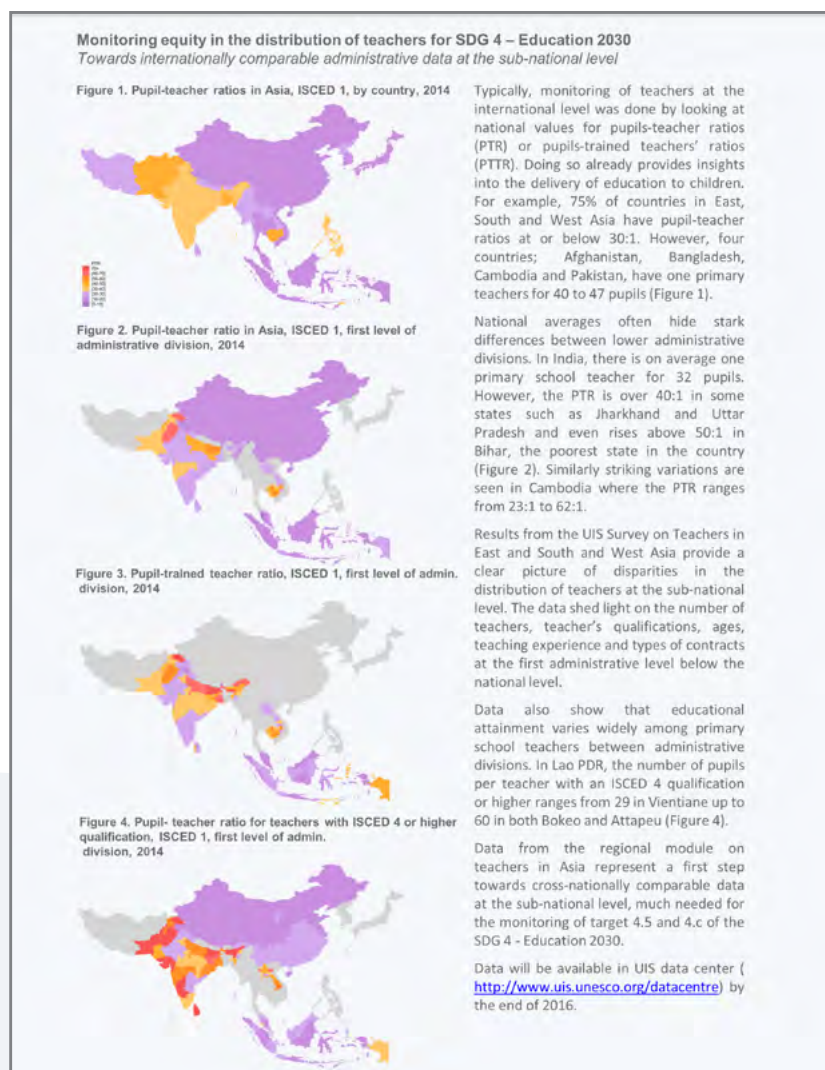
the community cannot participate and engage in their children's learning. Education thus becomes confined to what happens in schools. In many ways the schools are deciding the fate of many local languages. It is just a matter of time when Buli and Mampruli become the language of the old and finally lose their place in this globalized world.

Ghana has committed to meeting the [Sustainable Development Goal 4](#)- "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Learning can be sustainable only if the language of instruction connects the communities with the schools. Decentralizing language policies will ensure that all children of school going age not only have access to school, but also are efficiently learning in a language that connects to their daily life experiences.



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Monitoring Equity In The Distribution Of Teachers For SDG 4 – Education 2030



Source: UNESCO Institute for Statistics, Survey on Teachers in East and South and West Asia, preliminary data, May 2016.

<http://www.uis.unesco.org/Education/Pages/regional-data-collection-eswa.aspx>

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Emma Sabzalieva

<https://sabzalieva.wordpress.com/>

Emma Sabzalieva blogs on education, society and politics in Central Asia, with a particular focus on higher education and social change in the region. Her [blog](#) was nominated by [The Guardian](#) as one of the best social media accounts for academics in March 2016.

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