



winter 17

# CIES perspectives

From the editor  
Marianne A. Larsen

Letter from the President  
Mark Bray

From the OED  
Hilary Landorf & Mariusz Gąlczyński

CIES 2017 Join the Conversation  
Noah W. Sobe

CER News  
Bjorn H. Nordtveit

Featured Board Members  
N'Dri T. Assié-Lumumba and Carol Anne Spreen

Standing Committee Reports

- Gender and Education Committee
- Publications Committee
- New Scholars Committee
- UREAG Committee

SIGnatures

- Regional Based SIGs
- Topic Based SIGs

WCCES Report

2016 Books

|    |                                                                                                                                                |    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2  | 2016 Dissertations                                                                                                                             | 25 |
| 3  | News and Views from the Field                                                                                                                  | 27 |
|    | • Fake PhDs Multiply                                                                                                                           | 27 |
| 4  | • 2016 OCIES Conference                                                                                                                        | 28 |
| 6  | Dialogue and Debate: Implications of the election of Donald Trump as the US President for the field of comparative and international education | 29 |
| 8  | • Statement from the CIES following the US Presidential Election (Mark Bray and the CIES Board of Directors)                                   | 29 |
| 10 | • Global Girls and Women's issues under the Trump Administration (Supriya Baily)                                                               | 29 |
| 13 | • After Obama: The Trump Administration and LGBTQ+ Protections (Christopher J. Frey & Vaughn Thornton)                                         | 30 |
| 13 |                                                                                                                                                |    |
| 14 |                                                                                                                                                |    |
| 15 | • How to respond to Trump's executive order on immigration: To attend US conferences or not? (Marianne A. Larsen with Barbara Schulte)         | 31 |
| 16 |                                                                                                                                                |    |
| 17 |                                                                                                                                                |    |
| 17 |                                                                                                                                                |    |
| 19 | In Memoriam                                                                                                                                    | 37 |
| 21 | Blogs and New Media                                                                                                                            | 42 |
| 23 |                                                                                                                                                |    |



from the editor

Marianne A. Larsen

## Welcome to the first issue of CIES Perspectives 2017!

I'm delighted that we were able to publish three issues last year and will continue to publish three issues again this year. I hope that you, the reader, have enjoyed reading the content and contributing to your newsletter. This month we have news about our upcoming CIES 2017 March conference in Atlanta, GA and the October regional symposium in Fairfax, VA, as well as a review of the very successful 2016 fall symposium on Global Learning Metrics. You will also read about the exciting plans that our Standing Committees (UREAG, Gender and Education, New Scholars) and our SIGs have for our March conference.

We know how important publications are for our members, including our journal, *Comparative Education Review*, which editor, Bjorn H. Nordtveit reminds us is now celebrating its 60th anniversary. David Post, chair of the Publications Standing Committee, shares with readers the work of that committee in promoting the publication of research monograph books of CIES members. And, as always, we have a list of members' recent book publications as well as doctoral dissertations.

I always enjoy reading the Featured Board Members' section of the newsletter because I learn so much about my colleagues, members of the board, that I was previously unaware of. I continue to be deeply impressed by the contributions that not only board members have made to our society, but the many contributions of those involved in our SIGs, Standing and Ad hoc committees, conference planning, and all of those many other contributions that are often invisible, but crucial to sustaining the life of an academic society. And we also remember, in this issue, those members who have recently passed away, William Rideout, Mobin Shorish, R. Murray Thomas, Joseph Watras and Mathew Zachariah, who gave so much to the field of comparative and international education throughout their lives.

N'Dri Assié-Lumumba, CIES past-President and current WCCES President, has written the WCCES News column; and Christopher Frey, CIES Historian, the Historian's Corner. We also have two pieces for our 'News and Views from the Field' section; one about Fake PhD in Ukraine and the other about the recent Oceania Comparative and International Education conference in Sydney, Australia. And we have a new column 'From the OED' so that members can have a clearer idea of how the Office of the Executive Director supports the work of the CIES.

President Mark Bray, in his column, reminds readers that the CIES, while a US society, is also truly international. We can see this clearly in our newsletter with content from and about every region of the world, except for the Arctic and Antarctic, as far as I can tell! Mark Bray also draws readers' attention to the statement the CIES issued in November upon the election of Donald Trump as the President of the U.S.A. and here I draw your attention to the more recent CIES statement in Response to January 2017 U.S. Executive Order on Immigration, which appears on p. 7 of this issue. As a result of that surprising election, I decided that the Dialogue and Debate for this issue would be on the implications of Trump's election for comparative and international education. I am personally deeply troubled by the election of Donald Trump, an individual who has shown little concern for the marginalized and vulnerable of society. In reading through the content for this issue, I see a very clear focus on the challenges we face in the educational work we do stemming from growing inequalities, and threats to justice, social cohesion and democratic engagement. However, we also see much evidence of the ways in which individuals within our field are critically interrogating the effects of these challenges in their research and publications, by drawing our attention to the ways that educational knowledge and practices have been (and continue to be) colonized, gendered, racialized, etc. I remain hopeful that in these troubled and uncertain times, the field of comparative and international education will continue to play a role in not only by problematizing the inequalities and injustices that exist, but providing alternatives based on principles of justice, equity, mutual respect and human rights for all.

Finally, I am deeply indebted to Amir Mehriary, my new editorial assistant, based at the Office of the Executive Director (OED) at the Florida International University. This newsletter would not have come together without his excellent communication and organizational skills.



Editorial Assistant

Amir Mehriary

Marianne A. Larsen,  
CIES SECRETARY, CIES PERSPECTIVES EDITOR



from the president

Mark Bray

The period since the last issue of this Newsletter has included major events for CIES and, more broadly, the US and the world. Many of them have implications for the role of the Society across cultural and international boundaries.

Among the CIES events was the very successful inaugural Symposium hosted by colleagues at Arizona State University in November 2016. As indicated elsewhere within this issue of the Newsletter, participants engaged in focused discussions on 'The Possibility and Desirability of Global Learning Metrics'. We were glad to have this significant activity mid-way between our annual conferences, and will maintain the initiative of such events in our annual calendar. Our next Symposium will be hosted by George Mason University in conjunction with the CIES Gender and Education Standing Committee and the South Asia SIG, and will focus on Reconsidering Research, 26-27 October 2017.

Concerning broader events, it happened that the Arizona Symposium was held within hours of announcement of the 2016 US Presidential Election results. Since this election was among the most contested and controversial for many decades, Symposium participants had much to say about it. The Board of Directors, convening during the Symposium, prepared the statement reproduced on page 29, and distributed to the membership by email.

During crafting of this statement, the Board of Directors reflected on who we are and what we do. As readers of this Newsletter will know, we are the oldest Society in the field, established in the USA in 1956. Because we were the first, we did not include the name of the country in our title. Societies founded subsequently, most of whom are among the 42 members of the World Council of Comparative Education Societies (WCCES), did need to include country (or regional) names to distinguish themselves from others. Thus, other societies include Canada, Mexico, Japan, China, etc. in their names. A parallel exists with the United Kingdom postal system. Because it was the first, the country is not indicated on UK postage stamps – only a profile of the monarch's head.

Yet although we are the US Society, we have become truly international in both membership and composition of our Board of Directors. One third of our membership is resident outside the US, and those who reside within the US are of many nationalities. I myself am neither a US citizen nor a US resident – I am a UK citizen (having been born in that country) and for the last three decades resident in Hong Kong. Among the other 16 members of the Board of Directors, five are resident outside the US (in Argentina, Canada, Egypt, Norway and Switzerland); and again, both they and the group of US residents embrace a wide diversity of nationalities.

These matters were considered by the Board when it prepared the statement following the US election. Those of us who are neither US citizens nor US residents were mindful of those facts; but the US election campaigns brought many explicit international dimensions, and the outcome has global relevance. Further, the Board feels that the affirmation of values reflects CIES standpoints over the decades, and we aspire to continued facilitation of global engagement, educational and cultural exchanges, free inquiry, and mutual understanding. The articles in this issue of the Newsletter, and multiple activities reported elsewhere, show how we are doing this.

Mark Bray  
CIES PRESIDENT

Comparative Education Research Centre  
The University of Hong Kong



# From the OED

BY HILARY LANDORF, CIES EXECUTIVE DIRECTOR  
AND MARIUSZ GAŁCZYŃSKI, CIES MANAGING DIRECTOR

Warm greetings from the CIES Office of the Executive Director (OED)!

As many of you already know, the headquarters of CIES relocated to Florida International University's Office of Global Learning Initiatives in May 2016. Formerly known as the "Secretariat," the OED continues to support the mission, purposes, and operational needs of our Society.

Since we began in our respective positions as Executive Director and Managing Director of CIES, our priority has been not only serve as administrative caretakers of CIES, but also to engage in major efforts to stabilize the infrastructure of our organization.

So while keeping our focus on our Society's day-to-day activities, we have begun laying the groundwork to accomplish four major goals:

1. To establish a secure administrative foundation for the CIES and its membership through the provision of comprehensive administrative services through a dedicated office and staff;
2. To work with the CIES President, Board, Committees, Special Interest Groups (SIGS) and members to carry out the stated vision and priorities for the Society in general;
3. To provide a positive and compelling experience in the field of leadership, encouragement, and assistance for members, prospective members and students; and,
4. To contribute to the greater global learning environment in the field of Comparative and International Education through an online community and accessible knowledge repositories.

Sparing you the more mundane details about our work, we wanted to share with you some of the highlights of what we have been able to accomplish over the past



few months, mostly in relation to our last goal — that of contributing to the greater global learning environment.

Following the unprecedented US Presidential campaign and election, we supported CIES President Mark Bray and the Board of Directors in issuing a public statement reaffirming the mission and values of CIES: to promote global engagement, democratic deliberation, free inquiry, and mutual understanding. Guided by the values of equity, respect, and concern for vulnerable populations, we believe that now, more than ever, we must be public advocates for drawing on as many diverse perspectives as possible to help us identify and solve the problems that affect the wellbeing of people and our planet.

In this vein, on behalf of CIES we registered with the Education Writers Association (EWA). With a verified listing on the EWA's SourceSearch, a tool to help education journalists find experts on education topics, we hope to support the EWA's mission "to strengthen the community of education writers and improve the quality of education coverage to better inform the public." As was the case when reporters from The Atlantic contacted the OED to find collaborators for a project on math literacy and gender disparities in PISA outcomes, we intend to circulate messages to our members when future opportunities for collaboration arise.

Additional OED actions have been focused on raising the visibility of our organization and promoting access to our extensive network of scholars. For instance, we worked with a graphic designer to conceptualize an updated, more versatile version of the CIES logo. Many of you may not have noticed this change, as design elements from the previous logo were preserved as much as possible; in fact, we consulted with University of Chicago Press, which publishes our Society's official journal, to ascertain how fonts, colors, and other design elements could align with those used for *Comparative Education Review*. Approved by the CIES Board of Directors, our new logo consists of three graphic elements that can be combined in various ways for branding and marketing purposes: the "CIES" wordmark, the globe icon, and the full text of our Society name.

We plan to give CIES a facelift on social media, too—and we've already started by amending our Twitter handle (@cies\_us) to be more tweetable!

Finally, here in Miami, we met with FIU President Mark B. Rosenberg—and Skyped in CIES President Mark Bray from Hong Kong—to discuss the significance of CIES at the university. Perhaps Elizabeth Bejar, FIU's Vice President for Academic Affairs, best noted the synergy in the goals of both organizations: "The mission of CIES is to promote intercultural understanding and global perspectives – at FIU this is what we do, this is who we are."

We look forward to having more updates for you in future issues of CIES Perspectives—and can't wait to see you all of you in Atlanta this March!

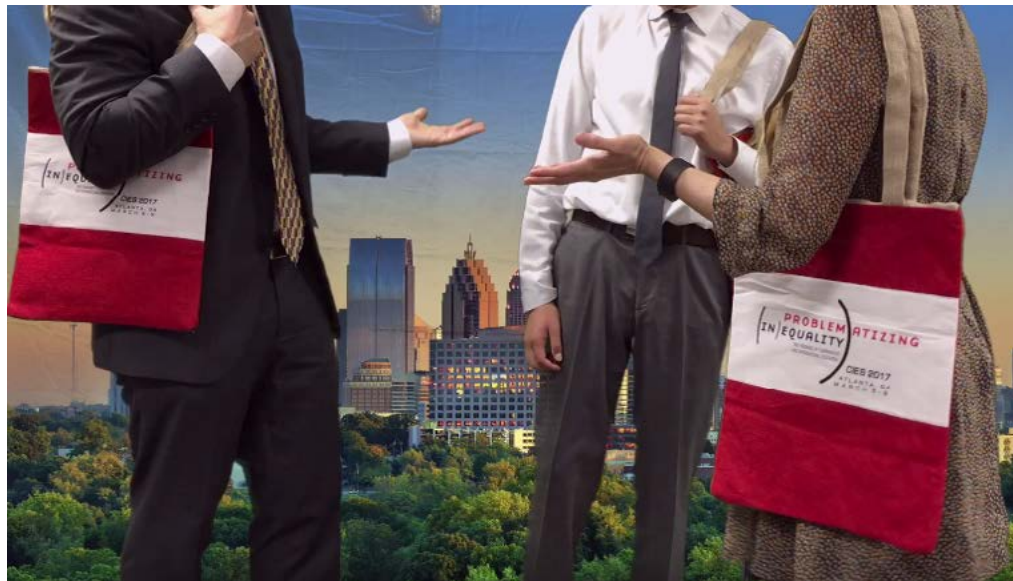


Photo: Office of the Executive Director (from left to right, Operations Assistant Salma Hadeed, Communications Coordinator Ryan Blanton, Executive Director Hilary Landorf, Finance Director Catherine Wadley, and Managing Director Mariusz Gątczyński)

# CIES 2017

## Join the Conversation

NOAH W. SOBE, CIES PRESIDENT ELECT



Thanks to the characteristically strong work of members, the program for the CIES 2017 annual conference is one of the strongest ever. Across SIGs and committees we have an amazingly powerful set of papers, panels, roundtables, and poster sessions dealing with a myriad of issues in our field. CIES 2017 also features a set of Presidential Highlighted Sessions that apply the conference theme “Problematizing (In)Equality: The Promise of Comparative and International Education” to topics such as inclusion/exclusion, the coloniality of knowledge, development and innovation, as well as evidence and measurement. We will also have sessions that follow up on the November 2016 CIES Symposium on Global Learning Metrics as well as ones that respond to the rapidly changing and uncertain global political scene in the wake of the US elections. Our pre-conference workshops on Sunday March 5th (separate registration required) offer great opportunities to upgrade skills and knowledge on topics ranging from early grade reading

to higher education internationalization to strategies for success as a faculty member.



We expect close to 3000 academic researchers, students, policymakers and practitioners to gather in Atlanta, Georgia from March 5-9 for the 61st CIES Annual Meeting. Alongside the strong academic program, this year's conference features a number of notable innovations. CIES is piloting a substantially-reduced registration rate for members who are nationals of and are based in low-GDP countries, including rates as low as \$20 for students from low-GDP countries.

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Thanks to a decision and financial commitment on the part of the CIES Board of Directors we are also able to offer subsidized on-site childcare. Catching up with friends and meeting new colleagues is an essential part of CIES and in 2017 we will also be dedicating part of one of our ballrooms as a lounge space with comfortable furniture for small, informal gatherings.

With its spacious meeting rooms, salt-water pool and convenient downtown location the Sheraton Atlanta Downtown makes an excellent location for the CIES 2017 Annual Conference. Please check our [website](#), follow us on [Twitter](#), and on [Facebook](#) for additional updates.

**Presidential Highlighted Sessions**  
**CIES 2017 Online Program**  
**Registration**  
**CIES Pre-Conference Workshops**  
**Register for Childcare!**  
**Career Mentoring Expo**

**January 31, 2017**

**CIES Statement in Response to January 2017 U.S. Executive Order on Immigration**

The Comparative and International Education Society (CIES) Board of Directors strongly denounces the blanket restrictions on travel to the US of citizens from select countries announced by the Trump administration on Friday, January 27, 2017. We stand by our longstanding commitment to global engagement, educational and cultural exchanges, free inquiry, and mutual understanding (<http://www.cies.us/news/317465/Statement-from-CIES-Following-the-US-Presidential-Election.htm>). While the legal situation is still evolving, we find these discriminatory actions both contrary to core American principles and a threat to international scholarly exchange.

As an academic society dedicated to international cooperation and respectful dialogue across difference we



are committed to ensuring a safe and welcoming space for all our conference attendees. CIES leadership has attempted to reach out and offer our solidarity to all CIES 2017 conference registrants from the countries affected by the Trump administration's actions.

We believe that the field of comparative and international education cannot be neutral in this case. We call for our colleagues to continue to advocate for the flow of people and exchange as essential to inquiry and the advancement of educational knowledge and development. We urge our members to take a strong stand against discrimination and to join us in Atlanta March 5-9th where we have added special highlighted sessions and town hall forums to discuss activism and academic exchange in our current era. At CIES 2017 we will be coming together as a community of education researchers, practitioners, policymakers and students committed to advancing equality, understanding, and international cooperation.

# CER News



**BJORN H. NORDTVEIT, EDITOR**

## *The Comparative Education Review: Sixty years in "the" field*

The *Comparative Education Review* (CER) is celebrating sixty years! The first issue of the journal appeared in June 1957, a year after the official

birth of the Comparative and International Education Society (CIES). Anniversaries are useful moments of reflection: hence former editor Andreas Kazamias famously illustrated the front cover of a CER special issue on "The State of the Art" with a puzzled Humpty Dumpty to celebrate the Journal's 20th Anniversary in Vol. 21(2/3). Forty years later, we are publishing a special issue on "Contesting coloniality: Re-thinking knowledge production and circulation in the field of Comparative and International Education," as a supplement to Vol. 61(2). Look out for two issues of the CER in May, one "normal" one with its usual red covers – and one supplementary issue, with a blue cover (but no Humpty Dumpty). The introduction of the special issue, "Toward a Postcolonial Comparative and International Education" by guest editors Keita Takayama, Arathi Sriprakash, and Raewyn Connell is now available on the CER website, under "forthcoming articles" (see: <http://www.journals.uchicago.edu/toc/cer/0/0> ).

As for other content, I would like to highlight N'Dri Thérèse Assié-Lumumba's Presidential Address for 2016, "The Ubuntu Paradigm" (published in the February issue) and Peter Easton's "Closing the Shop" reviewing CER's Bibliographic efforts over the last sixty years (to be published in the May issue). We're closing the shop as regards to making Bibliographic lists since the knowledge production in the field has grown exponentially, and it is no longer possible for us to keep track of it.

Continuing the discussion of "knowledge production" and as part of assessing the work of our current CER editorial team (which is going into its fifth year of service), the CIES Committee of Publications has been conducting three CER-related surveys, one from readers, one from authors, and one from "senior scholars" regarding the Journal. These surveys highlighted a number of interesting issues.

Readers responding to the survey (n=361) were largely academics (57%) followed by graduate students (24%). Interestingly, 7% of the respondents worked for the government (or government agency); 10% for an international organization, and 8% for an NGO, so the development community seems to be an important part of the readership of the Journal. A sizable portion of respondents (39%) is based outside the United States, and 32% of them do not consider English as their first language. Of the respondents 37% were "very" satisfied with the Journal and 49% "somewhat" satisfied (6% had "no opinion"). I was positively surprised to find that no less than 45% of respondents found the translated abstracts of articles into other languages as "very" or "somewhat" useful (we provide abstracts of main articles in Spanish, French, Chinese, Arabic, and Russian, available on our website). The CIES Presidential Addresses, Book and Essay reviews, Media reviews and Bibliographic essays (as well as online Bibliographies) were other appreciated features. As for qualitative comments from respondents, most said they were satisfied with the journal, and many pointed out the advantages with the diversity found in the journal. Some also said that the wide range of themes somewhat limited the number of articles that they found interesting. The requests from readers as regards to the content were very diverse, and often

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Many similar concerns are reflected in the senior scholar's comments (n=14), which were largely positive. As for the authors' responses (n=90), 56% were not current CER subscribers (albeit 13% had been in the past) and 43% did not consider English their first language (see also David Post's editorial in Vol. 57(4) on the characteristics of authors and readers of the Journal). A large majority of authors (68%) used the CER as their professional research outlet because they had "read the journal and thought [their] article would be a good fit." Only 34% of the respondents had submitted articles that were accepted for publication. Despite being rejected, 70% of the authors gave us the highest rating on the question of how helpful they had found substantive suggestions and copy-editing recommendations from the CER editorial team. One of the authors said, "Although my work got rejected, I received highly intensive comments and they were very useful. I thank reviewers again." However, many of the authors felt that the review and publication process could have been faster, e.g., "I was extremely satisfied



Others, both readers and authors, suggested we further “diversify” our selection of articles, prioritizing southern theory and marginalized epistemologies

in the knowledge production process. This is bringing us full circle to our special issue to be published as a supplement in May, which we hope will bring in new voices and perspectives, and at the same time interest readers. As we're moving forwards, we aim at improving pace, giving good feedback and continuing our quest of representing voices from diverse constituencies. Being engaged in this process of knowledge production has been an exciting and privileged experience for the editorial team, and we're looking forward to continuing exploring "the field" with our readers and authors.

# Featured Board Members

## N'Dri T. Assié-Lumumba

Cornell University, Africana Studies and Research Center

Website: <http://africana.cornell.edu/n'dri-thérèse-assié-lumumba>



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

My current courses include "Educational Innovations in Africa and the African Diaspora" and "Education and Development in Africa." My recent and ongoing research includes the role of education

in social transformation and progress towards African renaissance with purposeful fusion; higher education, migration, global citizenship, and Afropolitanism. My works in progress deal with Ubuntu and world epistemologies, generations of African intellectuals, and waves of universities; technological transfer and democratization of education in Africa with a focus on the educational television in Côte d'Ivoire; and gender and disciplinary clusters in African higher education. My forthcoming books include *African Higher Education in Transition: Recurrent Impediments, Emerging Challenges and New Potentialities*, (editor, CODESRIA), *Re-visioning Education in Africa: Ubuntu-Inspired Education for Humanity* (co-editor, Palgrave) and *Critical Perspectives on Education and the Development of Human Capital* (co-editor, IAD/Cambridge Scholars book series).

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

I served as an elected member of the Board of Directors from March 2009 to March 2012 and again since March 2013 as Vice-President, President-Elect, President, and Immediate Past President until March 2017. I have served on other committees previously, as a book review editor of *Comparative Education Review*, an election teller, Africa SIG Chair and on the SIG Committee. However, it was during my first term as a member of the Board that I acquired a fuller appreciation of the complexity of the interface of the intellectual mission of the Society and its administrative management. I gained a lot of knowledge working with diverse generations of scholars and practitioners whose works exemplified commitment and

stewardship. Working with colleagues with whom I share the same value of teamwork and mutual support was very important in contributing to advance the scholarly engagement through the 2015 Annual Conference and the administrative management during my presidency.

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

At the 1995 Beijing International Conference on Women, NGOs from around the World organized a meeting with the newly appointed President of the World Bank, James Wolfensohn. The NGO I was a member of (Association of African Women for Research and Development-AAWORD) played a major role in organizing the petition "Women's Eyes on the World Bank" and the meeting with Mr. Wolfensohn. I did not want to miss it. Subsequently, I missed my flight and while sitting at the airport for a long time waiting for new arrangements, tears were coming to my eyes when I remembered a question I always asked my children who were young then, in frustrating situations, "Do you think your tears will solve the problem?" and the usual response was "no" followed by my advice which encouraged them to look for ways to solve the problem or find something positive out the situation. Acting on my own advice, I started writing a short story titled "Why Maman Went to Beijing" that I revised later and was published in *Full Circle Twenty* by Leon Knight (ed.)

### 4 What book(s) are you reading now?

The books I am currently reading include *Whistling Vivaldi: How Stereotypes Affect Us* and *What We Can Do* by Claude M. Steele. I read selected sections a couple of years ago in preparation for a talk at the Cornell Center for Teaching Excellence titled "Creating an Inclusive Classroom: Stereotypes and How They Work" in which I addressed issues of overt and non-visible factors of exclusion, Stereotype Threat, Self-Fulfilling Prophecy, and Inequality in Learning Opportunity/Academic Performance as well as the importance of recognizing the complexity, multiplicity, and the simultaneous interface of various badges of identity.

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

While making full use of ICTs that offer unprecedented possibilities for connecting across distance, as direct interpersonal communication is still very important, interact with members of the SIGs you are member of and others and more generally the broader CIES. During

conferences reach out to members you do not know and share dialogues as there is no real substitute yet than fact-face interaction including impromptu debates some of which may have lasting impact.

## Carol Anne Spreen

New York University Steinhardt

Website: [http://steinhardt.nyu.edu/faculty/Carol\\_Anne\\_Spreen](http://steinhardt.nyu.edu/faculty/Carol_Anne_Spreen)



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

My teaching and research brings together interdisciplinary and comparative approaches to examining education policy and practice. It centers on political and sociocultural

studies of educational change, particularly the influences of globalization on teaching and learning. My current research projects address three areas: (1) teachers' lives and work, i.e. understanding how international policies and organizations impact teachers and classroom practice; (2) defining educational quality and achievement measures through a rights-based framework, and; (3) understanding the global impact of corporate privatization on educational equity. I just completed a major study of the devastation of low-fee private schooling on the public education system in India with Sangeeta Kamat. I am also currently working on two book projects: teachers' lives and work in rural African schools and another with my doctoral student Lauren Ware Stark oral histories of teachers' mobilization and resistance to the privatization of education here in the US.

As a sociologist who does mostly ethnographic and community-based research I tend to teach courses from a rights-based perspective, and focus on understanding

and including the voices and perspectives of those who are usually excluded or marginalized in studies of ed policy and practice. For instance, I teach Socio-Anthropological Foundations of Ed, Globalization and Education, Introduction to Global Education, as well as Poverty, Inequality and Human Rights in Education. All of these courses use qualitative research (e.g. case studies, oral historical research, ethnographic research) and analysis of how culture and politics are intertwined with education policy and practice to explore how international organizations, laws, mandates and policies stretch and redefine the purpose of education. I just launched a new undergraduate major in Global and Urban Studies in Education, which is basically a liberal arts approach to understanding education issues and developments and includes courses in policy, history, economics, anthropology, sociology and philosophy - and focuses on education and social transformation. We already have nearly 60 students in our new major..

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

I decided to run for and join the Board because I feel strongly that CIES is not just an annual meeting, it is a Society. As a Society with members from around the world and a focus on comparative and international education it should contribute to and broaden our understanding of the purpose of education; as a US-based Society it should also inform policy and practice in the US (which has generally been very domestic and insular with little reference to other countries). There haven't been strong connections with US



## BOARD MEMBERS CONTINUED FROM PAGE 11

policymakers, Schools of Education (despite where many of us are located) or ways that we influence or inform conversations here. As a Society we should hold events, encourage debates, make statements against injustices (e.g. attacks on scholars in countries, threats and intimidation of researchers studying controversial issues), weigh in on issues and concerns that impact our members. Since I've been on the Board, I chaired the committee to put into place an Executive Director, comprised of professionals in our field who know the issues, topics, currents and directions of our field (instead of a private company that merely runs conferences for companies and organizations). In Chairing this committee and looking at how we were growing I felt strongly that having an academic institution at the helm in assisting the Board and more specifically the President and President-elect in, not only running a conference, but having consistency and knowledgeable staff in our operations across years was important as we grow as a Society and community. We had great applications from academic institutions and felt really pleased with the outcome. I also served on the committee to initiate the first ever topical CIES Symposium which met in Arizona in November and was instrumental in identifying the topic of looking at learning metrics. I have been involved in several international meetings where measuring learning outcomes and identifying metrics has been fetishized by policymakers and the donor community as the way to measure quality. I felt opportunities for CIES scholars to come together with the specific purpose of examining how prioritizing measuring learning outcomes over other issues such as adequately resourcing schools or supporting

teaching needs to be better analyzed and called into question. I thought the November symposium with Gustavo Fischman and Iveta Silova at the University of Arizona was an excellent bringing together of different scholars to discuss these issues and a great way to engage several CIES members in a focused topical way with current issues. I've also served on numerous other committees as a member of the Board (and in many years prior) and have always been very much aware of the many contributions of so many wonderful colleagues to our society and the excellent work they do. It's been a tremendous pleasure to serve alongside

so many thoughtful, committed and passionate friends and colleagues.

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

I love to sing. I was dragged into a karaoke bar in Tokyo by one of our Japanese CIES colleagues about 20 years ago, and I've been hooked on karaoke ever since. I studied opera, musical theater and did lots of community theater when I was growing up. I think the arts and particularly music are essential parts of my life—as a form of artistic expression, to fill the soul, and even as a space of political engagement and protest.

### 4 What book(s) are you reading now?

Since I've been "on break" I'm taking time and reading lots of good novels and books—currently doing a tour of John Berger's books - *Hold Everything Dear*, *To the Wedding*, *Art and Revolution*, *Ways of Seeing*, *Confabulations*, etc. He just died the other day and it's an incredible loss—he is a tremendous artist, literary critic, poet, and political commentator. His loss is terrible to contemplate, especially right now when there is so much cynicism and political despair. He made a brilliant film "The Spectre of Hope" with Sebastiao Salgado (former World Bank economist) on global migrations using art and imagery—I often use it in my globalization class. It's beautifully eerie and moving and hopeful, and puts a human face on globalization. One of my students just gave me his recent book on landscapes, which reminds us of the beauty in nature around us, so looking forward to that too. I've also been deep into Rebecca Solnit's *Hope in the Dark* and *Encyclopedia of Trouble and Spaciousness*. She's a treasure: part reporter, part political commentator and also grounded activist—it helps put the world into perspective for me.

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

Find your creative and intellectual space, and hold on to it. Follow your heart and find people who believe in the world you want to see and go out and create it together. Our field and world are constantly changing, so don't hang on worrying so much about what the rules are (they will change anyway), make your own way and do what is important to you. Along the way you might have to ask for forgiveness rather than permission.

# Standing Committee Reports

## Gender and Education Committee

CARLY MANION, CIES GEC CO-CHAIR



Professor Richa Nagar

The CIES Gender and Education Committee (GEC) has been busy planning for some exciting and intellectually stimulating events at CIES 2017 in Atlanta. First, we are sponsoring a Presidential Highlighted Session with our esteemed guest, Professor Richa Nagar (University of Minnesota), on Monday, March 6. Professor Nagar's multi-lingual and

multi-genre research and teaching blends scholarship, creative writing, political theatre, and community activism to build alliances with people's struggles and to engage questions of ethical responsibility and epistemic justice in and through knowledge making. The title of the session is, "Hungry translations: Storytelling, movement, pedagogy." Professor Nagar will be critically discussing issues of power in knowledge production processes, and particularly in relation to collaborative knowledge production and the nurturing of ethical and just dialogue across difference (e.g., geographical, socioeconomic, ethnic, etc.) and as part of alliance building for transformative change.

To continue, expand and deepen the discussion, Professor Nagar will also be our guest at the GEC's annual symposium on Tuesday, March 7. The title of this event is, "Politically engaged pedagogies and writing practices: A conversation". The symposium will offer a more intimate space for participants to reflect on their own intellectual projects and epistemological/political

struggles related to building alliances across scholarship and everyday lives and struggle. A small package of background resources will be made available through the GEC, with the hope that symposium participants will review and use them to help create a vibrant and challenging conversation. Please get in touch with the GEC leadership if you wish to access these resources ([gender@cies.us](mailto:gender@cies.us)).

The GEC is also pleased to be sponsoring a pre-conference workshop on Sunday, March 5, entitled, "New media tools for research and practice in girls' education: Tools, tips, and lessons learned", organized and facilitated by Dr. Emily Anderson. In this workshop participants will examine, explore, and evaluate the use of new media in girls' education research and practice. Participants with all levels of interest and experience (novice to advanced) are encouraged to attend.

The GEC is pleased to showcase two highlighted sessions. The first presents a series of papers that discuss and complicate gender equality in education policy, discourse and lived experience. The second highlighted session considers pathways to gender equality in education and the prevention of cycles of violence in and through education. In addition to these highlighted sessions, the GEC program for CIES 2017 also features 2 roundtable paper sessions and 20 additional sessions on a range of timely and important topics connected with the study and practice of gender equality in education.

We welcome all members of CIES to our events and look forward to your participation.

## Publications Committee

DAVID POST, CHAIR

In 2011 the CIES created a Standing Committee on Publications, one that would continue across the annually rotated elected presidencies. One purpose of CIES was to ensure continuity in the Board's relations with the *Comparative Education Review* and its publisher, the University of Chicago Press, as well as to support the CIES Newsletter. But another purpose was implicit in the very name of the committee and evident in the By-Law defining its charge: to expand the types of publications available to readers and authors. In 2012 the Board of Directors formally asked this Committee to investigate and propose a book series. Since then, organizational changes and challenges associated with three turnovers in CIES management took precedence, and so developing the series was delayed. CIES even took a step backward when it lost this Newsletter for three years. Restoring this *Newsletter* was the greatest priority, but now the Publications Standing Committee has finally gotten to work on the 2012 project and has proposed a CIES-partnership with a university press to publish research monograph books. The Board decides in March how to move ahead.

"Why books?" you may ask. In 2017, books seem almost retro, throwbacks to an earlier time before tweeting, podcasts, and other electronic mobilization of knowledge. Indeed, books in comparative education were far more widely read and more widely authored before the advent of internet. But paper lives on in the growing numbers of short occasional articles or chapters in edited collections. Compared with the difficulty of publishing an entire dissertation or research monograph, it is less of a problem for authors to publish short pieces in periodicals. By contrast, the numbers of single or multi-authored books have fallen sharply since the 1990s. Each year there seem to be fewer scholarly books in comparative and international education, and fewer still that are published by non-profit university presses at a reasonable price. The lesson we drew is that a major university press would immediately find libraries, instructors, students, and individual scholars interested in books whose quality is assured by the endorsement of CIES and a major university press. And, typically, the cost per page of books offered by university presses is less than half that of commercial publishers.



The problem is not that younger and entering scholars in our field do not want to publish dissertations as books, nor that the research done by new scholars is only suited for 8,000-word contributions (the word-limit at the CER, for example). We know there is a steady demand by authors for academic publishers. Our committee identified many book-projects in progress by some of the brightest members of our organization. We read some of these proposals and believe they could lead to high quality and widely read books. But the problem is with the economics of book publishing today. Most libraries have had to redirect their acquisition budgets to pay for subscriptions to the large companies that control most journals. Today, academic presses like Chicago control only a small fraction of journals. Other scholarly organizations, e.g. in sociology, history, or economics, also try to promote actual books. They do so by entering into partnerships with academic publishers, and this is what the Publications Committee is now advising the CIES. For a modest monetary subsidy, we will be able to nominate titles to a publishing partner. Our committee proposes that the editorial board should not merely screen and gate-keep, but also should help develop and mentor great projects, including, for example, dissertations winning the Gail Kelly Award. In this way, the CIES can preserve a space for full-length research studies, so cultivating the reading and writing of books.

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## New Scholars Committee

The New Scholars Committee (NSC) aims at promoting the scholarship of early career researchers. By bringing together established academics, professionals, and emerging scholars, the NSC will offer a variety of dissertation and career-related sessions at CIES 2017

### Featured NSC events at CIES 2017:

**Orientation Session** (TBD): The New Scholars Orientation Session will include tips to successfully navigate the CIES 2017 Conference and maximize your CIES experience. This session will also give participants a chance to network.

**Dissertation and Publication Mentoring Workshop** (Morning, March 6-8): The submission deadline has passed, and we are pleased to have accepted 26 dissertations and 13 papers in this year's workshops. The participants will meet in small groups to discuss their work in progress or what they have developed for publication. They will receive feedback from experienced scholars and peers. Luncheons following each morning workshop will also provide scholars an opportunity to network with peers that have similar academic interests. If any senior scholar would like to serve as a mentor for the dissertation or publication mentoring workshops, please contact us at [newscholars.cies@gmail.com](mailto:newscholars.cies@gmail.com)

**Essential Series Sessions** (TBD): The NSC will organize five different workshops this year: Balancing Family Life and Work; Preparing for Academic Careers; Publishing Strategies for Early Career Professionals and Scholars; Academic Careers - Working in Different Types of Institutions; and Grant Proposal Writing. Each session will include a diverse panel and will have time for questions from the audience. Please keep an eye on the dates and venues as the conference gets closer.

**3-Minute Thesis Video Competition** (TBD): This year, the NSC launched the 3-Minute Thesis Video Competition – a knowledge mobilization initiative. Five CIES new and emerging scholars submitted videos with fantastic research. They discuss Chinese higher education, service-learning, Canadian citizenship and immigration policies, South African domestic workers, and inclusive education in India. All videos are showcased via <https://vimeo.com/album/4263378>. We invite everyone to view and share these ongoing and completed studies with fellow scholars. The top three videos will be awarded a travel grant to present their research at CIES 2017. Please join us in Atlanta as we celebrate the winners during our "NSC 3-Minute Thesis Showcase".

**Business Meeting** (TBD): If you would like to know more about the NSC and/or get involved in the committee, please join us at the NSC annual business meeting. We are eager to hear your views on how to improve our activities for emerging scholars. At the meeting, we will also appoint new representatives to prepare for the CIES conference 2018. We regularly update the information at our website (<https://ciesnewscholars.wordpress.com/>), on Facebook (<https://www.facebook.com/CIESNewScholars>), and Twitter ([@CIESNewScholars](https://twitter.com/CIESNewScholars)). Any suggestions or queries are welcome. Please get in touch with us via [newscholars.cies@gmail.com](mailto:newscholars.cies@gmail.com). We look forward to seeing you in Atlanta, Georgia

## UREAG Committee

Global Village Dialogue and Mentoring Workshop at CIES 2017: Equity, Inclusion and Diversity in Higher Education  
March 8, all day | UREAG Scholars Symposium

### PRESENTERS:



Dr. Perry Greene is Vice President for Diversity & Inclusion at Adelphi University, where he is also an associate professor. Prior to his present position, Dr. Greene served as Associate Provost for Faculty Affairs & Institutional Diversity. As the chief diversity officer, Dr. Greene believes that promoting diversity and inclusion requires institutions of higher learning to be innovative and proactive in their effort. He received his Ph. D. in English Education from New York University. Dr. Greene's research interests are in the areas of teacher preparation, social justice, diversity, and the education of urban youth. Recently published articles include "Embracing Urban Youth Culture in the Context of Education ( Urban Review ) and "Teaching Race: Making the Invisible Concrete" ( Teaching Race in the 21st Century ). He has presented on these issues at professional conferences.



Dr. Anne Mungai is a professor of education, chair of the Curriculum and Instruction Department, and director of the graduate special education program at the Ruth S. Ammon School of Education, Adelphi University, New York. Her research has revolved around the concept of comparative education, multicultural issues, special education inclusion issues, staff development, gender issues, and learning. She has worked as a consultant in public schools on issues of Cultural competency and best practices in teaching. She is the author of the book *Growing Up in Kenya Rural Schooling and Girls*, and the co-editor of many other publications.



Mohamed A. Nur-Awaleh, Ph.D. is an Associate Professor of governance, organization, leadership and comparative higher education in the Department of Educational Administration & Foundations at Illinois State University. He is also serving as the Chair of Joyce Cain Award of CIES.

### Mentoring Workshop: Chair Dr. Anne Mungai

In this workshop we will discuss issues, such as, teaching, research, service, tenure process, and any other relevant issues that relate to people of color working within the field of education, whether in academia or as practitioners.

### Highlighted Sessions:

These sessions will address the issues of access to global participation for underrepresented students in the United States and abroad. While there has been an increase in participation of underrepresented students in international activities, such as study abroad and international home stays, there remain barriers in place that prevent inclusion in activities that assist in expanding the opportunities and worldview of a nation's citizenry. What are the implications of this lack of participation on the futures of underrepresented students in an increasingly global society? In what ways can educational institutions alleviate the burdens on underrepresented students to open a pathway to more participation? Are school systems legitimizing immigrant minority language in curricula? What does a humanist education mean in a context of global citizenship education? What geo-political/socioeconomic/cultural barriers influence the educational process? What are the disparities that exist and how can they be minimized or eliminated?

UREAG Business Meeting is open to all members.

# SIGnatures

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## REGIONAL BASED SIGS

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### East Asia

The East Asia SIG welcomed Sophy Cai, Haelim Chun, Romee Lee, Dongmei Li, and Jing Liu as the new leadership team members. In the 2017 CIES Annual Conference, the following themes about the East Asia will be presented in our sessions: (1) diversity and cross-cultural engagement; (2) education system and educational equality; (3) emerging challenges and inequality; (4) individual, school, and community engagement; (5) inequality and access to educational opportunities; (6) initiatives and policy priorities on national and international education; (7) learning and effects of learning communities; and (8) teaching, teacher education, and teachers' supports.

### Eurasia

Since 2012, several members of the Eurasia SIG have been engaged in a research project that explored remembering and (re)narrating—both collectively and individually—their experiences of being, belonging, and becoming children and school students in (post)socialist contexts. The goal of this project was to disrupt monolithic representations of (post)socialist childhood and schooling by moving away from singular history writing towards multiple histories, which could provide alternative readings of what was constructed as “normal” and “natural” in Cold War research, and to (re)narrate histories in ways that would lead to deeper understanding of the (post)socialist pasts, presents, and futures. To move towards this goal, the project used collective biography, autoethnography, and oral history methodologies to overcome binary frameworks and reveal the complexity of insider perspectives on (post)socialist childhoods and

schooling. Four years later, this collaborative effort has culminated in a special issue: “Revisiting Pasts, Reimagining Futures: *Memories of (Post)Socialist Childhood and Schooling*” (2016) of *European Education*, co-edited by Iveta Silova, Elena Aydarova, Zsuzsa Millei, and Nelli Piattoeva. It features an extended introduction by the editors, followed by four articles exploring the memories of socialist childhood and schooling in Russia (Anna Kozlova), China (Xiaobei Chen & Lan Chen), Estonia (Raili Nugin & Kirsti Jõesalu), and Poland (Paula Pastułka & Magdalena Ślusarczyk). The outcomes of the broader research project will appear in the forthcoming book *Memories of (Post)Socialist Childhoods and Schooling* (2017) published by Palgrave Macmillan and co-edited by Iveta Silova, Zsuzsa Millei, and Nelli Piattoeva.



### Middle East (MESIG)

In recognition and expansion of her project on Community-based Learning for Citizenship Education in Egypt, Nagwa Megahed, Co-Chair of the Middle East Special Interest Group, was invited to participate in the Salzburg Global Seminar entitled “Learning from the Past: Promoting Tolerance and Countering Extremism,” held at Schloss Leopoldskron, Austria, in early December 2016. The Salzburg Global Seminar brings together intellectuals, educators, activists, and professionals from different world regions dedicated to peace building, tolerance and pluralism.

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SIGS CONTINUED FROM PAGE 17



The Middle East Special Interest Group will convene a roundtable mentorship session, titled “Research on Educational Policies and Practices in the MENA Region: Challenges and Opportunities for Emerging Scholars” during the CIES 2017 annual meeting. The MESIG roundtable session will provide an opportunity for dialogue among senior and junior scholars, educators and development practitioners interested in the study of the region. The roundtable session will create the needed space for reflection and examination of current challenges in the MENA region as related to different research interests and approaches, offering opportunities for knowledge exchange, support and mentorship among senior and junior scholars and practitioners interested in the region.



### South Asia (SASIG)

In line with this year’s conference theme of problematizing (in)equality and the regional focus of South Asia SIG, we will be highlighting the complexities of educational due

to historical, political and social processes related to but not limited to economic processes, as well as the higher education policy in the region, through our two highlighted sessions. With a total of 11 sessions this year, we bring forth the inequalities faced in and through education that trouble definitions of boundaries, and the educational strategies developed to address such inequalities. Keeping with the tradition of acknowledging outstanding work, this year we will present the 6th Annual Best Dissertation Award, 5th Annual Best Journal Article, and 4th Annual Best Field-based Initiative. We also host an Annual Dinner for our members to continue the conversation beyond the sessions.



### Latin America (LASIG)

In 2016, LASIG primarily worked on preparation for the CIES 2017 Conference. By the end of the year, LASIG awards committees were formed for the Outstanding Dissertation Award and the Emerging Scholar Award. Awardees will be recognized in our Annual Business Meeting during the conference. Also, LASIG will be hosting its inaugural pre-conference workshop, Monitoring and Evaluation (M&E) of Education and Development Projects in Latin America, which welcomes all members interested in the region. We are also proud to announce that we are collaborating with Mark Ginsburg and Busquedas Investigativas on the José Martí Travel Fund, which will award resources to Cuban colleagues for attendance at future CIES conferences. For more information about the SIG, join our Facebook page, visit our website, or email us to [lasig.cies@gmail.com](mailto:lasig.cies@gmail.com)

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SIGS CONTINUED FROM PAGE 18

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TOPIC BASED SIGs

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### African Diaspora

The African Diaspora SIG eagerly begins its second year with greater participation! We now have two highlighted panel sessions and two additional enlightening paper sessions. Building on Dr. Ernest Morrell's inspirational lecture in 2016, we proudly present the 2nd Annual Henry M. Levin African Diaspora SIG Lecture. Renowned historian, Dr. Michael Gomez will deliver a captivating lecture titled, "Of Odysseys, Epiphanies, and Fetters: Diaspora and Empire in Tension." Finally, we will inaugurate our Emerging Scholars Award, highlighting the empowering, innovative work of rising scholars. Please join us as we continue exploring and sharing the multitude of rich experiences across the African Diaspora. For more information about the SIG, join our Facebook page or email co-Chairs Nafees M. Khan at [nkhan04@gmail.com](mailto:nkhan04@gmail.com) or Kassie Freeman at [kfreeman@adcexchange.org](mailto:kfreeman@adcexchange.org).



### Citizenship and Democratic Education (CANDE)

The Citizenship and Democratic Education (CANDE) SIG is a diverse community of over 200 educators and researchers interested in themes related to education, democracy and citizenship. We encourage emerging scholars presenting on related topics to submit their paper for consideration for the [Judith Torney-Purta Outstanding Paper](#) Award. We also invite CIES participants to attend our [11 panels](#) and [pre-conference workshop](#). Lastly, we welcome attendees to join us for our business meeting and subsequent happy hour on Tuesday, March 6th, 2017. For more information on the SIG and upcoming events, please visit our [website](#).

### Environmental and Sustainability Education (ESE)

The ESE SIG is looking for new officers! We will have three openings in 2017:

- **Interim Chair:** This is a one-time position created at the 2016 Annual Meeting to establish a rotation among officers. This position will last for one year. This person will be responsible for programming the 2018 Annual Meeting and leading the SIG between the 2017 and 2018 conferences. At the 2018 Annual Meeting this position will be replaced by a newly elected Program Chair, who will serve a two-year term.
- **Program Chair:** This is a two-year position. In the first year, the Program Chair will assist the Interim Chair in planning the 2018 conference. After the 2018 Annual Meeting, the Program Chair will become the Chair of the SIG and be responsible for the overall leadership of the group.

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- **Secretary:** This position was created at the 2016 Business Meeting with the intention of bringing someone in to support the Chairs. The secretary's primary responsibility will be communicating with members through social media and maintaining the SIG website and newsletters.

### Higher Education (HESIG)

Under the guidance of Rosalind Latiner Raby, the Editor in Chief of the Comparative and International Higher Education newsletter, we have published a special edition of graduate student work for Winter 2016. We encourage scholars and practitioners to consider publishing their work in our peer-reviewed newsletter. We have a current call for papers for our Spring 2017 edition, due February 1; a deadline of June 15 for the Fall edition; and we will be publishing graduate student work next year in our Winter 2017 edition. The deadline for accepting graduate student work is October 15, 2017. Please send articles to Rosalind Raby at [rabyrl@aol.com](mailto:rabyrl@aol.com).



### Religion and Education

A new leadership team has been elected to replace Co-Chairs Elena Lisovskaya and Bob Osburn, who co-founded the SIG in 2013 after the New Orleans conference. They enthusiastically welcome new Co-Chairs, Alice Chan, PhD Candidate at McGill University, and Bruce Collet, Associate Professor at Bowling Green State University, along with Tiffany Boury, Assistant Professor from Franciscan University, who assumes the role of Secretary. The new leadership team will serve for three years, and welcomes new members and fresh ideas for developing scholarship around religion and comparative and international education.

### Post Foundational Approaches

The Post-Foundational SIG wishes all CIES members a happy and productive 2017! In fall, our co-chairs Jon Friedman and Susanne Ress have been busy reviewing papers and organizing panels for the upcoming conference in Atlanta. Both thank everyone who helped reviewing the SIG's submissions. We are happy to announce that the SIG will host seven exciting panels including the two highlighted sessions I) Baudrillard's Post-Humanism and its Potential to Comparative Education and II) Resonances of El Chavo del Ocho in Latin American Childhoods, Schooling and Societies. To learn more about the Post-Foundational SIG we invite you to visit our [website](#).

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# WCCES Report

**PROFESSOR N'DRI ASSIÉ-LUMUMBA, CORNELL UNIVERSITY**

CIES IMMEDIATE PAST-PRESIDENT REPRESENTING CIES TO THE WCCES

WCCES PRESIDENT



## WCCES

World Council of Comparative Education Societies

Conseil Mondial des Associations d'Éducation Comparée

With honor and pleasure, I have represented CIES to the World Council of Comparative Education Societies (WCCES) for two years, from March 2015 to March 2017. According to our practice, the CIES Immediate Past President serves as its representative to WCCES. However, the then next Immediate Past President Professor Karen Mundy indicated that she would be unable to play the role. Following various discussions and a unanimous vote by the CIES Board of Directors on March 8, 2015, I was selected and accepted to serve, in replacement of Professor Karen Mundy, as CIES representative to WCCES for one year starting in March 2015, to be followed by another year starting in March 2016 in my own turn as CIES Immediate Past President. I would like to reiterate that within CIES and WCCES, I have received overwhelming support from a large number of colleagues of different generations. In the context of recent developments surrounding WCCES and various narratives, I would like to share the following message dated February 6, 2015, that I addressed to the then CIES President, with copy to the Immediate Past President and Vice President. It was before I became the formal representative of CIES to WCCES and started to serve on its Executive Committee:

*It is expected that we will have different opinions about various issues pertaining to our organizations. However, it is regrettable when interpersonal dimensions aggravate the situation. While I have had many inspiring and great mentors and colleagues in CIES/WCCES, I*

*have had more than my share of a wide range of brutal treatments that have sometimes left me wondering if they are triggered by sexism, racism, xenophobia or a combination of these and possibly other factors. In many difficult situations, while asserting myself and not allowing abusive behaviors toward me left unanswered, I have often left aside my personal grievances to privilege the interests of the organizations, the reason why I have continued to serve in different functions. I have also made deliberate efforts to avoid the binary construction of "good" vs. "bad" people and taking side for or against colleagues. Rather, I have formed any opinion on principled grounds. I am prepared to represent CIES to the WCCES during my term as CIES Past-President. If needed, I will serve also before, during my presidency, as long as we follow the established procedures for such a change.*

I became involved in WCCES through CIES several decades ago. After I attended my first WCCES Congress in Paris in 1984 as well as the Rio Congress in 1987 and Montreal Congress in 1989, in the 1990s I served on some committees of the Council. I attended several Congresses. More recently, like I indicated above, I attended the WCCES Executive Committee meeting held in Mexico City in May 2015, in my official role as CIES representative. With my earlier experience in WCCES and a desire to contribute substantively,

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especially amidst some ongoing issues, I agreed to serve on various committees and stood for election for the Bureau Member-at-Large, which was reinstated in 2015 after being suspended since 2001. In December 2015, I was elected as Bureau Member-at-Large for a term ending in 2019. With initial reluctance, as I wanted to return to my publications after serving in the leadership position of CIES, but with enthusiastic nominations by several constituent societies from different parts of the world and with encouragement of long-time members of some of the constituent societies, I agreed to run for election for the position of president, as the term of the then president, Professor Carlos Alberto Torres, was going to end at the Beijing Congress. I was elected, with 60% of the votes (21 votes out of 35 societies that voted), as the new WCCES President during the Beijing Congress on August 23, 2016. Subsequently, I resigned as Bureau Member-at-Large and an election was organized to elect a new member.

The other WCCES officers elected in Beijing were Professor Kanishka Bedi as Treasurer and Professor Lauren Ila Misiasek as Secretary-General. Professor Eve Coxon was subsequently elected in November 2016 as the new Bureau Member-at-Large. Besides these elected officers, the Bureau includes two Vice Presidents, namely Professor Wang Yingjie and Professor Marco Aurelio Navarro Leal. Additionally, Dr. Joan Oviawe was recently proposed and approved by the Executive Committee as the Assistant Secretary-General and Director of Communications.

The China Comparative Education Society (CCES) and the Beijing Normal University (BNU) under the leadership of Professor Wang Yingjie, WCCES Vice President and Professor Liu Baocun, Director of the Institute of International and Comparative Education, hosted the XVI World Congress of Comparative Education (of the WCCES) with the theme "Dialectics of Education: Comparative Perspectives" in Beijing during 22-26 August, 2016. It was the first time that a WCCES congress was held in China. The Congress accepted over 1000 academic abstracts. With four keynote speeches, four highlighted panels, 274 parallel sessions, and four poster sessions, the congress was a spectacular success. According to the report of the Congress presented on the last day during the General Assembly, it was shared

that the Congress was attended by over 1000 experts and scholars from more than 70 countries and regions in the field of Comparative Education.

This outstanding organization was made possible by the work of an Advisory Committee and an Organizing Committee which included various teams like the Secretariat and other committees with Academic, Logistics, Promotion and Development, Language service, Cultural and Tourism Service, Volunteers, IT Support and Data Management, Finance, and Publication foci. On the whole, beyond the statistics, the resounding success of the Beijing Congress was a reflection of its excellent organization, the efficiency of more than 200 student volunteers, the great food services provided at lunch and coffee breaks, and the remarkably convivial atmosphere throughout the Congress. Congratulations to the Beijing Congress hosts and organizers!

The 2019 WCCES Congress will be held in Cancún (Mexico) with the theme of the "Future of Education." You are encouraged to make preparations to contribute to its organization and to attend.

CIES is a founding member and the largest constituent society of the WCCES. As a representative of CIES to the Council, I have endeavored to provide inputs in resolving some of the recent issues that arose in WCCES by promoting the values of Ubuntu, mutual respect, equality, inclusiveness, dialogue and peace. I want to take this opportunity to thank CIES members who have been supporting me in my genuine efforts to contribute and actualize the goals of the WCCES. There are new and positive developments at WCCES. A new Website has been set up at [www.wcces-online.org](http://www.wcces-online.org) to replace the one that was taken down in July 2016, and you are encouraged to visit it. A WCCES information session will also be held during the March 2017 CIES Annual Conference in Atlanta. Please look out for more information on this meeting that is being planned and join us there.

I would like to welcome Professor Mark Bray, the next CIES representative to WCCES starting in March 2017, when he becomes Immediate Past-President. Professor Bray has played significant roles in WCCES before, including as Secretary-General and President.

# 2016 BOOKS

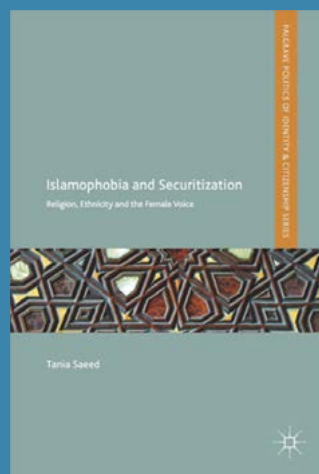
Published by  
CIES Members

**Tania Saeed**

***Islamophobia and  
Securitization: Religion,  
Ethnicity and the Female***

The book focuses on Muslim women's experiences of Islamophobia and the British state's counter terrorism agenda within universities and outside. While Muslim women are stereotyped as the "vulnerable-fanatic", they are nonetheless engaged in individual and group acts of resistance through

dialogue, challenging the meta narrative of (in)security that plagues their everyday existence in Britain.

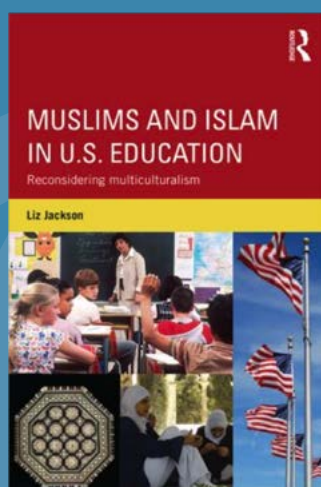


**Liz Jackson**

***Muslims and Islam  
in U.S. Education:  
Reconsidering  
Multiculturalism***

In both fields of multicultural education and religion in American education, Islam has hardly been considered. This book aims to fill a gap in knowledge that has implications for curricula, religious education, and

multicultural education today, by examining the unique case of Islam in United States education in the last 20 years.

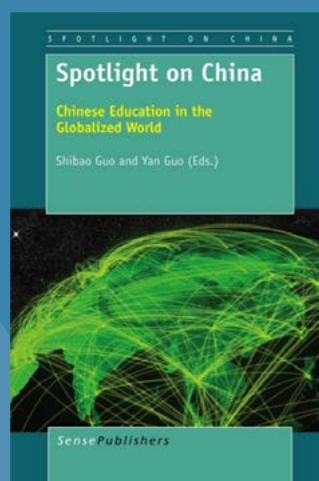


**Shibao Guo  
and Yan Guo (Eds.)**

***Spotlight on China:  
Chinese Education in  
the Globalized World***

This book examines the impact of globalization on China and the interactions of Chinese education with the globalized world. It consists of twenty chapters which collectively examine how globalization unfolds on the ground in Chinese

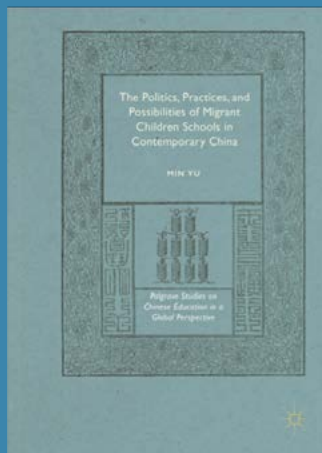
education through global flows of talents, information, and knowledge. The authors, established and emerging scholars from China and internationally, analyze patterns and trends of China's engagement with the globalized world as well as tensions between the global and local concerning national education sovereignty and the widening gap between brain gain and brain drain.



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BOOKS CONTINUED FROM PAGE 23

**Min Yu**

***The Politics, Practices, and Possibilities of Migrant Children Schools in Contemporary China***

This book examines the dynamics surrounding the education of children in the unofficial schools in China's urban migrant communities. This ethnographic study focuses on both the complex

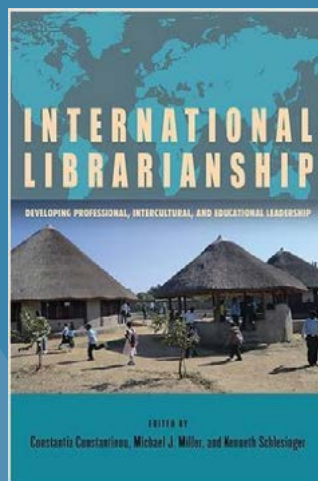
structural factors impacting the education of children attending unofficial migrant children schools and the personal experiences of individuals working within these communities.

**Andrea Brown Murga**

***Social Justice and Sustainable Change: The Impacts of Higher Education***

Yielding the first findings from IIE's 10-year impact study of the Ford Foundation International Fellowships Program (IFP), this report shows that funding the post-graduate academic pursuits of emerging social justice

leaders from marginalized groups leads to significant, measurable benefits for communities and organizations in their countries and beyond.



**Constantia Constantinou, Michael J. Miller, and Kenneth Schlesinger, (Eds.)**

***International Librarianship: Developing Professional, Intercultural, and Educational Leadership***

This collection draws on case studies from American librarians who traveled to Central America, the Caribbean, Central Europe,

Africa, the Mediterranean, and Asia to participate in librarian-initiated and sponsored projects. The book offers insight into how their experiences might serve as templates and promote best practices in collaborations within the library profession in the United States and abroad, and it also demonstrates how international experiences can enliven home institutions upon return.

# 2016 DISSERTATIONS

## Completed by CIES Members

**Terrence F. Graham**

Taking Root in Foreign Soil: Adaptation Processes of Imported Universities  
The George Washington University  
2016

**Ghada Sfeir**

Bridging the Gap: Towards a Cosmopolitan Orientation in the Social Studies Curriculum in Saskatchewan High Schools  
University of Saskatchewan  
2016

**Ky Phuoc Le**

Factors Affecting Student Persistence at Public Research Universities in Oklahoma  
Oklahoma State University  
2016

**Tina Robiolle-Moul**

Peace Education in Fragile States: A Case Study of the Influence of Global Discussions of Peace Education in Conflict Settings on National Education Policy and Local NGO Efforts in Afghanistan  
The Fletcher School of Law and Diplomacy / Tufts University  
2016

**Dante J. Salto**

Regulation through Accreditation in Argentine Graduate Education: Regulatory Actions and Organizational Responses  
State University of New York (SUNY)  
2016

**Olivier Bégin-Caouette**

Small Mighty Centers in the Global Academic Capitalist Race: A Study of Systemic Factors Contributing to Scientific Capital Accumulation in Nordic Higher Education Systems  
Ontario Institute for Studies in Education, University of Toronto  
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# Historian's Corner

CHRISTOPHER J. FREY, CIES HISTORIAN  
BOWLING GREEN STATE UNIVERSITY

One of the many educational disciplines informing the work of comparativists is the history of education. Implicitly or explicitly, history finds its way into nearly all of our scholarly work, our projects, and our teaching. Historians of education were central figures in the founding of CIES and our field, and much historical scholarship on education still crosses national and cultural boundaries. Like comparative education, the history of education has developed scholarly organizations, conferences, and journals around the world. This edition of the Historian's Corner takes a quick look at the field of history of education.

The most prominent global history of education organization is the International Standing Conference on the History of Education (ISHCE), which holds its conference each summer. Its journal, *Pedagogica Historica*, regularly publishes in English and other European languages on international and comparative topics. For example, the most recent volume of PE (v. 51, no. 6) was a special issue devoted to Transnationalizing the History of Education in Modern Korea, and featured articles on early

Western schools, colonial and mission education, private international schools in Korea. As Dittrich and Lee note in their introduction, transnational studies of the history of education are gaining particular interest as globalization becomes more salient in contemporary education policy and practice.

History of Education societies can be found in most European countries, Canada, Australia and New Zealand, and throughout Latin America. In Africa, the Historians of Education Development Society of Nigeria was founded in 1982, and publish a biannual journal. Historians and comparativists collaborate in the robust South African Comparative and History of Education Society (SACHES). While the history of education is less well developed in Asia, the Japanese History of Education Society (日本教育研究会), established in 1981, has a large membership and a well-regarded journal. The (US) History of Education Society (HES) is the oldest of these organizations, founded in 1960. Its journal, the *History of Education Quarterly*, has long published on topics of international interest, particularly as they relate to the United States.

The new editorial team for HEQ, based at the University of Washington, recently published a special issue on Rethinking Regionalism, focusing on the North American West, and US colonialism more broadly. The May 2016 issue of HEQ featured five articles international and comparative interest, including Ken Osborne's "Creating the International Mind: The League of Nations Attempts to Reform History Teaching, 1920-1939"; Desmond Odugu's "Historiographic Reconsideration of Colonial Education in Africa" with a focus on Northern Igboland, and Brent Maher's article on loyalty provisions of the 1958 National Defense Education Act.

History of Education and Comparative Education share a rich past. I am always excited to see historical work at CIES, perhaps because there seems to be less historical scholarship coming out of CIES in general. As transnational and comparative research becomes more prevalent in the history of education, and to keep comparative education grounded in a rich and rigorous study of the past, historians and comparativists should seek out more collaborative opportunities.



# News and Views from the Field

## Let Me Write a Dissertation for You: Fake PhDs Multiply

ARARAT L. OSIPIAN, PONTICA MAGNA FELLOW AT  
NEW EUROPE COLLEGE-INSTITUTE FOR ADVANCED STUDY IN BUCHAREST

From August 2013 to October 2016, I conducted extensive fieldwork on corruption, war and failed state in Ukraine. During that time and as part of the undercover work, I also served as an Associate Professor of Economics in one of Ukraine's public universities. The study of faculty misconduct, higher education corruption and doctoral degrees fraud was a part of this fieldwork. As a result, 46 dissertation-writing firms were discovered in Ukraine in 2016. A similar study conducted in 2009 brought in 18 such firms. This implies that despite the on-going economic and political crisis and the war, the number of firms-providers of ghost-written dissertations in the country has almost tripled. It is hard to say how many more fake PhDs this increase has brought to Ukraine. If one is to assume that each firm produces at least a dozen dissertations in different fields and disciplines a year, then the total would be around 600, which is one quarter of all dissertations defended in the country. While the exact number of politicians, state bureaucrats, civil servants, and academics bearing fake doctoral degrees remains unknown, one thing is clear—that doctoral education in Ukraine is in deep crisis and this crisis only gets worse. This is no longer a transitory crisis that can be limited to financial problems and declined levels of funding and control from the state. This is an indication of failed morale, widespread unethical behavior among academics, and a clear lack of social cohesion. An abysmal state of doctoral education in Ukraine manifests the collapse of academic integrity structures and demonstrates both institutional and societal failure to maintain the integrity of the process of knowledge creation and transfer. This “new normal” state of corruption in doctoral education does not prevent Ukraine's authorities and academics from falsely claiming highest quality and world recognition of their doctorates, while at the same time ignoring doctoral degrees from top world class universities.

While fake doctorates continue to multiply, the government shows little concern. Dissertations-on-order services are accompanied by offerings of all other services needed to qualify for a doctorate, including writing and publishing academic articles in state-approved scholarly journals. The

firms do not limit their offerings to any particular discipline or a group of disciplines, providing the clients with scholarly works in any discipline, from most popular Economics and Law to most expensive Medical sciences. The total cost of a doctorate may go as high as tens of thousands of US dollars. This is quite an impressive price for a country where university faculty members survive on \$100 to \$200 a month. High prices of fake doctorates may be prohibitive for some interested faculty members, but quite affordable for politicians and businessmen. The cost-benefit analysis shows that—moral considerations aside—buying a dissertation and a doctoral degree is in many cases a good investment. Anticipated appointments and promotions, higher salaries and benefits, professional respect and social status make bureaucrats pay. Faculty members play three distinct roles in this corrupt business, including that of customers, ghost-writers, and gatekeepers. Fighting firms-providers of ghost written dissertations with legal means is unlikely to bring any drastic changes, for as long as there is demand on such services, there will be supply. Instead, fundamental changes are needed. Such changes will include reformatting the old Soviet Stalinist system of doctoral degrees into US-type PhD programs, introducing substantial advanced doctoral-level coursework, attracting holders of foreign PhDs from top world class universities to teach in such programs, and decentralization of doctoral education based on true university autonomy. At present, however, such changes are virtually impossible to plan and implement successfully. The ruling political regime is satisfied with the failed doctoral education so long as the academics who produce ghost-written dissertations and award unearned doctoral degrees are loyal to the regime. As a result of such an informal consensus, twenty five years into much acclaimed market reforms and democratization, Ukraine manages to preserve its Stalinist system of higher and doctoral education virtually intact. Indeed, the only dramatic change that occurred to the higher education sector is that the Stalinist system is now fused with endemic corruption and this corruption is not likely to go away.

## News from the 2016 Oceania Comparative and International Education Society (OCIES) Conference

'Exploring Equity Gaps in Education: Toward Unity not Uniformity'

University of Sydney, Australia

**DONELLA COBB** (OCIES Communications Officer), **EVE COXON** (OCIES President), **ALEXANDRA MCCORMICK** (OCIES Vice President), and **MATTHEW A.M. THOMAS** (OCIES Secretary)

The 2016 OCIES conference provided a unique opportunity to consider from various vantage points the wealth of equity gaps in educational achievement, funding, quality, policy, teaching, systems, and more. The central aim of the conference was to consolidate the revitalisation of our regional society by encompassing the diversity of issues, interests, perspectives, and contexts represented in Oceania and beyond. The conference theme, 'Exploring equity gaps in education: Toward unity not uniformity', addressed this aim by considering equity gaps in education throughout local, regional, and global contexts. This theme also provided the means for OCIES to further its aim of widening participation and fostering dialogue about how comparative and international education can contribute, theoretically and practically, to improved educational equity and quality in the post-2015 era.

The 2016 OCIES conference brought educators, researchers, development practitioners, and policy actors together to put our minds to such gaps, toward more equitable education spaces within Oceania and beyond. Educators and scholars in Oceania, and our OCIES society, have long explored these relationships and spaces and continue to navigate common and diverse perspectives and practices. The 2016 OCIES (formerly ANZCIES) was the 44th conference in the organisation's history and the second since its change to a more regionally representative name. It was held at the oldest university in Oceania—the University of Sydney—from November 24–26, 2016.

In light of the society's inclusive and transformational goals, it was encouraging to have an increased number of Pacific educationists in attendance, including three additional Pacific institutions: the Universities of Guam, New Caledonia and Hawai'i. The conference also exceeded expectations in attracting attendees from 17 countries, which achieved the society's aims of expansion and representation within the region. In addition to independent presenters, a diverse range of presenters represented seven Pacific island nations and institutions as well as thirteen

Australian and five New Zealand institutions. Attendees also came from institutions in China, Korea, Japan, the Netherlands, Thailand, Sri Lanka and multiple locations in the United States. Many OCIES conference attendees are also active members of CIES and are looking forward to the conference in Atlanta. The two keynote speakers—Professor Frances Vavrus (University of Minnesota) and Professor Unaisi Nabobo-Baba (University of Guam)—were extremely well received and offered provocations on the theme of equity gaps: how they are conceptualised, defined, reproduced, etc. Their keynote addresses will be featured in a forthcoming special issue of the society's journal, *International Education Journal: Comparative Perspectives*, to be guest edited by Drs. Alexandra McCormick and Matthew A.M. Thomas.

In sum, the 2016 OCIES conference featured a strong collection of presentations, workshops, and plenary sessions that facilitated discussion about equity gaps in education. Future conferences aim to continue the momentum of this growing society, and CIES members are encouraged to consider joining OCIES, attending the 2017 conference in New Caledonia, and publishing in the society's journal. Comparative and international education is growing in the region and as its representative society, OCIES is striving in its work to build unity, not uniformity.



From left to right: Dr. Bob Teasdale (Flinders University); Dr. Unaisi Nabobo-Baba, OCIES Keynote Speaker (University of Guam); Dr. Anne Hickling-Hudson (Queensland University of Technology); Dr. Eve Coxon, OCIES President (University of Auckland)

# Dialogue and Debate:

## Implications of the election of Donald Trump as the US President for the field of comparative and international education

### STATEMENT FROM THE CIES FOLLOWING THE US PRESIDENTIAL ELECTION, ON BEHALF OF PRESIDENT

**MARK BRAY** AND THE CIES BOARD OF DIRECTORS

14 November 2016

In the wake of the US Presidential campaign and election, the Comparative and International Education Society (CIES) issues a call to the education community to renew its commitments to global engagement, educational and cultural exchanges, free inquiry, and mutual understanding. CIES reaffirms its commitment to the value of US engagement with the world in mutually beneficial relationships that advance the common good. And, it encourages educational researchers, practitioners and policymakers to advocate for equitable educational policies and practices that improve social and economic development, that prepare students to live in our globalized world, and that model and advance respectful dialogue across difference.

Now—as we have throughout our 60 year history as an academic association dedicated to promoting comparative education and related areas of inquiry and activity—CIES affirms the importance of and need for cross-cultural engagement guided by values of equality, mutual respect, and regard for the most vulnerable. CIES calls for interdisciplinary and international studies that contribute to understanding the field of education in its broad and interrelated political, economic and social contexts. We pledge and recommit to making our activities and events inclusive environments that welcome people regardless of their race, color, creed, religion, national or ethnic origin, age, sex, sexual orientation, gender identity and expression, dis/ability, socioeconomic status, or immigration and documentation status.

### Global Girls and Women's Issues under the Trump Administration

**SUPRIYA BAILY**, GEORGE MASON UNIVERSITY

Gender-related research and a strong commitment to equitable and quality educational practices are a hallmark of what CIES members offer the world. CIES's strong commitment to gender in education is evidenced by the work of the Gender and Education Standing Committee, as well as in the depth of work that is showcased in CIES-related conferences, activities and publications. Taking critical perspectives, CIES members have pushed the boundaries of research to explore a gamut of political, social, cultural, economic and structural constraints around gender broadly and girls and women more specifically. Our work, as a community, has provided greater understanding on how the challenges girls and women face globally affect their day-to-day livelihood, security and individual and collective agency.

This commitment within CIES makes it all the more pressing to try to understand how the new US administration will fund, develop policy, and influence governmental efforts on gender-related issues. While issues such as gender-based violence, economic and political empowerment and [girls education initiatives](#) have been represented in US policy doctrine thus far (albeit with a neoliberal bent), there is far less clarity on the incoming administration's stance on girls and women's issues. Yet there are signs that are important for us at CIES to be watchful as the new administration begins its tenure.

CONTINUED ON NEXT PAGE

## DIALOGUE AND DEBATE CONTINUED FROM PAGE 29

For instance, The Washington Post reports that the Trump transition team was seeking all information about “gender related staffing, programming and funding” at the US State Department. While the request did not seek out specific names (as requested of the Department of Energy and those working on [climate change](#).) it did ask for the information on the titles and positions central to these efforts. Such a sign, according to the Post, of exploring the use of resources could be a harbinger of “[reducing funding and attention to these programs](#). ”

The Trump campaign has shown very little interest in talking about gender issues other than to pander to voters on childcare issues (with caveats that only supported “[traditional” families](#)), [equal pay](#) (for the ‘same’ job, though it might be hard to determine what the same job is) and expectations are in place to significantly [oppose rights for LGBTQ populations](#). What should be concerning to CIES members is the overall lack of commitment to many critical women’s issues, such as health with [calls to defund women’s health providers and eliminate a woman’s right to chose](#), and [economic justice](#) with tepid if not limited support for equal pay laws. While the US is not a representative society of equitable policies around gender yet, the absence of leadership on any of these issues could hinder global progress. The recent [National Geographic’s](#) focus on the gender revolution finds only ten countries have reached some form of parity in health and education, no country in the world has achieved parity either economically or politically. The concern is that global gains made on health and education will also reverse as a result of any about face on global women’s issues.

The fear of greater repression for women and girls, as well as other minority and oppressed groups has facilitated greater interest in the [Women’s March on Washington](#), on January 21 st in an effort to advocate for ensuring human rights and dignity for all. The wide array of issues that are at stake require greater action, but for those whose work centers on ensuring the advances made for girls and women are not reversed, our vigilance must be higher. There are still critical challenges facing girls and women including understanding the continued impact of economic injustice on women, enhancing secondary school opportunities, leveraging opportunities for women to live their life in ways that are suited to their own choosing, and dismantling those structures that hinder those are doubly or triply marginalized in society. The role of the US in helping speak to those issues is one that while might stumble, has not been absent. The absence of the US in these matters can affect the projects, programs and policies here and elsewhere that are critical to support women and girls worldwide. It will take organizations like CIES and our members to ensure that voices are raised, attention is drawn and advocacy efforts supported to ensure there is a global voice on gender related issues speaking to the new administration. It is not the time for CIES members to be harnessed by fear or to become complacent on gender issues. CIES members can take a strong stance to ensure that we provide watchful and vocal witness to preventing further erosion of gender rights.

## After Obama: The Trump Administration and LGBTQ+ Protections

CHRISTOPHER J. FREY AND VAUGHN THORNTON  
BOWLING GREEN STATE UNIVERSITY



**“Upside-Down: Signs of LGBTQ+ Distress”**

The Administration of Barack Obama has been the fiercest advocate in US history for LGBTQ+ rights and protections. The record is stunning: between 2009 and 2017, many dubious policies were eliminated, such as “Don’t Ask, Don’t Tell” which kept members of the armed forces in the closet; hate crimes against LGBTQ+ persons were covered by federal law, and the Administration lent support on crucial Supreme Court cases which ended the federal Defense of Marriage Act ( US v. Windsor), and eventually overturned state bans on same-sex marriage ( Obergefell v. Hodges). These policies also reached down into public schools, particularly in relation to transgender rights. Obama’s Department of Justice expanded the scope of Title VII of the 1964 Civil Rights Act banning discrimination on the basis of sex to include gender identity. In addition, the Administration’s “Dear Colleague” letter sent to school leaders in 2014 offered

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## DIALOGUE AND DEBATE CONTINUED FROM PAGE 30

guidance on respecting the rights of students who are transgender. These shifts in policies mirror a change in public attitudes in the US about sexual orientation and gender identity.

The Obama Administration also supported and promoted LGBTQ+ rights abroad, including a [2011 memorandum](#) directing “US diplomacy and foreign assistance promote and protect the human rights of LGBT persons.” The same year, the State Department launched the Global Equality Fund (GEF), a collaborative set of resources from public and private institutions to advance the rights of LGBTQ+ people internationally. In short, the Obama Administration has strongly supported LGBTQ+ rights in the US and abroad.

In the weeks leading up to the Inauguration of President-Elect Trump, his Administration’s priorities regarding LGBTQ+ rights remain vague. While candidate Trump did not frequently comment on LGBTQ+ issues, the test of his Administration’s position will be in the people he appoints. Judging from those around Trump, we anticipate significant reversal of the progress on LGBTQ+ rights seen under Obama. On the domestic front, two key positions suggest that Trump’s LGBTQ+ policies will be regressive. Incoming Vice-President Mike Pence, the former Governor of Indiana, was the most visibly anti-gay governor during his short tenure. As it became clear same-sex marriage would become legal nationwide in 2015, the GOP-controlled Indiana General Assembly passed its Religious Freedom Restoration Act (SB 101), allowing private businesses to refuse service based on “sincerely-held religious beliefs”. After nearly two weeks of blisteringly negative press, Pence signed a “fix” defanging that law, and returning Indiana to its status quo. In addition, when the Pence Administration cut funds for Planned Parenthood, testing services for HIV and other communicable diseases were eliminated, which led to an outbreak of nearly 200 new HIV cases contracted through IV drug use in one small Hoosier town alone. While Pence was eventually forced to water down these policies, there is no indication that his position on LGBTQ+ rights has changed.

Trump’s choices to serve as Secretary of Education also portend of stagnant or regressive approaches to LGBTQ issues in schools. Trump’s first choice to lead the Department of Education was Jerry Falwell, Jr., the President of Liberty University in Virginia. (Falwell declined the nomination.) A product of his father’s private Christian schools and universities, as well as the University of Virginia, Falwell would have been a strong advocate for conservative Evangelical Christianity in the Department of Education. His record on LGBTQ+ issues is less antagonistic than that of his father, Jerry Sr., who founded The Moral Majority, and long promoted limits on LGBTQ+ civil rights, once claiming that HIV-AIDS was “not just God’s punishment for homosexuals, it is God’s punishment for a society that tolerates homosexuals.” However, Falwell’s possible nomination signaled the tone of the Department of Education would shift radically under Trump.

The nomination of Betsy DeVos for Secretary of Education confirmed this shift. Her nomination has sparked considerable resistance from teachers’ unions, advocates for public education, disability and LGBTQ+ rights. DeVos has long promoted school choice, vouchers, and private schooling in her home state of Michigan, including proposing all Detroit public schools be shuttered and replaced by (for-profit) school companies and religious school tuition vouchers. DeVos’ past advocacy likely means while under her watch, private and religious schools would not be subject to laws guaranteeing access to students who are LGBTQ+, or who have disabilities. In addition, DeVos’ family has given more than \$200 million to anti-gay conservative organizations since the 1970s. Her father, Edgar Prince, helped found the Family Research Council, and her father-in-law, Richard DeVos, long supported Focus on the Family, both organizations with a strong anti-gay agenda. While Betsy DeVos’ own foundation generally avoided LGBTQ+ issues, the policy positions she has promoted will be detrimental to LGBTQ+ students, particularly those in rural and conservative areas. By advocating for public school funds to be distributed to for-profit school companies and religious organizations who she argues are not subject to the same federal and state laws as public schools, LGBTQ+ families and students will not have the same access to an increasing number of private schools which are funded with their own tax dollars. In addition, DeVos’ states-rights approach means students and families who live in GOP-controlled states will not have the same protections as those in more liberal areas. In sum, the backgrounds of these officials suggests that LGBTQ+ policies will considerably regress under Trump.

Internationally, Trump’s Administration will likely not promote the precedent established under Obama that LGBTQ+ rights are human rights, if the records of two prominent nominees are an indication. Exxon-Mobil CEO Rex Tillerson, nominee for Secretary of State, has a hazy history when it comes to supporting LGBTQ+ rights. In 2012, he reportedly lobbied

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## DIALOGUE AND DEBATE CONTINUED FROM PAGE 31

as president of the Boy Scouts of America for the inclusion of openly gay members. His company, however, received the lowest score of any major multinational corporation on the Human Rights Campaign's Corporate Equality Index in 2012 and 2013, scoring negative 25 out of one hundred possible points. Since 2014, Exxon-Mobil's scores have increased substantially, but mostly because of President Obama's 2014 executive order requiring federal contractors to protect LGBTQ+ workers against discrimination. Tillerson's corporate background and close history with the Russian government, which has cracked down on LGBTQ+ advocates and NGOs, suggest Secretary Tillerson is likely to prioritize business deals over human rights.

Trump's nominee for US Ambassador to the United Nations, Governor Nikki Haley of South Carolina, also has a tepid record on LGBTQ+ issues. In 2010, she supported her state's ban on same-sex marriage, though more recently she has refused to back an anti-Trans bathroom bill similar to North Carolina's HB2. Perhaps indicative of her thoughts about minority rights, [Haley wrote in 2012](#), "groups claiming to represent women and minorities—are just like any other establishment special-interest group." Contrast this with current UN Ambassador Samantha Power, who has passionately argued for LGBTQ+ rights at the U.N., and helped defeat a motion to suspend the role of a UN independent expert on sexual orientation and gender identity.

The Obama Administration sought to educate others that LGBTQ+ rights are basic human rights in the US and abroad. NGOs such as OutCircle in Belize have publicly recognized the importance of US support of their efforts. The silence or opposition among the Trump Administration on LGBTQ+ issues will likely be reflected, or even magnified outside the US when the new administration takes control. While there are strong civil society organizations fighting for LGBTQ+ rights in the US which should help blunt the most regressive anti-gay policies, people in countries with small or developing advocacy organizations for LGBTQ+ rights will find diminished support from the US government. In contrast with the Obama Administration's historic support for LGBTQ+ rights, the Trump Administration is likely to reverse these impressive gains.

## Protesting Trumps' Immigration Policies: Boycotting US Conferences or Not?

**MARIANNE A. LARSEN WITH BARBARA SCHULTE**

In response to US President Trump's executive order banning individuals from 7 Muslim-majority countries from entering the US, the CIES Board of Directors issued a strong [statement](#) condemning the policy and reiterating our long-standing commitment to global engagement, educational and cultural exchanges, free inquiry and mutual understanding. (See page 7 in the newsletter.) The statement urges members to take a stand against this and other discriminatory policies and join other members in Atlanta for our 2017 conference to act as a community, in solidarity with one another, those unable to attend the conference who are from Muslim-majority countries, and other US citizens working to oppose Trump's anti-democratic agenda.

At the same time, a [petition](#) began circulating on the internet to boycott international conferences held in the US. The petition asked signatories to pledge not to attend international conferences in the US while the ban persists. I added my signature to the petition and thus will not be going to the CIES conference in Atlanta in March. The decision as a CIES executive committee member who is deeply committed to our society was not an easy one, but one I felt compelled to make. I posted the petition and my decision to sign it on my Facebook page. In response, I received many thoughtful replies, including this one from CIES member Barbara Schulte, who has agreed to allow me to reprint it here in the newsletter. I believe her response illustrates the complexity of this issue and a strong rationale for attending our conference:

Marianne, I sympathize with your decision, but am not convinced that this is the right way to go - even though the same idea of boycott has crossed my mind many times, and even though I'm not sure if I have come to the right decision myself. Let me explain. In my view, the CIES stands for everything that Trump is against. Many of us deal with the marginalized and disadvantaged in our research, and with how politics and policies interfere with people's professional and private lives. The CIES is no representative of US politics (and has never been, at least not in my eyes) but a community of open-minded and critical scholars and practitioners. To boycott CIES is to boycott ourselves. If Trump were to care about the effect of his politics on CIES participation - which I doubt - and had some knowledge about CIES and what it stands for - which I doubt - I'm pretty sure he would see decreased conference

participation as a success rather than a failure of his politics. For him it should be: the less of us, the better. For us it should be: the more of us, the better. Then I don't believe in isolationism. The people in one of the most isolated states, North Korea, have not benefitted from isolationism. I remember the times when I had to defend myself traveling to China and doing research on China - but I don't think staying away from China is the right decision. Although Chinese politics gives us much reason for boycott. As do many other states. We shouldn't give our support to representatives of these states. But we should not desert those who are actually critical and struggle for stretching the boundaries of what can be done and said. With that said, I think there are more positive ways of showing solidarity and resistance. And here I'm tagging Noah. First of all, we should ensure that those of our colleagues banned from traveling to CIES can take part as much as possible, through online channels, including their own presentations. Second, can we make the research and contributions of banned colleagues more visible - get them out in the news? Give them a voice that reaches beyond CIES? Third, CIES is a large community, with thousands of participants. Can we do some crowdfunding right on the spot for lending support to our banned colleagues, e.g. using the donations for arranging an alternative conference in a country that welcomes these colleagues? Fourth, and again given the substantial number of participants - why not replace the welcome ceremony/reception by a solidarity march through Atlanta? I think that all of this, and possibly much more, would send out a much stronger message than simply staying away.

What do you think, CIES members? Is boycotting US academic conferences the right approach to take or should we engage with our colleagues at our conference as Barbara Schulte recommends? President-Elect Noah Sobe who is organizing our Atlanta conference in March has convened a CIES 2017 Response Working Group on US Immigrant and Refugee policies, of which I am a member, to develop a range of responses to Trump's executive order. Some ideas the group is working on include inviting local Atlanta organizations, as well as some national high-profile speakers, who are working on these issues, to participate in our conference. Other plans include promoting and featuring already existing CIES panels on refugee and immigrant issues; and including a range of new panels on topics such as "Teaching for Social Justice" and a "Global Responses to Countering Discrimination against Immigrants and Refugees in Education." The group is also exploring possibilities such as setting up a Protest Art/Statement Wall and video booth where attendees can record short "You are welcome here" statements, and developing a "Hate Has No Home Here" souvenir takeaway. Whether you are attending the CIES conference or not, I urge you to respond in ways that you best see fit to the hateful policies of the Trump administration, which as you can see from the Debate and Dialogue above, are based on taking away hard-won rights of women, the LGBTQ+ community, refugees and immigrants, and other vulnerable peoples in society.

# Inaugural Symposium of the Comparative and International Education Society

## THE DESIRABILITY AND FEASIBILITY OF GLOBAL LEARNING METRICS

JANNA GOEBEL, IVETA SILOVA, AND GUSTAVO E. FISCHMAN

The Inaugural Symposium of the Comparative and International Education Society (CIES) took place on November 10-11, 2016 in Scottsdale, Arizona. The Symposium was hosted by Arizona State University - Mary Lou Fulton Teachers College's Center for Advanced Studies in Global Education (CASGE) and edXchange, with the generous support of the Open Society Foundations, the Comparative and International Education Society, and ASU International Development. The event brought together 151 individuals from 61 institutions, 17 different countries, and 17 states within the United States for an alternating series of keynote plenary debates and parallel sessions about the desirability and feasibility of global learning metrics.

We selected global learning metrics as the focus of the Symposium because it is a timely and increasingly challenging educational and political issue at the center of multiple global debates about the future of education. Learning outcomes have recently been enshrined as central policy objectives in the new international education and development agenda. Unlike goals that seek to universalize access for education, for which consensus is strong, debates around learning are considerably more contested. 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 assessment of basic skills, while overlooking the importance of a more holistic approach to education, including human rights, aesthetics, morality, religion, or spirituality. Others call attention 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. Some critics warn that global learning metrics can contribute to enacting hegemonic neocolonial globalization. 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" (and an assumption that there is a global consensus on what constitutes "good" education), on the one hand, and the awareness about the importance of context, and deeply culturally contextualized education practice, on the other hand. Bringing a comparative perspective to the disjuncture between replicability and contextuality is one way our field can contribute to education research and practice broadly.

This raises the central questions, which guided the organization of this Symposium: Are global learning metrics desirable and are they feasible? How can learning among children be measured and compared across diverse contexts and systems? Which learning domains should be assessed and why? How is learning revised or reframed for those who have less power or less "value" in the society in which they reside? How, if at all, are learning assessments actually used by governments, nongovernmental entities, teachers, curriculum developers, and other stakeholders? The Symposium brought together a group of researchers, policymakers, practitioners, and activists for a focused intellectual and policy engagement around these questions. While not designed to forge consensus or alignment, the Symposium was a step towards linking together academic research and policy debates in order to enable critical reflection, innovation, and proactive action in the area of developing global learning metrics.

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## MODERATED KEYNOTE DEBATES



The Symposium featured four moderated keynote debates, which addressed issues ranging from the desirability and feasibility of global learning metrics to their potential to be pedagogically innovative and culturally responsive. The first plenary debate (moderated by Iveta Silova) focused on the different actors and rationales behind the development of global learning metrics, featuring insightful but heated exchanges of opinions between Silvia Montoya of the UNESCO Institute of Statistics, Karen Mundy from the Global Partnership for Education, Eric Hanushek from Stanford University, and David Edwards of Education International.

The second debate (moderated by Gustavo E. Fischman) addressed the issues of feasibility, especially in terms of measuring and comparing educational achievement across diverse contexts and educational systems. The panelists also discussed the possibility of balancing between the assessment of basic numeracy and literacy skills and the measurement of learning related to informational technologies, citizenship, human rights, sustainability, aesthetics, morality, religion and/or spirituality. The panelists included Monisha Bajaj from the University of San Francisco, Aaron Benavot from the UNESCO Global Monitoring Report, and David C. Berliner from ASU.

The third debate focused on the potential of global learning metrics to be pedagogically innovative. Moderated by Sherman Dorn from ASU, the panel brought together Chris Higgins from University of Illinois at Urbana-Champaign, Radhika Gorur of Deakin University, and Pasi Sahlberg from University of Helsinki to discuss the limitations of the big data movement and weigh its possible contributions to pedagogical innovation.

Finally, the fourth plenary debate (moderated by Gustavo E. Fischman) questioned the assumption that there is an agreement about what constitutes “good” and “quality” education worldwide. The plenary panel participants Supriya Baily from George Mason University, Stafford Hood from University of Illinois at Urbana-Champaign, Hugh McLean of the Open Society Foundations, and J. Douglas Willms of University of New Brunswick debated whether there is a global core of fundamental knowledge, skills and competencies that are relevant across different countries and discussed whether and how global learning metrics can capture the dynamics of race, ethnicity, class, gender, religion, and other factors that contribute to students’ cultural identities.



Amber Gove @AmberGove · 11 Nov 2016

#CIESglobalmetrics is live streaming with @pasi\_sahlberg Radhika Gorur and Chris Higgins on big/small data in measurement.



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## PARALLEL SESSIONS AND WORKSHOPS

A total of 65 parallel sessions and three workshops supplemented the plenary debates and focused on topics such as the use of educational large-scale assessment data for research on equity and inequalities; measuring quality education and learning; the challenges, uses, and abuses of international large scale assessment data; global and local interpretations of learning metrics; and the perspectives of marginalized populations in the debates on global learning metrics. In addition to parallel sessions, the Symposium also featured three workshops, including "Use of educational large-scale assessment data for research on equity and inequalities" by Falk Brese of the International Association for the Evaluation of Educational Achievement (IEA), "DIY podcasting: Hands-on learning for beginners" by Will Brehm, and "Exploring the educational value of films, podcasts, and social networks" by Hugh McLean, Will Brehm, and Aryn Baxter.

## KNOWLEDGE MOBILIZATION

Knowledge mobilization techniques were used to deepen the engagement of the participants with the Symposium topic and to extend participation to those who were unable to be present at the event:

- Prior to the Symposium, plenary debate speakers shared their perspectives in position statements.
- Many plenary debate speakers participated in a FreshEd with Will Brehm podcast mini-series.
- The plenary debates were livestreamed, recorded, and shared beyond the Symposium.
- Social media, including the hashtag #CIESglobalmetrics on Twitter, was used to engage both those participants who attended the Symposium and those who followed the debates online.

Although no consensus was reached about the desirability of global learning metrics, there was a strong agreement that they are here to stay. In the near future, global learning metrics will remain among the most urgent and controversial contemporary educational topics, involving an increasing number of countries, teachers, and students. Symposium follow-up will include a featured panel at 2017 CIES in Atlanta, "Measuring the unmeasurable in Global Learning Metrics," which will continue the conversation about what needs to be done and by whom in (re) framing global learning metrics particularly in relationship to the issues of educational equity and quality.

## CIES Symposium 2017

### INTERROGATING AND INNOVATING CIE RESEARCH

Save the date! We are excited to announce that the second annual CIES Symposium will be held from October 26-27, 2017, at the Arlington campus of George Mason University. Hosted by members of the Gender and Education Committee, the South Asia SIG and faculty at GMU, the theme for the 2017 symposium is "Interrogating and innovating CIE research."

Anchoring this symposium is the notion that how comparative and international education phenomena are studied, the questions we ask, the tools we use and the epistemological, ontological, and ideological orientations they reflect, shape the nature of the knowledge produced, the value placed on that knowledge, and of critical importance, its pedagogy and implications for practice in diverse societies globally. Moreover, that from both within and beyond the field of Comparative and International Education (CIE), scholars and practitioners have raised concerns about the colonial and neo-colonial practices and dynamics that have been reproduced and/or have characterized (in part) the history of CIE.

Through our distinguished plenary speakers, breakout sessions, concurrent paper sessions and workshops we will provide spaces and resources for students, junior and senior scholars, practitioners and policymakers to not only interrogate and challenge existing practice, but to learn and develop new ways of thinking about and doing CIE research.

Watch for the Call for Proposals that will be released immediately following CIES 2017 in Atlanta. Join us for what promises to be a provocative and generative event that we hope will help support greater inclusivity and safety in the knowledge production processes and application practices of the CIE community.

# In Memoriam



## William Rideout

NELLY P. STROMQUIST, UNIVERSITY OF MARYLAND, FORMER CIES PRESIDENT

William Rideout passed away on March 14, 2016. Writing an obituary for a close friend is never easy, all the more challenging when it is about someone who was so supportive of one's professional career and such a great colleague and teacher. Bill Rideout, a Ph.D. graduate from Stanford University, founded the International/Intercultural Education Program at the University of Southern California, holding the position of professor and director for many years. Bill came into my professional life as I made the transition from the world of international agencies into the academe. He welcomed my ideas, my experience, my points of view during the 15 years we worked together. It was not just with me, this wonderful person; his many students give the same description and keep the same sweet memory of having been his students and mentees. He knew students in ways few other faculty members get to know their students. His classes attracted many participants, not only because he ingeniously combined anthropology and political histories with practice and wisdom but also because he weaved his explanations with fascinating, insightful, and humorous narratives of working in different parts of the world with different kinds of political actors and educators—narratives that confronted doubt with expertise, self-reflection with policy analysis, linearity with paradox. He promoted a systems approach to research and gave meticulous feedback to course research papers.

He learned first-hand about the human condition under trial doing research in Burma and then observing the impact of the Marshall Plan in France. I always knew when it was Pearl Harbor Day. He remembered very clearly the event. He had no rancor, only memories of events that he could tie to present day developments. He also worked in Francophone Africa for several years in various planning and program development capacities. He could describe vividly from the dense sand storms in Chad to the educational reforms that attempted to introduce an official decentralization into systems such as those in Mali and Senegal that were de facto decentralized given the strong role of religious schools in the region. He could easily identify the adverse effects of colonialism yet he was optimistic about society and progress.

He won one of the largest AID contracts of its time in the USC School of Education to work on the improvement of primary school teaching and school libraries in Cameroon, which provided valuable opportunities for students in the I/IE Program. His students nominated him as a CIES honorary fellow, an honor he received in 2007. Celebrations made us all happy for days. He continued to be non-assuming, with a genuine smile and friendly greeting to those who met with him. In the world of the university, never was there a more inspiring scholar with a deeper sense of mission. In his later years, after becoming emeritus professor, Bill fell into the shadows of elusive memory. In our own minds, he will be present as someone who always provided a model to be a better scholar and practitioner.

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**Victor Kobayashi (University of Hawaii), Robert Lawson (Ohio State University), and M. Mobin Shorish (University of Illinois at Urbana-Champaign)**

## M. Mobin Shorish

**STEPHEN HEYNEMAN AND MOSES OKETCH**

Dr. Mobin Shorish died on April 12, 2016. He was an internationally recognized scholar and expert in Central Asian and Slavic Studies. After earning his bachelor's and master's degrees at the University of Michigan at Ann Arbor and his Ph.D. at the University of Chicago, he was deeply influenced by his mentors C. Arnold Anderson, Mary Jean Bowman and Philip Foster. He joined the faculty of the University of Illinois at Urbana-Champaign, where he stayed for more than 30 years. His comprehensive and extensive teaching and research experience included the economics of education, the educational access of ethnic minorities, and education in the former Soviet Republics of Central Asia.

His languages included Arabic, Dari, Pashto, Persian, Russian and Tajik. He was deeply interested in the educational policies in the USSR and their effect on religious and ethnic minorities. He was a founding member of one of the first Muslim Students' Associations in America, and a founding member of the Central Illinois Mosque and Islamic Center. He was also a tireless advocate for the rights and dignity of the Afghan people during almost 40 years of uninterrupted conflict.

Mobin was an active member of the CIES; was elected to the Board of Directors, 1975-1977; and served as Chair of the Committee on Underrepresented Racial/Ethnic Groups, 1990-1992. He remained an active member of the Society even after his retirement and attended many of the society's annual meetings over a period of 40 years. He was the Co-editor (with F. Wirt) of Comparative Education Review's "Special Issue on Ethnicity and Education" (Vol. 37, No. 1, February 1993). His other monographs included Development for Servitude: Soviet Education in Central Asia; Soviet Educational Reforms and National Minorities; Lenin's Tale (khvost)—The Debacle of the CPSU in Afghanistan: 1979-1989; Reconstructing Formal Education in Afghanistan; Reflections on Islam and Afghanistan, among others.

He led seminars at several universities, including Kabul University; Tehran University; the Institute of Orientalia, former USSR Academy of Sciences, Moscow; Peshawar University (Pakistan); Tajik State University (Dushanbe, Tajikistan); Uzbek State University (Tashkent, Uzbekistan); the Ministry of Education, Beijing (PRC); Shanghai Teachers Training Institute; Aligar University (India); and Hiroshima University (Japan).

Throughout the period of Soviet domination of his homeland, he was deeply pained. As soon as it was over he served in the Supreme Council for the Reconstruction and Reconciliation of Afghanistan and was appointed to the Congress for the Establishment of the Constitutional Convention for Afghanistan.

He was an avid fisherman, gardener and chess player, and derived great pleasure from his koi pond. Mobin Shorish was an ideal representative of International and Comparative Education—scholarly, principled, devout, and, in the face of multiple hardships, eternally hopeful.

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CONTINUED FROM PAGE 38



## R. Murray Thomas

**MARK BRAY, THE UNIVERSITY OF HONG KONG, CIES PRESIDENT**

By Mark Bray, The University of Hong Kong, CIES President R. Murray Thomas passed away in California on November 4, 2016, at the great age of 95. Murray Thomas served as CIES President from 1985-86 and became an Honorary Fellow of our Society in 1992. He left an indelible mark on our field, and will long be affectionately remembered by many generations of colleagues and students.

Murray had been Professor and Dean Emeritus of the Gevirtz Graduate School of Education at the University of California, Santa Barbara, where he worked from 1961 to 1991. He maintained a remarkable academic output during the decades following his retirement, and (co-)authored or (co-)edited 57 books among which the most recent was published in 2014.

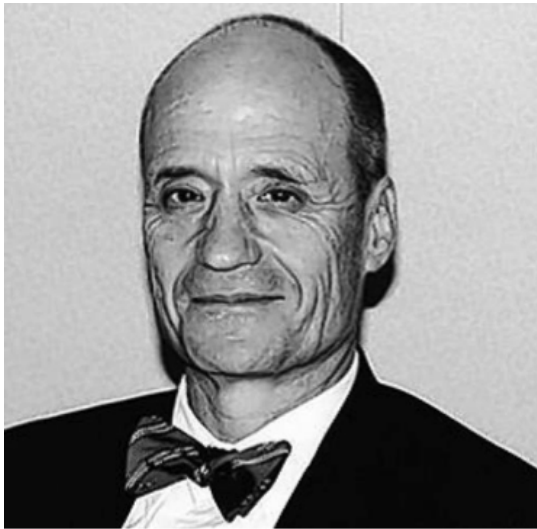
Murray commenced his career as a high school teacher in Honolulu before moving to San Francisco State University, the State University of New York at Brockport, and Padjadjaran University in Indonesia and then the University of California. He retained a strong affection for Indonesia, including it as a focus in many of his writings.

After 1991, Murray had a long post-retirement career of productivity in collaboration with younger generations. To many, Murray was an inspiration because of his profound wisdom in dynamic aging and lively connectivity. His life values made a poem of dynamic living alongside his 'idle' cartoon sketching and repeated announcements that he would stop writing, just as yet another book was published.

The obituary in his local newspaper remarked that Murray "forged deep relationships with many of his former students and colleagues from around the world", and that he "had a great sense of humor and loved to tell jokes". Those qualities are indeed recognizable by many of us who had the privilege of knowing Murray across the generations.

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## Joseph Watras

**VICTOR KOBAYASHI**, PROFESSOR EMERITUS, UNIVERSITY OF HAWAII

We lost an active and productive member of the CIES community, Dr. Joseph Watras, who passed away on June 5, 2016. Though he had recovered from open heart surgery earlier this year—such that he was preparing to present a conference paper on the highly regarded Filipino educator, Pedro Orata—he had to cancel out when bouts of abdominal pain led to a diagnosis of cancer, and his passing on only a few months later.

Watras was a historian of education; but, like many of the early founders of CIES, he saw how educational history had become internationalized and how education had become a part of the modernization of nations. He thus found a home in CIES, where ideas in education could not only be compared but also integrated through scholarship in consideration of global issues, such as the environment.

Watras was always an active educator. As a youth he joined the Peace Corps and worked in the Niger, West Africa. Next he was recruited into the Teacher Corps for work in impoverished sections of Hawaii. He earned a master's degree from the University of Hawaii, where I first met him and his then to-be wife, Christina Ferman. In Hawaii, he was exposed to the pioneer ecologist, Gregory Bateson, who met with students while studying interspecies communication.

After completing his doctorate at Ohio State University, Watras joined the Faculty of Education at the University of Dayton, where he served for 36 years. He was noted for his eagerness to help others. He wrote on many topics, all based in historical documents, including Catholic education and its place in a secularized modern society. He also published a detailed work on the racial desegregation of public schools in Dayton, Ohio, from 1968-2008. Working together with Bateson, Watras wrote several articles on the environment, as well as several textbooks noted for their clarity of expression. At his family's request, contributions may be made in his memory to the CIES, in support of travel grants for emergent scholars to present and discuss scholarly research at CIES conferences.

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## Mathew Zachariah

**VANDRA MASEMANN, PAST-PRESIDENT CIES, CIESC, WCCES**

Professor Mathew Zachariah passed away on October 25, 2016. He was the President of the CIES in 1978 and CIES Honorary Fellow in 2002. He was a very principled man with a great sense of social justice. He was an excellent speaker and teacher, and our thoughts go out to all of his former colleagues and students.

It is not often that one can say of a person that he changed my life. But Mathew Zachariah changed the course of my professional career. In 1974, he sent a letter to one of my colleagues at the Ontario Institute for Studies in Education, asking him to participate on a panel on various methodologies in the field of comparative education at the CIES meeting in San Francisco in March 1975. As the colleague was unable to attend, he handed the letter to me, saying that I could write a paper from the anthropological perspective. At that time, as an anthropologist, I had no idea what the field of comparative education was. However, I soon learned and presented my first paper at CIES on that very topic. It was a very stimulating panel, and the presentations were well received by the audience.

I have many wonderful memories of Mathew in subsequent years—his excellent Presidential speech, his appeals to fellow colleagues on issues of social justice, his thoughtful comments at CIES panels, his excellent supervision of his students using a Freirian perspective as they did their fieldwork in rural Alberta, his interest in rural science education in India, and his cheerful, stimulating conversation over a meal. And a very surreal dinner (excellent food) at his house in Calgary as his son was absorbed in watching O.J. Simpson's vehicle being chased by police cars. I am very grateful for Mathew's life and work. He had a great impact on me personally and served the Society well.

## SPECIAL THANKS

Thanks to the generous donations by members and supporters of the CIES community—in memory of Drs. Joseph Watras and Mobin Shorish—CIES has been able to fund a number of additional travel awards to the CIES 2017 Atlanta conference. These awards are being granted via the New Scholars Committee, UREAG Committee, and Economics and Finance of Education (EFE) SIG.

# Blogs and New Media

## Data for Sustainable Development – UIS Blog

<https://sdg.uis.unesco.org/>

The Sustainable Development Goals require us to question everything we think we know about the production, analysis and use of data. Tracking progress towards the goals means looking beyond sheer numbers or the pace of change to the quality of the progress that is being achieved. The Data for Sustainable Development – UIS Blog showcases innovative solutions as researchers and analysts worldwide explore ways to gather more and better data to monitor and achieve the global education goal and targets.

## UNESCO Global Education Monitoring Report (GEM Report)

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

The GEM Report ran a 2 part blog series by Report Director Aaron Benavot during the CIES symposium in November last year that discussed questions around building comparable learning measures and how information from assessments can be used to enable learning.

The first blog looks at the challenge of comparing learning across diverse systems, while the second looks at how to reach a consensus on reporting learning globally.

## Check out our new twitter handle @cies\_us

