As I read through the material compiled for this issue of the CIES Perspectives, I am overwhelmed by all the contributions that CIES members are making to our society and to the field of comparative and international education. President Mark Bray tells us about the involvement of CIES members in the WCCES Congress in Beijing in August. Our standing committees continue to advocate on behalf of their constituents. The New Scholars’ Committee has already started planning events to support new scholars at the next CIES conference. We see that through the efforts of the UREAG Committee, individuals from under-represented ethnic and ability groups have been able to attend our annual conferences with the support of much-needed travel grants. And the Special Interest Groups (SIGs) of the CIES have been as busy as ever planning for the 2017 CIES conference, supporting the work of their members, developing new book series, and promoting the work they do through their newsletters, websites, Facebook pages, podcasts and other forms of social media. CIES members also continue to shine in terms of their research and publications. Do look at the long list of recent book publications and completed dissertations by our members, as well as blog posts about their work. And finally, in this issue we highlight Halla B. Holmarsdottir and Elena (Helen) Aydarova, both women who have contributed so much to enhancing the work of our society through their involvement on the CIES Board.

I’m particularly pleased that the esteemed Professor Andreas Kazamias (who was the CIES President 45 years ago!) agreed to write the introductory piece for this issue’s Dialogue. Andreas has been a mentor to me since I was a graduate student studying comparative education at the Institute of Education in London, UK many years ago. We have had many discussions and debates over the years about the role of history in our society and his commitment to a more humanistic form of education vitally important in our neoliberal age which emphasizes instrumental knowledge, accountability, efficiency and effectiveness.

Finally, I would like to thank my editorial assistant, Vanessa Sperduti who has worked with me preparing all three issues of the CIES Perspectives this year. The Newsletter would not have come together without her insights, attention to detail, and tireless energy. Like so many other CIES members, she has volunteered her time and energy to making the CIES the rich and dynamic society that it is today. I will miss you, Vanessa, as you move onto the next stage of your doctoral program.

I hope you enjoy this latest issue of the year and it inspires you in all of your comparative and international education work. Watch the CIES Weekly Announcements for information on how to submit content for our next issue (January 2017), and if you have a good idea for an interactive ‘dialogue’, please do let me know.

Marianne A. Larsen, CIES SECRETARY AND EDITOR OF CIES PERSPECTIVES

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

from the editor
Marianne A. Larsen
CIES and the World Council of Comparative Education Societies (WCCES)

CIES members will know that we are the oldest society in our field, having been formed in 1956. During our 60th anniversary conference in Vancouver last March, we launched the book edited by Erwin Epstein and titled *Crafting a Global Field: Six Decades of the Comparative and International Education Society*. Within that book, the chapter by Vandra Masemann focuses on the CIES within the WCCES. The latter was formed in 1970 as an umbrella body for five societies: the CIES, the Comparative and International Education Society of Canada (CIESC), the Comparative Education Society in Europe (CESE), the Japan Comparative Education Society (JCES), and the Korean Comparative Education Society (KCES). Since that time, the field has grown and the WCCES now has 42 member societies.

The most visible WCCES activity is a triennial World Congress. The WCCES endeavors to move to different regions for each Congress, and the 16th was held from 22-26 August 2016 in Beijing. It was hosted by the China Comparative Education Society (CCES) and Beijing Normal University (BNU). The Congress was a splendid occasion which indeed showcased much diversity and commonality in our field and provided a platform for the CIES to collaborate with sister societies.

Especially notable for the CIES is that our immediate past-president, N’Dri Assié-Lumumba, was elected WCCES President. She is pictured here delivering her vision for the next three years during the closing Assembly. N’Dri is the most recent of CIES past-presidents to lead the WCCES. She took over from Carlos Alberto Torres (WCCES President 2013-16), and predecessors include David Wilson (1996-2001), Vandra Masemann (1987-91), Erwin Epstein (1980-83), and Joseph Katz (1970-74). Analysis of these earlier periods can be found in the *2007 book of histories of the WCCES and its members* edited by Vandra Masemann, Maria Manzon and myself, in which the CIES chapter was written by Elizabeth Sherman Swing. The CIES is proud to have this long history of collaboration with sister societies in the WCCES, and looks forward to further global development of our field.
Symposium Program Now Available

Visit the Symposium website to see the latest program updates. The symposium aims at creating a vibrant new space for dialogue about global learning metrics among different stakeholders through a combination of plenary debates and focused parallel sessions. Participants will be welcomed by Carole Basile, Dean of Mary Lou Fulton Teachers College, and CIES President, Mark Bray, on November 10. The first day of the Symposium will center on the desirability and feasibility of global learning metrics. Featured speakers include: David Edwards, Eric Hanushek, Silvia Montoya, Karen Mundy, Ray Adams, Monisha Bajaj, Aaron Benavot, and Inês Dussel. The plenary debates will be facilitated by David C. Berliner and Iveta Silova of Arizona State University. Day two of the Symposium will focus on the possibility for global learning metrics to be pedagogically innovative and culturally responsive. Keynote plenary speakers include: Gert Biesta, Radhika Gorur, Dirk Hastedt, Pasi Sahiberg, Supriya Baily, Stafford Hood, Hugh McLean, and J. Douglas Willms. Audrey Amrein-Beardsley and Gustavo Fischman of Arizona State University will facilitate the keynote debates on November 11. Noah W. Sobe, CIES President-Elect will close the Symposium on Friday afternoon.

Prepare for the Debate

The keynote plenary speakers will be featured on FreshEd, the podcast series produced by Will Brehm, in the weeks leading up to and following the Symposium. Additionally, check the Symposium website in October to access the position statements of each plenary speaker.

Great Opportunity to Meet the Keynote Speakers

The Center for Advanced Studies in Global Education (CASGE) and edXchange invite you to join the keynote plenary speakers and parallel session participants for a cocktail reception on Thursday, November 10 from 6:00-8:00 p.m. at the Symposium venue. Please RSVP when you complete your Symposium registration.

Registration & Accommodations

Hotel rooms are available at the venue for a discounted rate for the nights of November 7-13, 2016. Reservations are available to symposium attendees on a first-come, first-served basis and must be made through this direct link. For more information on registration, accommodations, and to see the event program, visit the Symposium website.

For suggestions, questions and comments please contact us at CASGE@asu.edu

We look forward to seeing you in the Valley of the Sun for the Inaugural Symposium of the Comparative and International Education Society!
The New Scholars Committee (NSC) works to support junior members of CIES. At each conference, the committee typically hosts the following events:

- **Orientation Breakfast** - Hosted the first morning of the annual conference, this session is intended to welcome new attendees, connect junior and senior scholars, and orient attendees about conference events. Look for more details in upcoming emails related to the 2017 CIES conference.

- **Dissertation Workshops** - These workshops are aimed at supporting graduate students who are drafting their dissertations and are working on their proposals and/or are at the beginning of the writing stage. Small groups of graduate students are paired with senior scholars to workshop drafts at the conference. This is a great way to connect with other graduate students and to get feedback at whatever dissertation writing phase you are in.

- **Publication Workshops** - These workshops are aimed at supporting junior scholars in refining a piece for publication. Often scholars who intend to publish an article based on their dissertation research and/or other research they have conducted participate in this event. Small groups of junior scholars are paired with senior scholars to workshop drafts at the conference. This is a great way to connect with other junior scholars and to gain knowledge and experience about journal expectations and the publication process.

- **Essentials Workshops** - These workshops cover a wide variety of topics, and past sessions have included: applying for academic and non-academic positions, surviving the ‘early years’ of an academic career, research ethics, finding a work life balance that works for you, and others. No RSVP is required! Please see the upcoming conference program for more details.

The NSC is currently seeking senior scholars to volunteer to help facilitate these events. Our success in hosting these workshops depends on your generous support! If you would like to be a mentor for the Dissertation or Publication Workshop, or to participate as a panelist for one of the Essentials Workshops, please email us at newscholars.cies@gmail.com.

Finally, we would like to highlight a new event for the upcoming CIES 2017 conference! Through a CIES Knowledge Mobilization grant, the 3-Minute Thesis Video Competition* is coming to CIES. In hopes of furthering discussions and academic development for all our members, the New Scholars Committee welcomes video submissions from all CIES junior scholars. Through this knowledge mobilization initiative, ongoing or completed research from our emerging academics will be shared with the broader CIES community, practitioners, policy makers, and educators. This competition will culminate in the selection of three top videos prior to the 2017 CIES conference in Atlanta, USA. The scholars with the top three videos will be awarded a travel grant to present their research at the upcoming conference. If you are working on or have recently completed a thesis or dissertation, we invite you to submit a video! The submission timeline and judging criteria are available here: https://ciesnewscholars.wordpress.com/what-we-do/3mincomp/. If you are a seasoned CIES scholar, please visit our NSC website, Facebook, or Twitter account to view posted videos, support our CIES new scholars, and learn more about our research.

*The CIES 3 minute thesis competition is an adaptation of the famous 3MT competition from The University of Queensland, Australia. More details about the official 3MT competition is available here: http://threeminutethesis.org/
Standing Committee Reports

UREAG

UREAG Travel Grant Individual Member Reports on CIES 2016

Under-Represented Ethnic and Ability Groups (UREAG) take pleasure in presenting the individual reports of the 2016 UREAG Travel Grant. These expressions of thanks are truly as heart-warming as they are encouraging. Reports such as these highlight the need for UREAG continued existence in a capacity that will bring a variety of benefits to researchers and conference participants alike. To this end, the UREAG Team is committed to being even more willing and ready to ensure that UREAG members are afforded the range of opportunities that they need to enhance their professional growth and development. Below are three recipients’ reports:

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

“I travelled to CIES’16 after submitting my research pertaining to Early Childhood Care and Education. I value the experience, exposure, exchange of knowledge and expertise that I gained from such a conference. I attended many different sessions mostly those related to ECCE. One of the most interesting and intriguing presentations that I attended was held by the creators of Sesame Street, the children’s educational program, and how every detail within it is designed with care, contextualization and an educational goal too. As for my experience with UREAG, I came to the realization that UREAG offered me a great chance to feel special and important. The sessions that were part of UREAG were very informative and eye openers to the rights, regulations and politics involved with educational institutions and minorities or underrepresented groups. I really felt very distinguished to be part of such a group. I was honored to have the president of CIES visit on that specific day in the conference and she added even more value to the discussion and to the topics presented. Thank you very much for this opportunity and for offering me such exposure. — Batoul Helmy

“As a recipient of the UREAG Travel award, I am grateful for the invaluable support. I am a second year doctoral student who was able to attend the CIES conference in Vancouver in March 2016. This was my first conference since I started my doctoral program and it was the perfect one for various reasons. First, I am an international student from Kenya and meeting people from all over the world continues to be one of the most enriching experiences in my life. Secondly, attending CIES encouraged me to see how many individuals and organizations are partnering together and transcending obstacles and challenges to make this world a better place. Thirdly, the UREAG symposium was an added benefit which allowed me to interact with potential future colleagues and hear inspiring messages to soldier on in my doctoral journey. Lastly, I am grateful for the opportunity to present my work at the conference which was a positive learning experience. — Elisheba W. Kiru

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Latin America SIG (LASIG)

This May, LASIG organized the first online elections to elect our new Secretary, with outstanding member participation. The 2016-2017 LASIG Board includes: Martina Arnal (Co-Chair), Maria Schwedhelm (Co-Chair), Fernanda Pineda (Treasurer), Diana Rodríguez (Social Media Officer), and María Jesús Rojas (Secretary). This summer, LASIG has initiated a search committee among its members to identify potential Editors for a future book series to be published. The publication will be comprised of a thematic series that reflects innovative, timely and relevant education research being conducted in Latin America and the Caribbean. In preparation for the upcoming CIES Annual Conference, LASIG is building three central committees that will be responsible for reviewing and selecting the SIG’s (1) recipient of the Outstanding Dissertation Award 2017 (2) recipient of the Emerging Scholar Award 2017, and (3) proposals to be presented in Atlanta. For further information join and like our Facebook page, visit our website, or write to us at lasig.cies@gmail.com.

Middle East SIG (MESIG)

The MESIG congratulates its member Ahmed Sameh, MA student at the American University in Cairo, Graduate School of Education, for being selected to participate in the Portugal ChangemakerXchange summit for young social entrepreneurs, which was held from 31st August to 4th September 2016. Founded by Ashoka in 2012, the ChangemakerXchange selects and gathers 18 to 28 year old change makers with a proven track record in driving exciting social ventures for empowering children and youth. The summit provides an opportunity for its selected participants to share experiences, learn from each other and create cross-border collaborations. Ahmed Sameh was chosen from several hundred very high quality applications from all over Europe, the Middle East, Turkey, South Caucasus and North Africa. The CIES MESIG congratulates Ahmed for this marvelous recognition of his social endeavors in support of children and youth in Egypt and the MENA region.

South Asia SIG (SASIG)

The SIG welcomes two new Board Members for the remainder of this term: Program Chair Aditi Arur and Graduate Student Representative Norin Taj. Their high-level teamwork skills are instrumental in continuing the Board’s commitment to the SA SIG membership as we build on our past programming and growing team of committees volunteers, outreach and endeavors. The SIG is looking forward to CIES 2017 and is developing our Call for Proposals which will include two special topic calls for each of our Highlighted Sessions.
Africa Diaspora SIG

At the 2016 CIES conference, the newly established African Diaspora SIG inaugurated the Henry M. Levin African Diaspora SIG Lecture. As the inaugural lecturer, Dr. Ernest Morrell delivered an inspiring and enthralling address that engaged and challenged the capacity crowd. Such response reinforces our commitment to exploring and sharing the multitude of experiences across the African Diaspora. In fact, we have confirmed our 2017 CIES Henry M. Levin African Diaspora SIG Lecturer, the renowned African Diaspora historian, Dr. Michael A. Gomez. Please join us as we delve into the rich experiences within the African Diaspora. For further information contact co-Chairs: Nafees M. Khan at nkhan04@gmail.com or Kassie Freeman at kfreeman@adcexchange.org or see our Facebook page.

Contemplative Inquiry and Holistic Education SIG

The SIG, created in 2014, addresses holistic development and integration of learners’ minds, bodies, and spirit through holistic innovation and contemplative means. At Vancouver’s conference, 9 sessions engaged enthusiastic educators wishing to apply contemplative practices in their personal lives and classrooms. Charles Scott and Tom Culham were elected SIG co-chairs taking the baton from Jing Lin and Rebecca Oxford. At a half day colloquium organized by Heesoon Bai, participants meditated on and inquired: How can contemplative and holistic education contribute to well-being and social change? We encourage submissions considering a pedagogy of the heart or love for the 2017 Conference.

Education, Conflict, and Emergencies SIG

The SIG on Education, Conflict, and Emergencies is partnering with the Journal on Education in Emergencies to host a mentoring session on academic publishing in the field at the CIES 2017 Conference, complementing its standard call for submissions to the SIG. Senior scholars in the field will provide feedback on working papers to new scholars working on issues related to two themes: refugees and forced migration and violence and youth. Participants will have the opportunity to submit to a special issue of the Journal. More information is available through our SIG newsletter and website as well as the CIES Weekly Announcements.

Left: Dr. Kassie Freeman and Dr. Nafees Khan, Co-Chairs of the African Diaspora SIG honor Dr. Henry M. Levin, Past CIES President as the eponym of the Annual Henry M. Levin Lecture.

Right: Dr. Ernest Morrell delivered a powerful lecture as the inaugural lecturer of the CIES African Diaspora SIG Henry M. Levin Lecture.
Environmental and Sustainability Education SIG

The Environmental and Sustainability Education SIG recently appointed Xiuying “Sophy” Cai as program chair. Sophy is a PhD candidate in the department of Educational Policy, Organization, and Leadership at the University of Illinois at Urbana-Champaign. Her interests include critical/feminist pedagogy, global studies in education, international education and sustainable development. She will be joining current SIG chair Michael C. Russell in planning ESE activities at the 2017 CIES Annual Meeting. The ESE SIG is looking forward to building on the success of the 2016 conference as we prepare for Atlanta.

Global Mathematics Education SIG

The Global Mathematics SIG is working to increase membership and awareness of global mathematics (click here for more information and our newsletter). Exciting accomplishments this past year include: K. Vaijayanti from the Akshara foundation published a report about a longitudinal study to test the effectiveness of a math intervention on the learning outcomes of elementary school children in India. Also, Linda Platas, Leanne Ketterlin-Geller, and Yasmin Sitabkhan published a paper about the theoretical foundations of the Early Grade Math Assessment. Our highlighted panel for CIES 2017 will be “Promising Instructional Practices for Early Grade Mathematics Instruction in Low- and Middle-Income Countries”. For further information, email ysitabkhan@rti.org.

Globalization & Education SIG

The Globalization and Education Special Interest Group (G&E SIG) is excited to announce that Dr. Fazal Rizvi, Professor in Global Studies in Education at the University of Melbourne, has been selected as the G&E SIG keynote speaker for the CIES Conference in Atlanta. The FreshEd weekly podcast has a new website that archives and provides exclusive online material for shows. Join us each Monday for a new episode that features an interview with a leading education scholar to discuss his/her work and make complex ideas in educational research easily understood. Want to join FreshEd as a guest or contributor? Contact us here. Please subscribe to the show on iTunes.

Higher Education SIG

The HE SIG recently elected Christina Yao as the new Program Co-Chair with Gerardo Blanco-Ramirez. The HE SIG is incredibly grateful for the contributions of Esther Gottlieb whose term ended this year. We have recently appointed Rosalind Latiner Raby as the Editor in Chief of the Comparative and International Higher Education newsletter. Currently we have a call for papers for our 2016 edition. For more information, please see our website: http://higheredsig.org/publications/cihe/instructions-for-authors/.

Dr. David Chapman, Winner of the Lifetime Achievement Award 2016 with Dr. Rebecca Clothey, Awards Chairperson
Inclusive Education SIG

At the March CIES conference in Vancouver, the Inclusive Education SIG welcomed a new leadership team. Matt Schuelka (University of Birmingham) will now serve as Chair of the SIG, and Kate Lapham (Open Society Foundation) was elected as Program Chair. Thomas Engsig (University College of Northern Denmark) was selected for the Inclusive Education Emerging Scholar Award for 2016. In more recent news, the Inclusive Education SIG now has a Facebook page. We have put out a call for proposals for CIES 2017 and look forward to reviewing applications that we receive.

Language Issues SIG

Since Vancouver, LISIG members have been quite productive. Kevin Carroll and Catherine Mazak are nearing publication of their book *Translanguaging in Higher Education*. Steve Bahry is featured in a new book on language in the Iranian context, *Who’s Afraid of Multilingual Education?* Kevin Wong is a regular contributor to *Huffington Post*, writing on bilingual education and learners. LISIG plans to offer a dissertation award this year for doctoral dissertations completed between 2014-2016. If you or one of your students has written a language and education related doctoral dissertation, please consider submitting a manuscript.

Peace Education SIG

The Peace Education SIG invites papers to be submitted for our highlighted sessions at the upcoming CIES conference in Atlanta, GA. Papers should relate to the conference’s theme of “Problematizing (In)Equality: The Promise of Comparative and International Education” as well as the study of peace and conflict, human rights, and social justice in education. We also invite members to contribute to our forthcoming newsletter by forwarding us stories, news and information of new publications related to the theme of peace education. Please send your ideas and materials to Marios Antoniou at antonioumarios@outlook.com.

Post-Foundational Approaches SIG

The Post-Foundational Approaches SIG has been further developing our book series with Bloomsbury Press, and is excited to announce our new website. Check us out at [http://postfoundational.weebly.com](http://postfoundational.weebly.com).

Religion & Education SIG

Robert Osburn, Co-Chair of the Religion and Education SIG, recently presented a paper at the 8th International Conference of the International Association for the Promotion of Christian Higher Education, which was held at Baekseok University in Cheonan City, South Korea. His paper outlined the need for Christian universities to incorporate anti-corruption curricula.

Teaching Comparative Education SIG

Hello from the TCE SIG! We invite you to consider submitting papers to present at CIES 2017 in response to its call for papers on the CIES webpage. We will select panelists to complement each other and trigger debate. We also expect to offer highlighted sessions and look forward to wide participation. The CFP can be found on the CIES webpage. Jacqueline Mosselson, Associate Professor at UMass Amherst, is currently chairing the SIG, with Matthew Thomas, lecturer at the University of Sydney, as Vice Chair. We’re looking forward to working with you to broaden participation in our field for students and practitioners alike.
1) Tell us about some of your recent research and teaching in comparative and international education.

My professional work includes leading international development projects that aim at both policy and practice and in particular capacity building of the University sector in the Global South. From 2008-2014 I was the scientific coordinator of a NORAD (the Norwegian Agency for Development Cooperation) funded research program involving Sudan, South Sudan and South Africa. The project focused specifically on the ways in which the content of gender equity, found in global discourses and global policy, affects local realities. In connection with this project, I was also the co-scientific coordinator of a six-year program, also funded by NORAD, focusing on capacity building in the University sector in South Sudan. These projects have required strong leadership skills to work with academics in post-conflict settings, donors, NGOs and with graduate student as co-researchers. I have used these projects as a platform for both my own teaching and involving graduate students in conducting actual research within these larger programs.

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

During my time as a board member, I continued also my service as the co-chair of the Gender and Education Committee. Although it was a challenge to do both simultaneously, I feel this allowed for a good synergy between my duties on the board and service to the broader society in other ways. I have also served on the Ad Hoc Committee on Management and Delivery of Administrative Services, which was charged with exploring and recommending possible models of providing quality administrative and management services for CIES. More recently, I have been asked to serve on a working group for the board aimed at developing a framework for future CIES symposia.

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

I am originally from Iceland and moved to the US at the age of three, with my parents and three sisters. In my early 30s, I moved back to Iceland with my son, age three (after divorcing my first husband). Shortly, after moving back I began my university studies at the University of Iceland. However, in order to follow the regular programs at the university I first had to study Icelandic for foreign students for almost two years. During my first year at university, I met my husband (also Icelandic) and three years later, we moved to Norway, where I finished my university studies. Between us we have five boys (his, mine and ours), ages 16-31. We live in a big red house in the countryside, about one hour outside of Oslo. Soon after buying the house, we also became foster parents for two more teenage boys. It is a big lively, noisy and often chaotic house, but it works for us!

4) What book are you reading now?

I am usually reading two or three books at a time. Right now, I am dividing my time between two books, both of which are in preparation for a PhD course I am teaching in the fall term on the Philosophy of Science
Halla B. Holmarsdottir continued

in Teacher Education. First, I am re-reading What Is This Thing Called Science? by Alan Chalmers. The second is Philosophy and Theory in Educational Research: Writing in the Margin edited by Amanda Fullford and Naomi Hodgson. While Chalmers’ book is a classic (now in its 4th edition) the book by Fullford and Hodgson just came out in 2016. What I like about the latter book is that it discusses the importance of both empirical and philosophical/theoretical research. It also draws attention to the ways in which conducting educational philosophy can be educating in itself.

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

In my own work as a researcher I am more and more inspired by the words of Gert Biesta (2010: 48) who argues that “...there is a real need to widen the scope of our thinking about the relationship between research, policy and practice, so as to make the most effective ways to achieve certain ends, but also addresses questions about the desirability of the ends themselves”. This challenge to us as researchers allows us to move beyond mere technical questions in terms of the quality of education and instead helps open up the possibility of critical inquiry into what kind of education is desirable. Ultimately, as new scholars do not stop asking the “unsettling” and “disrupting” questions. This journey is a necessary part of one’s becoming.
1) Tell us about some of your recent research and teaching in comparative and international education.

My name is Elena Aydarova but most often I go by Helen. Currently, I am a Postdoctoral Research Scholar at Arizona State University. My research explores the interaction between global transformations in education and the work of teachers, teaching, and teacher education. One of my recent projects explored this interaction through a multi-sited ethnography of teacher education reforms in the Russian Federation. In that project, I drew on the theory of political theater to examine how globally-circulated policy scripts are used to redefine teachers’ work and professional preparation. Drawing on the work of Brecht, Boal, and Ranciere, I explored how the dramaturgical techniques used in theater can provide insights into globally-circulated reforms and their connections to large-scale social change. In another project, together with Lynn Paine (Michigan State University) and Sigrid Blomeke (University of Oslo), I analyzed how globally-circulated norms and frames shape the work of teachers, teaching, and teacher education around the globe. That project culminated in a chapter on teachers and teaching in the context of globalization in the AERA Handbook of Research on Teaching.

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

On the CIES Board of Directors, I represent graduate students and junior scholars. My responsibility is to make sure that graduate students’ voices are heard and that their perspectives are factored into the Board’s deliberations. I cherish the warm and caring community that CIES has been for me and hope that as new graduate students join the society, they will feel appreciated and welcome. On this note, if there are graduate students or junior scholars that need to discuss any of their joys or concerns about being a CIES member, they should get in touch with me.

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

On a more personal note, I enjoy traveling around the world. I am an adventurous eater and so far I have tasted camel hump, lamb brain, fish eyes, tortoise shell, grasshoppers, snails, and tarantulas.

4) What book are you reading now?

Right now, I am on a reading journey through post-colonial studies and I am currently re-reading Gayatri Chakravorty Spivak’s Aesthetic Education in the Era of Globalization. I love her insights into decolonial ethics and into possibilities of re-thinking ourselves as planetary human beings. I also keep a blog about global educational transformations, struggle for diversity, and social change at https://elenaaydarova.com/. Stop by and say hello.

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

As a junior scholar myself, the only advice I can give to new scholars in the field is to watch out for the job market vagaries. I would recommend that graduate students start exploring what jobs or positions are available before they even start their PhD programs. If someone is interested in an academic career and there are only three or four job listings in their preferred field in the months of September, October, and November, I would suggest that the person re-considers their specialization. If someone is already in a PhD program, they should start exploring multiple employment options early on and build their skill set accordingly. Jobs in the private or the government sectors might require a slightly different training and a slightly different network of colleagues. Preparing for those requires work and it could be worthwhile to start that preparation early on.
The XVI Congress of the World Council of Comparative and International Education Societies (WCCES) was held at Beijing Normal University from 22 to 26 August, 2016. Hosted by the Comparative Education Society of China, it was the latest of such triennial meetings. It has been the policy of the World Council over the years to hold these academic meetings in as wide a range of global locations as possible in order to address, at least in part, the problem of accessibility to attendance for members of affiliated Societies.

The level of organization involved in successfully mounting such a Congress is worth considering: In the three years since being awarded the meeting, the Preparatory Committee developed a detailed timeline for its committees, the chart for which occupied an entire classroom wall (I saw this myself during a teaching visit last December). These committees covered publicity, registration, assessment of the proposals, invitation of guests, arrangement of the venue and sites of the congress, IT support, recruitment and training of Volunteers, board and accommodation services, external links and coordination of all the work related.

The Congress served two functions, being an academic/scientific conference and providing the venue for the WCCES Executive meeting and General Assembly. 

Keynote speeches were presented by Yingie Wang (Conference Chair and President of the Chinese Comparative Education Society), Andreas Schleicher, Ruth Hayhoe and Carlos Torres (Past President of WCCES following the Executive meeting). Four highlighted panels and 274 parallel panels included 991 reviewed papers submitted, as well as 4 poster sessions made up the program. In addition, there were two cultural performances and 3 school visits.

Comparative and international education brings together a remarkably wide range of theoretical and ideological viewpoints mirrored in the scope of the 14 thematic groupings of sessions. Current contextual conditions were evident in the globalization/localization and centralization/decentralization, marketization and autonomy/accountability themes. Accessibility to education was represented thematically through equity/efficiency, adult education and elite/mass education foci.

On the theoretical side, scientism/humanism was a theme along with the more general theoretical and methodological discussions.

More than 800 people participated in this congress, among them, more than 400 were from other countries, the balance being faculty and students from different parts of China. More than 200 staff and volunteer students were also present. A notable aspect was the presence of participants from Taiwan. This was significant as it had required thoughtful and delicate negotiations by then-WCCES President Wing On Lee that the member society in Taiwan be recognized on the mainland, in the years leading to the acceptance of the proposal to hold the conference in China.

There were a number of features that stood out for me. Not least was the mix of participants, with significant representation of academics from all stages in their careers. There were a number of researchers who had found the funding to bring graduate students with them to the meeting. The participation of presenters from every continent was clear – not only from that international community who find positions in Europe and northern American universities.

Stemming from the Congress will be a range of publications, among which will be peer reviewed volumes with chapters arising from presentations. These follow similar books published by Sense Publishers after the Sarajevo, Istanbul and Buenos Aires congresses; also, special issues of some journals are being negotiated.

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WCCES Report Continued

Chinese Education in the Globalized World

BY SHIBAO GUO AND YAN GUO, UNIVERSITY OF CALGARY

Spotlight on China: Chinese Education in the Globalized World was successfully launched at the 16th World Congress of Comparative Education Societies at Beijing Normal University, China. The book is edited by Shibao Guo and Yan Guo at the University of Calgary and published by Sense Publishers in August 2016. The book launch symposium had the participation of five international scholars from Canada, China, and the USA. Prof. Ruth Hayhoe from OISE/University of Toronto provided insightful comments as an expert on Chinese education.

The panel consisted of the following five papers:

• Internationalization of Higher Education in China: Reflections on the National Scenario
• Internationalization of Chinese Higher Education in the Era of Globalization: Student Mobility between China and the Globalized World
• The Unique Features of Chinese International Students in the United States: Possibilities and Challenges
• Growing Up in Canada: Exploring Factors that Affect the Sense of Belonging among Chinese Immigrant Youth in Canada
• Living in a Double Diaspora: Transnational Talent Mobility between China and Canada

Collectively this panel examined the impact of globalization on China and the interactions of Chinese education with the globalized world, focusing on internationalization, student mobility, cross-cultural teaching and learning, and transnational talent mobility. The panel generated a stimulating discussion with an overcrowded international audience. China’s successes and challenges will inform international researchers and educators about globalization and education in their own contexts with possible implications for change.

Spotlight on China panel, WCCES Congress, August 2106
From left to right Dan Cui, Shibao Guo, Rui Yang, Yan Guo, Ruth Hayhoe, Baocun Liu, and Kun Yan.
Catherine A. Honeyman

_The Orderly Entrepreneur: Youth, Education and Governance in Rwanda_

Drawing on ethnographic research with nearly 500 participants, The Orderly Entrepreneur investigates the significance of Rwanda’s six-year course in entrepreneurship, which is required learning in all secondary schools. Honeyman reveals how the interpretations of curriculum developers, teachers, and students influenced and reshaped this education policy every step of the way.

Charles B. Hutchison (Ed.)

_Experiences of Immigrant Professors: Cross-Cultural Differences, Challenges, and Lessons for Success_

What do you need to know if you (and your family) moved to another country to work as a professor or took a new position as a migrant worker? The book, Experiences of Immigrant Professors (Routledge, 2016), offers a 360-degree treatment of the possible issues to consider to become successful.

M. Fernanda Astiz and Motoko Akiba (Eds.).

_The Global and the Local: Diverse Perspectives in Comparative Education_

The book examines how the understanding of the global and the local has changed in response to ongoing reconfigurations between the state and society. The book underscores the richness of contextual factors that may create opportunities for innovation, or may serve as constraints in the implementation process. As a whole, the book brings new questions about globalization and the imperatives of education policy and implementation.

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Sarah Lange  
**Achieving Teaching Quality in Sub-Saharan Africa. Empirical Results from Cascade Training**

Sarah Lange examines the effectiveness of cascade training, which constitutes a cost-effective teacher training model. In development cooperation countries, teaching quality is expected to improve with teacher professional development; for this purpose, she explores the effectiveness of training multipliers in schools in Cameroon. This research question is analyzed with a questionnaire survey provided to teachers, students and principals as well as a teacher video survey and a student achievement test.

Peggy A. Kong  
**Parenting, Education, and Social Mobility in Rural China: Cultivating dragons and phoenixes**

This book examines how parents in rural China engage strategies to support their children’s education that are largely invisible in the discussion of parental participation. It provides insights into how poor rural parents envision their role with their children, schools and society, and how these relationships shape mobility in society.

Marianne A. Larsen  
**Internationalization of Higher Education: An Analysis through Spatial, Network, and Mobilities Theories**

A cutting-edge analysis of the ways in which higher education institutions have become more international over the past two decades. Drawing upon a range of post-foundational spatial, network, and mobilities theories, the book shifts our thinking away from linear, binary, Western accounts of internationalization to understand the complex, multi-centered and contradictory ways in which internationalization processes have played out across a wide variety of higher education landscapes worldwide.

Rosalind Latiner Raby & Edward J. Valeau (Eds.)  
**International Education at Community Colleges: Themes, Practices, and Case Studies**

There is a special challenge for U.S. community colleges to move from celebration of singular programs that make internationalization available to only a few students to sustainable change that influences the entire college community. This book allows well-known scholars, community college practitioners, and emerging leaders an opportunity to expand and reflect on existing practices that demonstrate the dynamic nature of U.S. community college internationalization.
Jun Li

*Quest for World-Class Teacher Education? A Multiperspectival Study on the Chinese Model of Policy Implementation*

Utilizing a case study method and a multiperspectival approach, this volume by Springer (2016) critically investigates the rational, dynamic and complex implementation process taking place at the micro institutional level for world-class teacher education institutions in China. It constructs a Chinese Zhong-Yong Model of policy implementation, which may be transferable to other contexts seeking to nurture world-class teachers and achieve educational excellence in a global age. More information online.

Matthew J. Schuelka and T.W. Maxwell (Eds.)

*Education in Bhutan: Culture, Schooling, and Gross National Happiness*

Bhutan is a country in the Himalayas with a relatively new education system and a unique governmental philosophy known as Gross National Happiness. This book explores the history, culture, challenges, and opportunities of schooling in Bhutan. It discusses topics including historical perspectives on Buddhist monastic education, the regional and international influence on educational development, traditional medical education, higher education, and the evolution of Bhutanese educational policy, to name but a few. It also investigates contemporary challenges to schooling in Bhutan such as adult education, inclusive education, early childhood education, rurality, and gender.

Amy Stambach and Kathleen D. Hall (Eds.)

*Anthropological Perspectives on Student Futures: Youth and the Politics of Possibility*

This book examines diverse ways in which young people from around the world envision and prepare for their future education, careers, and families. This volume will be of particular interest to practicing teachers and anthropologists and to readers who seek an ethnographic understanding of the world as seen through the eyes of students.

Shoko Yamada (Ed.)

*Post-Education-For-All and Sustainable Development Paradigm: Structural Changes with Diversifying Actors and Norms*

This book sheds light on the nexus of driving factors for the paradigm shift, with chapters that focus on the emerging state and nonstate actors and discourse on post-EFA agendas. Special attention is given to the Asia-Pacific region, which simultaneously demonstrates diversity and common regional features.
2015-16 DISSENTATIONS
Completed by CIES Members

Elisabeth E. Lefebvre
"What was best for a white child need not be the same for a dark child": Producing the ‘educated African child’ in colonial Uganda’s schools, 1877-1963
University of Minnesota | 2016

Mousumi Mukherjee
Inclusive Education and School Reform in Postcolonial India
University of Melbourne | 2015

Lindsey Perry
Validating Interpretations about Student Performance from the Early Grade Mathematics Assessment
Relational Reasoning and Spatial Reasoning Subtasks
Southern Methodist University | 2016

Diana Rodríguez Gómez
The Refugee Label: Mapping the Trajectories of Colombian Youth and their Families Through Educational Bureaucracies in Ecuador
Teachers College - Columbia University | 2016

Laura Wangsness Willemsen
Embodying Empowerment: Gender, Schooling, Relationships and Life History in Tanzania
University of Minnesota, Twin Cities | 2016

HISTORIAN’S CORNER

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

Are you interested in learning more about the history of the CIES? Did you know that there are a couple of terrific videos on the CIES website about our rich and fascinating history? In the video Comparatively Speaking - CIES Presidents Oral History of CIES, produced in 2007, twenty-five past CIES Presidents reflected upon the first 50 years of developments in the field and in the society, as well as their own involvement in the CIES. Then, if you want to learn more about our history, do watch the more recent (2016) video, Comparatively Speaking II: 60 Years of the Comparative and International Education Society, which includes both the views of CIES Presidents and many others involved in the work of the CIES.
News and Views from the Field

Presenting at Conferences: Public or Private Domain?

BY ANTHONY RAY, DOCTORAL STUDENT, GEORGE MASON UNIVERSITY
COMMUNICATIONS OFFICER, CCEHP SIG

It is hard to argue against the importance of involvement in any professional organization. Other than publishing a book or publishing online, what other better venue do we have to allow us to share our research and ideas, and meet other like-minded individuals than our yearly conferences? For me, it is impossible to absorb all the material presented in any one given session, so I have gotten into the habit of recording certain segments of panels that pique my interest. At the end of the day, I download the presentations and watch them again for my own personal edification, which has nothing to do with plagiarism.

As we have seen in presentations, various members of the audience sometimes take photos of Power Point slides that capture their attention. Sometimes, presenters may even ask the audience to take photos or record certain segments. After having been a member of CIES for four years now, I have yet had a presenter tell me I could not take photos or record anything, up until the 2016 conference in Vancouver when a presenter requested that I not record their session. After this incident, I contacted CIES and was informed that there is no specific policy or by-law regarding this issue.

Since CIES does not have a specific policy regarding this issue, I contacted two other organizations I am familiar with; AERA, and TESOL. As it turns out, they also do not have a policy regarding this matter. However, TESOL does encourage the sharing of new research amongst its members by providing a portal where presenters can upload their complete papers to share, which become available to all members. In my opinion, since membership to CIES is open to anyone, and participation in an event is open to non-members, it is prohibitively difficult to regulate the recording of presentations, and would interfere with the sharing of knowledge. Either presenters would be forced to announce that no recording is permitted, or would have to accept the fact that anyone can record at any time. I personally feel that not being able to record is counter-productive as I am a paying customer, a fellow scholar, and an interested audience member. Any opinions or feedback would be greatly appreciated.

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News and Views from the Field

ISCEST: Enabling Research and Educational Opportunities

BY PROFESSOR STEVE AZAIKI

The International Society for Comparative Education, Science and Technology (ISCEST) Nigeria was inaugurated in December 2014. From the onset, it has turned its attention to inspiring people who work in the area of comparative education, science and technology to bolster their research skills. Acquisition of these skills will in turn reinforce, as well as sustain learners’ cognitive and analytical skills. The channels that ISCEST employs to facilitate research skills development are workshops, conference presentations and the subsequent publication of selected papers presented, in ISCEST’s Official Journal - Current Studies in Comparative Education, Science and Technology (CSCEST). The theme for an upcoming Special Issue of CSCEST is Comparative and International Education. ISCEST’s 3rd Conference is carded for 4 – 8 December, Port Harcourt, Rivers State, Nigeria. Victor Nobuo Kobayashi, Professor Emeritus, University of Hawaii, College of Education is the Keynote Speaker for the conference. Continuing Professional Development (CPD) workshops are a special feature of ISCEST’s conferences. Academic writing and learning about research approaches are two popular topics addressed to help members and other educators boost their research and academic skills.

In addition to hosting conferences, ISCEST’s members are encouraged to participate in other education conferences - national, regional and international. For example, ISCEST members including David Turner, Zehlia Babaci-Wilhite and myself participated in the CIES conference in Vancouver, Canada in March and in the International Conference of the Bulgarian Comparative Education Society in Sofia, Bulgaria in June. On the national scene, Professor Obire Omokaro, ISCEST’s Thematic Chair for Environmental and Agricultural Sciences, was convener for another ISCSET educational event that took place on 28th June. The theme of the conference was: Building Capacity and Tools for Comparative Education, Science and Technology.

The ISCEST is currently seeking membership in the World Council of Comparative Education Societies (WCCES). If successful, ISCEST will be the fourth African Comparative Education Society to hold membership in WCCES. The first three societies are: (1) Southern African Comparative and History of Education Society (SACHES); (2) Egyptian Comparative Education & Educational Administration Society (ECCEAS) and (3) Africa for Research in Comparative Education Society (AFRICE). ISCEST strongly asserts that in collaborating with its African counterparts, it is not only better positioned to explore education issues via research work, but also well placed to influence policy that will benefit learners and educators alike. ISCEST acknowledges that the fulfillment of its purposes is an ongoing exercise. To this end, the organization continues to encourage and support its members in their quest to develop as keen researchers and academicians.

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Paideia of the Soul Dialogue

Paideia of the Soul for All: The Educational Imperative in the Knowledge Cosmopolis

BY DR. ANDREAS M. KAZAMIAS, PROFESSOR EMERITUS OF EDUCATIONAL POLICY STUDIES, UNIVERSITY OF WISCONSIN

Educatoging the mind (nous) without educating the soul/heart (psyche) is no education at all (Aristotle).

Education is not intellectual development alone. It should also develop aesthetic nature and creativity. Education is an effort to make life meaningful. Emphasis on the teaching of poetry, theater, fine arts and music (Tagore, Hindu poet, Nobel laureate in Literature)

The World-Wide Crisis in Education: A Paideia Crisis

Martha Nussbaum, an eminent American philosopher and public intellectual, in her book Not for Profit: Why Democracy Needs the Humanities, argues that today “we are in the midst of a world-wide crisis in education,” which in the long run is “likely to be far more damaging to the future of democratic self-government.” She explains further: “Thirsty for national profit, nations, and their systems of education, are heedlessly discarding skills (and abilities) that are needed to keep democracy alive...These skills and abilities are associated with the humanities and the arts” (pp. 1-2, 7).

The Knowledge Cosmopolis We Live In: A “Dehumanized Virtual Dystopia”?

The Knowledge Cosmopolis we live in has been characterized, inter alia, as (a) a techno-scientific knowledge society constructed on a new information epistemological paradigm, a culture of real virtuality and a network society (Castells, 1998), (b) a “masculinized world of high technology and finances” (Stromquist & Monkman, 2000), and (c) a “philistine empire” informed by a “philistine ethos” (Puredi, 2005). Such a Knowledge Cosmopolis, I argue, is a dehumanized virtual dystopi that is propped up by a techno-scientific epistemological paradigm of education. It underemphasizes aesthetic knowledge, ethical dispositions and civic virtues, i.e. a ‘paideia of the soul’, a quintessential attribute of being wholly human.

In the Knowledge Cosmopolis, educational institutions, especially colleges and universities, are foreordained to emphasize techno-scientific knowledge, instrumental rationality and what Lyotard (1984) has called performativity, at the expense of humanistic knowledge and culture. From socio-cultural institutions, a main function of which has been a holistic education or paideia—intellectual, moral and civic—European and North American universities are being metamorphosed into sites for the production of mainly instrumental knowledge and techno-science, and for the acquisition of marketable skills (Aronowitz, 2000). In such a transformation, their main mission becomes less the formation of a homo humanus and homo civilis type of citizen, and more the construction of a homo economicus type, namely, the informed, efficient and skilled entrepreneur/worker in the competitive global economic system. According to Readings (1996), the modern university “is a ruined institution...stripped of its cultural mission”; it has been forced to abandon its historical cultural mission. Instead, it has become “a bureaucratic arm of the unipolar capitalist system [and] ensconced in consumer ideology...It is no longer called upon to train a citizen subject” (pp. 5, 14, 44-48, 74-75).

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It would be pertinent here to refer to the type of education and learning that is promulgated by UNESCO and the World Bank, two significant international actors in the governance of education worldwide. UNESCO’s Education for All and the World Bank’s Learning for All discourses are suffused with the “cognitive hypothesis syndrome”, (Tough, 2013) by emphasizing ‘cognitive skills’ or ‘tools of the mind’, mainly for instrumental purposes, viz. elimination of poverty, equity, and sustainable economic development. They underemphasize ‘non-cognitive skills’, or ‘tools of the heart’, namely, aesthetic knowledge, ethical dispositions and civic virtues, what I call ‘paideia of the soul’, considered to be necessary for “a holistic and humanistic vision of quality education” and for “democracy and world citizenship”, UNESCO’s putative educational philosophy (Kazamias, 2016).

**Paideia of the Soul for All (POSA): The Educational Imperative in the Knowledge Cosmopolis**

What is needed in the Knowledge Cosmopolis is a Paideia of the Soul for All (POSA)—a re-conceptualized humanistic education—that involves the cultivation of both ‘tools of the mind’ and ‘tools of the heart’ for the formation of a homo civilis/homo humanus type of citizen of the world. The Paideia of the Soul for All (POSA) that I am advocating entails the following epistemic areas: emotional knowledge or knowing what to feel; aesthetic knowledge and aesthetic dispositions; critical aesthetic pedagogy; Socratic pedagogy, i.e. a pedagogy that emphasizes critical self-reflection, questioning (elenchus), philosophizing; Aristotelian ‘character’, i.e. the cultivation of intellectual and moral/civic virtues viz. reasoning and practical wisdom or prudence (phronesis), justice/equity, temperance, friendship (philia), liberality and magnificence for eudaimonia (happiness) and the “good life” (eu zein) (Aristotle); education for happiness, not for ‘life/living’ but for a flourishing life. Interpreted in terms of knowledge and areas of study, a re-conceptualized humanistic paideia for the cultivation of the mind, but more so of the soul/psyche would emphasize what are usually referred to as the Humanities and the Arts, viz., language, literature, philosophy, history, music and the fine arts (See AbbS, 1994; Eisner, 1985; Medina, 2012; Nussbaum, 2010; Noddings, 2003; Rosenblatt, 1995; Scruton, 2007).
Kazamias’ defense of the humanities is a most welcome initiative. In times of awesome discoveries, the physical sciences dominate moral restraint and practical wisdom. I very much agree with Kazamias’ point that education is facing a crisis. It is a silent crisis with no obvious bleeding casualties, but a crisis nonetheless: of content, in terms both of misplaced attention to a narrow curriculum and of pedagogy, in which teacher concerns for the one-right-answer prevail.

If we take as a point of departure that knowledge-seeking is one of the foremost human traits, then it follows that knowing about ourselves should be a fundamental component of knowledge. This implies understanding our past, our emotions and ambitions, and our aspirations for ourselves and for society. The humanities are a human invention—they belong to all of us; by no means do they imply an exclusive focus on Greek inheritance.

The humanities contribute greatly toward a life that goes beyond work and wages to introduce us to the beauty and pleasure we should draw from life. History, philosophy, literature, and theater are universal expressions of being human and must be part of our existence. Literature, in particular, increases our capacity to express ourselves as well as to perceive the world in deeper and more diverse ways. Unfortunately, the humanities are being promoted in just a few elite universities, whose endowment frees them from financial pressures. Philosophy, which was never in recent decades very popular as a field of study, now is hard to find. History as a major is disappearing in several universities. Our access to the humanities is further limited by the reduction of electives in many programs of study.

One of the most common expressions today is “knowledge society.” Everywhere we are reminded that education must prepare students for this new world. “Knowledge society,” however, is often coupled with “the need to prepare individuals for the labor market” that such a society demands. On closer inspection, the term is a misnomer inasmuch as it does not refer to knowledge of the humanities and the arts. The humanities are essential to a better understanding of the world around us. Yet, we also need to have exposure to empirical data and to be able to process data in an appropriate manner, with strong ontological and theoretical considerations. This requires categories developed by the social sciences. In my view, both the humanities and the social sciences are needed to complement the physical sciences—something that current higher education programs tend to skip.

Critical thinking is a term that appears in several educational reform efforts in the US as well as in reforms in other countries that are often inescapably influenced by American initiatives. However, “critical thinking,” as described in those documents, does not mean critical deliberation of problems affecting nation and community but rather how to foster logical and coherent thinking in one’s writing, independent of the subject matter under discussion. To what extent are values such as solidarity, acceptance of difference, dialogue among students, knowledge-sharing among different types of knowledge, and citizen formation being promoted in classrooms and schools? At the higher education level, given the increasing specialization of programs of study, these issues receive scant coverage.

“Quality” of education needs to be redefined to mean the inclusion of the humanities. I have made a similar comment before to argue for the inclusion of gender-related knowledge. In education policy today, most of our attention is placed on technological innovations, administrative procedures (decentralization), testing, equity/equality, academic achievement and its measurement, and privatization. These
foci fail to generate substantial progress, often for lack of conceptual grounding. Let me give two examples:

Poverty is deplored by all governmental and international institutions. Yet, the way poverty is framed fails to acknowledge factors that make poverty so enduring and widespread. The dominant discourse continues to see poverty as the result of insufficient knowledge and skills among those who are poor—thus their need to develop "knowledge capital." Seldom is poverty recognized as the result of an unjust division of rewards and resources among different groups of people and nations. Inequality—another fact deplored by most public institutions—is not just a product of uneven distribution of income and wealth but also the expression of racialized and gendered differences that operate both at local and global levels. As long as there is little respect for the Other and lack of empathy about situations beyond one's experience, there will be no significant attempt to correct financial rewards for either the labor of the disadvantaged people or the goods they supply to the world market.

Reflecting on the essay by Kazamias made me realize how little attention comparative and international education pays to the issues of curriculum and teacher training. We tend to accept math and science as core disciplines, even to the exclusion of other disciplines. OECD and its PISA shape the educational content of many educational systems. Should this be the case? And while the concern for literacy is well justified, we say very little about the content of what should be stimulated through reading. Martha Nussbaum—a philosopher—is one of the few scholars who pay attention both to content and to pedagogy. She remarks that learning to think requires a pedagogy that fosters dialogue and questioning rather than the one-right-answer that standardized testing calls for. This connection between standardized testing and the erasure of critical thinking deserves greater attention.

In conclusion, it can be affirmed that the physical sciences are not the only one to serve us. The good news regarding the humanities is that new values are being attempted by the Global South. It is coming from the African experience through the recovery of ubuntu. It is also coming from Latin America through a recovering of Andean principles and wisdom present in buen vivir (good life), according to which a key objective is not the good job but a decent life—and a decent life for all.
Kazamias is right. States and nations have emphasized technical knowledge and skills and have under-emphasized other basic educational purposes. It is believed that technical skills will lead to greater individual and community productivity, both monetary and social. But technical skills have also been emphasized because they are simple to quantify. There is ample evidence to suggest that technical skills are not the sole reason for education's economic and social impact but, as importantly, there are several thousand years of experience which would suggest that technical skills may not even be the most important of the education purposes.

Kazamias suggests that manifest public policy should shift from ‘Education for All’ to ‘Paideia of the Soul for All’ (POSA). POSA would emphasize the tools of the heart, emotional knowledge, aesthetic knowledge, ‘character’ (i.e. the cultivation of intellectual and moral virtues), and happiness—the pursuit of a flourishing life.

I have been heavily influenced by a progressive high school in Vermont called Putney. At Putney technical skills were considered of equivalent value to physical work on the farm; to artistic work in the creation of beauty; to social work in assistance to others; and to personal reflection in assessing progress toward becoming a better person. I have attended many other important institutions, but I give back to Putney because it provided a Paideia of the soul for me. It taught me courage, diligence and independence; it taught me to be true to what I believed; it taught me to sacrifice for principles and purposes larger than myself; it taught me to appreciate the beauty of peoples unlike myself and colors, contours, and media new to my experience. These, in turn, helped me prosper through the exigencies of international education policy and to pass on this ‘Paideia’ of education to an extensive family all of whom have completed graduate schools.

It was Putney which helped me call for a re-focus of the public purposes of education by asking the ‘right question’ (Heyneman, 2005). And it was my ‘Paideia of the soul’ which stimulated me to suggest that the 27 countries of Europe and Central Asia in their transition away from the Party/State focus their education on social cohesion (Heyneman, 2000). It was this same Putney-generated ‘Paideia of the soul’ which stimulated me to recommend that social cohesion become the main goal for the international organizations mentioned by Kazamias (Heyneman, 2003) and to point out why the United States needs UNESCO (Heyneman, 2003). In sum, it is the progressive purpose of education which stimulates me to suggest that what Kazamias describes as Greek, in fact, is a universal value and virtue of an education of high quality.
Response to Kazamias

Comparativists across the Globe have come to know and appreciate Andreas Kazamias’ passionate calls for another education. Those calls were always well-received by educators, especially our tribe who largely lament the rise of invasive governance and testing regimes, and who worry that education has lost its ‘soul’ as it bends to the will of global capitalism.

There seems no doubt that educators across an enormous range of contexts are being forced to rewrite curricula and rethink their classroom practices in order to satisfy an emerging consensus amongst policy makers in particular that education must be ‘relevant’ and ‘useful’. Loose signifiers such as ‘quality’, ‘excellence’ and, even, ‘learning’ are now used to displace ancient notions of what it means to be an educated person. In the process, we are seeing a renaming of education itself. What Kazamias calls our current ‘knowledge cosmopolis’ reads like a very cold place indeed. Citing Readings (1996), Kazamias suggests that the university is a ‘ruined institution’ unable to meet the needs of the ‘citizen subject’. To compound matters, multilateral ‘development’ agencies now appear to be doing the bidding for our collective capitalist masters. This is a narrative I would have little trouble conveying to wide-eyed undergraduates worried about the future of humanity. I suspect, though, that things are more complicated and less desperate.

I am comforted by the fact that the ‘soul’ is a deeply contested notion that, in our western tradition, we tend to take as given. I appreciate and understand the Danish ‘dannelse’ or German ‘bildung’ traditions of education, as well as the mind/body dualism they draw upon. I also acknowledge the profound impact of the Greek tradition on which they build. I suggest, though, that the time has come for engaging our own intellectual traditions with other systems of thought, not only out of a scholarly interest to compare, but in order to think afresh about our relation to nature, each other and ourselves. Foucault ended his ‘The Order of Things’ with the image of the (short-lived) Enlightenment subject under erasure (‘like a face drawn in sand at the edge of the sea’). Rather than being cast in stone, I take comfort in Deleuze’s image of man as a ‘play of forces’ constantly on the move or becoming something other than itself. That is a frightening image for those attached to one idealized view of the human: one tempered through training.

Whilst I have no particular investment in ‘development’ agency visions or their stubborn modes of enacting them (and I’ve done my share of such work!) these, too, are incoherent, often ineffective and certainly promiscuous in their priorities and concerns. Expect the current fetish for cognitive skills to be short-lived but, think also of what a (re)turn to a ‘Socratic pedagogy’ or ‘Aristotelian character’ – a ‘POSA for all’ - might mean for some of those groups featured in the previous CIES newsletter where the ‘Schooling the World’ project was on show.

Whilst many educationalists have dismissed Foucault’s understanding of the subject as destructive anti-humanism par excellence, I have tried to work with Jean Baudrillard’s further challenge to reimagine the social after society and the political after politics. Dominic Pettman frames that challenge as thinking about ‘what it means to belong in an age which has pushed far beyond alienation’ (Pettman 2008). There is work to be done here between the banal hope of much of the ‘education industry’ and the radical pessimism embodied in the most provoking of French social theory. Fortunately, there no quick fix or easy answer and I suspect that the possibility of inspiration from a single source –even one as distinguished as the Greek – is likely to falter.

Universities certainly have a role to play and I agree that they are also under enormous pressure as a new set of elite interests re-chart their course. My own institution – Roskilde University in Denmark – is an obscure state-funded school where 50% of the curriculum (from the first semester until the final master’s thesis) requires students to devise problem-based projects in small groups with an assigned teacher as supervisor/coach. Students frame the topics to study (which must be of societal relevance), find their own way to create interdisciplinary knowledge and defend their written project at an oral group exam involving an external examiner. Most universities would baulk at that philosophy and a process where the rhetoric of student-centered education is manifest as deep practice. Maybe here, in a remote province of the emerging Anglo-American educational model, a certain Greek spirit dwells. The essence, though, is neither content nor lofty ideals; only a meeting based on mutual respect and a deep knowledge that students can find their own path to understanding, including the question of what it means to be human in a post-human age.
Members’ Blog and New Media

**BLOGS**

Sadaf Shallwani (PhD in Developmental Psychology & Education) shares her experiences and analyses of current issues in early childhood development research and practice in global contexts in her blog on [Early Childhood Development Research](#).

Sabic-El-Rayess is a contributor to the Huffington Post platform. Her blog reflects the view that more needs to be done in the area of educational research to prevent extremism, discrimination, inequality, and mass violence. Her upcoming book examines the education strategies Salafis use to radicalize at-risk youths. The book will propose a set of de-radicalization strategies predicated on a novel approach to education in the post-conflict settings. Here is a [link](#) to Dr. Sabic-El-Rayess' recent post on radicalization.

At this [MindLeaps blog](#), Creative Arts Therapies PhD candidate Janelle Junkin speaks about her time researching the impact of dance on cognitive development in post-conflict environments. Janelle spent two years studying the MindLeaps program and working in Rwanda to analyze data findings.

**PODCASTS**

[https://soundcloud.com/freshed-podcast](https://soundcloud.com/freshed-podcast)

The Globalization and Education SIG runs a great weekly podcast series called “FreshEd with Will Brehm” which aims to make complex ideas in educational research easily understood. You can listen to episodes here or search iTunes for “FreshEd.”
New scholars making the decision to enter into academia face a choice that is more intimidating than ever before. The challenge of navigating slim job prospects, the pressure to be published in top-tier journals, and the obligation to attend conferences from the onset of one’s academic career makes me question “why?” I chose to take this path in the first place.

I do not believe that questioning makes me weak as a new scholar, nor does it for an experienced veteran scholar, but it instead allows us to reflect upon our intentionality and be critical of our purpose(s) in higher education. Michelle Fine calls this continuous process “tracing the strands of [ourselves].”

As academics, we have the abilities, resources, and forums for continuing dialogue. Perhaps most importantly, it is the critical work we do and the ways in which we undertake that work each day that has the potential to impact others.

Attending my first CIES conference in Vancouver 2016 was one of these hopeful experiences for me. I was surprised at how welcoming everyone was. I later discovered that, resoundingly, our members believe that this is one of the things that makes our Society unique. It embraces its newest members with open arms. Accomplished academics are willing to put time aside for a chat and to say hello between plenary sessions. Graduate students nervously smile through the first night’s reception but quickly warm as excited conversations are exchanged. I feel at home.

In addition to this warm welcome into international education, I have had the incredible opportunity to work on CIES’s newsletter Perspectives. It has been a true honor. From the first (relaunched) issue to the one you’re reading this exact moment, it has been eye-opening engaging in conversations with incredible minds, gaining exposure to many topics in international education I had not explored before, and growing my mind with new knowledge and perspectives. I would be remiss if I did not mention the incredible mentorship of CIES’s Secretary Marianne Larsen who was instrumental in getting this important Newsletter back out to our membership.

Going forward, my perhaps naive desire is that somehow, my work in academia over the next x years will contribute in some way to keeping hope alive in a world that often seems dark and gloomy. But it is precisely that sense of hope that connects us and that answers the “why?” Though not tangible in form, the optimism that comes along with hope allows us to keep asking questions, makes us engage our curiosity, talk about it with others, and gives us the energy to reach beyond.