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Blogs and New Media
It is a privilege to be serving as the next CIES secretary and carrying on the tradition of co-editing the CIES Perspectives newsletter with my wonderful co-editor, Amanda Earl. In this edition of the newsletter we have included a re-cap of the CIES conference in Mexico City, news about our SIGs and Standing Committees (New Scholars, UREAG, and Gender), two remembrances as well several pieces written by CIES members.

As I have mostly been a New Scholar while a member of CIES, I couldn’t help but notice the many familiar faces being highlighted throughout the newsletter as fellow New Scholars whom I have had the honor of meeting through my involvement on the New Scholars Committee in the last ten years. These individuals now, are in the throws of their early careers and writing on critical topics such as the influence of knowledge production of international organizations on global education reform and educating the global environmental citizen. New Scholars make up anywhere from 40-45% of the CIES membership and at this year’s conference we had 892 (30%) registered as a student. I bring these point up for several reasons. I know that as a New Scholar, CIES and its members provided me with a space in which I felt comfortable exploring new topics, engage in critical inquiry, receiving feedback on my scholarship. It was a space that fostered my growth as a scholar and individual in the field of comparative education.

Each year there are great efforts made by a group of New Scholars to develop programming that creates spaces for New Scholars to engage in exactly the exploration I found so beneficial. These individuals spend nine months before the conference each year putting in hundreds of hours communicating, reviewing, and planning all the New Scholars conference programming. These programs include the Dissertation Workshops which pairs established scholars with new scholars in the process of writing their dissertation, the Publication Workshops that pairs scholars with new scholars writing a piece for publication, the Orientation Breakfast which orients first time attendees to the conference, and numerous hour workshops that address topics such as possible career paths in comparative education, fieldwork, or academia and having a family. In addition, the New Scholars Committee makes a special effort to reach New Scholars who come from Majority World contexts and programs that don’t have comparative education programs to offer scholarships based upon financial need. These efforts serve to broaden the scholarship perspectives bringing in different linguistic, disciplinary, lived experiences, and many other diverse perspectives which serve to enhance the richness of discussion and learning within the society.

These efforts by New Scholars and benefits to New Scholars, the future of the society and field, does not happen without the support of all members of the CIES organization. There are many ways in which you as a CIES member can support New Scholars. A few suggestions are noted below.

1. Volunteer your time by being a mentor for either the Publication or Dissertation workshop.
2. Encourage CIES board members to fully support New Scholars financially,
3. Encourage a New Scholar to submit a piece to CIES Perspectives,

As you enjoy reading the CIES perspectives newsletter think about how each of the contributors got to where they are today. What can you do to support the next generation of New Scholars?
It is my pleasure to report that the 62nd Annual Meeting of the Comparative and International Education Society in Mexico City was exceptionally successful. I am delighted that so many CIES members crossed borders to join us in one of Latin America’s most vibrant cities. Even though we live in a time when borders around the world are being used to reinforce exclusion, more than 3,300 participants and presenters were in attendance, coming from 117 countries.

This year’s conference theme was “Re-Mapping Global Education: South-North Dialogue.” As Program Chair it was my privilege to oversee a planning committee of dedicated graduate students and colleagues from Teachers College and Mexico City who helped to run the conference. It was inspiring to review the submissions to our call for papers and see how our members responded to this theme in innovative and diverse ways. Many presentations addressed the divisions that are built into our academic field between developed and developing countries and many shifted the starting points of conversation to the Global South. The presentations we heard encouraged disruption of hierarchies of knowledge production by highlighting voices that historically have been left out of international and comparative education research. It is only after we have taken the time to listen to these voices that we can engage with each other more effectively through genuine dialogue across borders and divisions. It is my hope that this dialogue continues throughout the year and into the future of our field.

The conference was officially opened by el Consejo de la Nación Otomí, The Council of the Otomí Nation. This group represents the traditional authority of the Otomí-Tolteca peoples, an ancestral civilization that came before the Aztecs and was contemporary with the Mayans. Spiritual leader Dabadi Thaay Agustín Ranchero Márquez from Tlaxcala welcomed CIES 2018 to the lands on which it was being held through a ceremony of the four cardinal directions, opening up spiritual and intellectual space for our South-North dialogue.

Between March 25-29 we hosted over 800 sessions, where you presented interactive workshops and thought-provoking conference papers, posters, roundtables and book launches, exciting Presidential Panels and the Featured Presidential Sessions at CIES 2018. We were fortunate to welcome scholars and practitioners who have extensive experience in enabling South-North dialogue and South-South collaboration during our Presidential Panels. These included stimulating addresses from Gustavo Esteva, Abadio Green, Sylvia Schmelkes, and Carlos Alberto Torres.

The Featured Presidential Sessions also represented a diversity of intellectual contributions. In the spirit of South-South collaboration, one session brought together in conversation decolonial theories of Latin America and the subaltern theories of South Asia. We are grateful to have welcomed scholars from outside of our field, including Linda Martin Alcoff, professor of philosophy at Hunter College, City University of New York and Gyanendra Pandey, Arts and Sciences Distinguished Professor in the Department of History at Emory University and a founding member of the Subaltern Studies project, to contribute to this discussion.

To emphasize South-North dialogue, we also welcomed speakers from Latin America who emphasized the value of South-North dialogue in education planning and who shed light on the ways universities in the region are working to include the knowledge producers who have been marginalized in education research. Some highlighted programs and curricula designed to include the voices, cultures and languages of Indigenous peoples in the Americas. Others reminded us of how migration is changing societies and schools all over the world and put special emphasis on the bilateral relations between Mexico and the United States, including issues related to undocumented students in U.S. cities and schools. Another highlight of CIES 2018 was our opportunity to welcome Otto Granados Roldán, the Mexican Minister of Education, to deliver our distinguished George F. Kneller lecture, which focused on current developments in Mexican education reform. In this way we were able to put contemporary education policymakers in dialogue with ideas and theories being advanced in our field today.

I would like to again sincerely thank the many CIES members and supporters across the globe who helped make CIES 2018 happen. I hope that those of you who were able to attend enjoyed the warm climate, culture, and hospitality of the Mexican peoples.

Please enjoy the pictures of this historical event contained in this issue and may the South-North dialogue continue!
What’s in a name? Well, according to the recently amended CIES Constitution, “the principal office of the Society shall be known as the Office of the Executive Director.” This formal name change from the “Secretariat” to the “OED” officially took effect in January 2018, after a three-month period during which CIES members were invited to cast votes on proposed Constitutional amendments. But the new moniker has greater significance than in name alone. Firstly, it professionalizes the Society via the role of the Executive Director, who is granted authority by the Board of Directors to manage the organization, develop strategic plans, and carry out its vision, mission, and goals. It also makes clear that the Executive Director relies on a team of individuals to support the work of her Office.

And nowhere is the work of the OED more on display than during the annual conference of CIES. Following the great success of CIES 2018 Mexico City, we’d like to take a moment to introduce newsletter readers to the OED team from Florida International University’s Office of Global Learning Initiatives, many of whom you may have met if you joined us in Mexico.

Pictured from left to right: Managing Director Mariusz Gałczyński reports directly to the Executive Director and is responsible for the day-to-day operations of the organization, liaising with Board members, Committee and SIG leaders, and representatives from external organizations. Communications Coordinator Connie Penczak serves as the direct line for communication with CIES members by managing the OED email account and preparing weekly announcements. Operations Assistant Sherrie Beeson supports the organization of OED working documents and archival CIES files. Operations/Accounting Assistant Salma Hadeed keeps track of bookkeeping and finances, helping to ensure that all award winners receive funds. Finance and IT Director Catherine Wadley manages all our financial and information technology systems, reviews contracts, and makes recommendations for effective improvements. Executive Director Hilary Landorf serves as the face of the OED, supporting the initiatives of the Board of Directors and directing the organizational culture of our Society. And last but not least, outgoing Editorial Assistant Bahia Simons-Lane helped prepare issues of the Perspectives newsletter for publication over the past year.

Not only did CIES 2018 Mexico City represent the hard work of the OED team, it also represented incredible efforts of several other teams involved with conference planning. We must thank the CIES 2018 Program Team at Teacher’s College, Columbia University, led by then-President-Elect Regina Cortina and her graduate assistants; our professional conference planners out of Indiana University, led by the unflappable Cheryl Gilliland; the exceptional AV team led by Adrián Casasola; and the hospitable staffs of the Hilton Reforma, Fiesta Inn, Museo de Arte Popular, and Museo Franz Mayer. And that doesn’t even begin to touch on the involvement of our partner organizations, faculty and student volunteers, and representatives from our very active Standing Committees and SIGs.

Looking forward, we hope that planning for upcoming conferences becomes just a bit easier—which is why we were so thrilled to announce a multi-year partnership with Hyatt properties to host CIES annual conferences from 2019 to 2023. At the 2018 State of the Society meeting, we presented the dates and locations of these upcoming meetings, which will take CIES members to San Francisco, Miami, Seattle, Minneapolis, and Washington DC over the next five years. All of the sites were selected according to criteria vetted by the CIES Board of Directors, taking into account primary considerations (dates of availability, rotation between geographic regions, meeting space needs) and secondary considerations (sites of cultural interest, affordability of travel, presence of local higher education institutions), as well as non-negotiable considerations related to financial profitability and risk factors. Given strong support from the CIES Board of Directors, we think that the Hyatt partnership represents exactly the kind of strategic work that the OED should be doing on behalf of the Society—particularly because it will yield significant savings and free up resources to be directed back to our members.

We thank you for your support over the past two years, and we look forward to what the future brings for our Society!
Happy Summer! We have good news for our readers and contributors.

**Faster processing and publishing of papers:** The CIES Board of Directors has authorized us to keep publishing the same number of research papers as before (5-7 per issue). This means that we continue to have a slim pipeline and rapid publication upon acceptance of your paper. We will cap papers at 8000 words to be able to publish more within the page limit set by our contract with the University of Chicago Press and the CIES Board of Directors. We also attempt, with the help of the Advisory Board, to process papers more quickly.

**New team and new vision:** On July 1st 2018, a new team takes over the editorship of the Journal, including myself as editor together with coeditors Kathryn Anderson-Levitt (UCLA), Amita Chudgar (MSU), Dongbin Kim (MSU), Francine Menashy (UMass Boston), Jacqueline Mosselson (UMass Amherst), Gerardo Blanco Ramirez (UMass Boston), and Robin Shields (University of Bath). Our goals include increased diversity of published papers and a quicker publication process. We will publish a special issue on sexual marginalization, and we actively seek papers using Southern theory/ies, decolonial and anti-racist discourses, and alternative epistemologies. The new team will meet at the end of June 2018 in Amherst to discuss the implementation of processes and goals for the new term. The publisher’s team from the University of Chicago Press and our managing editors will participate in this meeting.

We warmly thank Stephen Carney (Roskilde University), Peter Easton (Florida State University), Elizabeth King (Brookings Institution and the World Bank) and Cris Smith (UMass Amherst) for their commitment and service during the editorial term of 2013-2018.

**Advisory Board Members:** Warm thanks also goes to Advisory Board members whose term has come to an end. We seek diverse members and representation for the Advisory Board. For those interested, please send a cover letter with a CV to the CER (cer@educ.umass.edu), preferably by July 1st, 2018. Advisory Board members’ duties include reviewing papers that may be outside their field of expertise, helping find peer reviewers for specific papers/topics, as well as mentorship of prospective authors to develop a paper. This latter may include help in editing, assistance in developing a literature review, refining the analysis, or improving the methodology. Being on the Advisory Board will also involve participating in shaping the future of the Journal, through discussions about processes, policies and vision during the CIES Annual Meeting.

**Additional reading:** We would like to draw your attention to two upcoming pieces in CER's August issue. For those being interested in the processes and vision of the new team of the Journal, I wrote an editorial: “How to Run an International Academic Journal in the Time of ‘America First’.” Also, we are publishing Noah Sobe's Presidential Address in the same issue. For those not having had the opportunity to attend his talk in Mexico City, we warmly recommend it: “Problematizing Comparison in a Post-Exploration Age: Big Data, Educational Knowledge and the Art of Criss-Crossing.”
CIES 2018 Mexico City

By the Numbers

The 62nd Annual Meeting of the Comparative and International Education Society took place in Mexico City from March 25th-29th, 2018. The theme of the Conference was “Re-mapping Global Education: South-North Dialogue.” Here is a glimpse of the CIES 2018 experience by the numbers:
Re-Mapping Global Education: South-North Dialogue
CIES 2018 | Mexico City

Written and Performed by
Rhonesha Blaché | Jose Cossa | Chiara D. Fuller

Dialogue: a verb meaning to take part in a conversation or discussion to resolve a problem. The South-North dialogue has begun and must continue. For countless years beyond this venue.

Let’s move forward by building on our achievements thus far to strengthen our communities by recalling the lessons of our past. Senior Scholars: especially those in positions of power. We need your wisdom to recall the lessons of the past. So we ask that you be intentional when passing the torch. Do it with care so bridges are built and not burnt. Mentoring is more than leading by example. Recognize the value of young minds and learn from their new ideas.

New and Developing Scholars: Thank you for all the fresh new ideas you add to the conversations! You too are knowledge producers! We have much to learn from you. Continue to ask questions. Continue to walk boldly and with humility. Continue to shine a bright light that the world so desperately needs.

To us all: As for Collaboration and Unification, How do we make it happen without sacrificing autonomy? Acknowledge the tremendous value of non-western scholars and may we all share to open up access to the scholarship of Africa, Asia, Latin and Caribbean America, South America. Remapping Global Education requires reconfiguring our view of the globe. Let us grab a hold of your earlobes and allow you to truly listen to our words.

Binary Categorization - No more! Othering & Orientalism - No more! Deficit models of research - No more! False philanthropy for your own professional upward mobility - NO more! Creating and perpetuating problems in other places to add to your list of pet projects and accolades - NO more! Especially without offering nor implementing real solutions! Especially by countries that don’t live up to their own constitutions! Excuse us while we disrupt the so-called dominant discourse! We bring new traditions based on ancient wisdom! Smile! You are NOT on candid camera! While the real revolution may not be televised, it shall be YouTubed.

We need to identify a legitimate way of defining knowledge. New theoretical frameworks and recognition of non-western ways of thinking and viewing the world. The academy values the intellectual property of global scholars.

We no longer accept one version of the truth? We have been inundated with fake news way before the king of debt moved into la casa blanca, but since the royals of palacio de buckingham and versailles. We know there is danger in relying solely upon a single narrative and we are in search of truth. We cannot lay claim to expertise about colonized spaces with an unlimited lease.

¿Dónde estabas?
Cuando me llamaron inmigrante
Cuando me trataron como soy un criminoso, ignorante, y bandido
Cuando asistieron mis ceremonias religiosas y negaron participar
Cuando me forzaron a respetar y orar para su dios
Cuando construyeron muros para no permitir libertad de movimiento para o mi populacho

CONTINUED ON NEXT PAGE
Cuando insultaron la sabiduría de mis ancestros y la llamaron primitiva  
Yo pregunto... ¿dónde estabas?

Where were you?

When they called me immigrant  
When they treated me as if I was criminal, ignorant, and gangster  
When they watched my religious ceremonies and refused to participate  
When they forced me to respect and pray to their gods  
When they built walls to hinder my people from freedom of movement  
When they insulted the wisdom of my ancestors and called it primitive  
When they used my black body to advance false narratives called scientific research

I ask... where were you?

More importantly, where are you now?  
The proverbial South has been at the table attempting to negotiate for the peaceful return of what was already rightfully ours. Our land, our God-given right to breathe, exist, and not live in fear because of the ignorance of others. The South is tired, exhausted of having to grow through the pain of oppression, marginalization in perpetuity.  
Reclaiming our land, our time, our peace of mind, our shine  
Wash me black as coal, brown like mother earth, wash me as beautiful as I arrived at birth.

Let’s be clear  
as we remember how the north acquired the treasures they hold so dear  
Your voluntary amnesia shall no longer provide you anesthesia from the demons of the past and present. The future we need has no place for them.

Ahora escriben sobre colonialistas y colonialidad  
Hablan de ser mis aliados y enseñan sobre resiliencia  
Mientras mantienen las posiciones de poder a nuestra costo  
Mientras nos usan para vencer elección y subir en la vida

Mientras avancen los proyectos da modernidad y cosmopolitanismo  
Mientras me tratan como ‘gentes’ y ‘otros’ y no como igual

Now you write about colonialists and coloniality  
You speak of being my allies and teach about resilience  
While maintaining positions of power at our cost  
While using us to win elections and for upward mobility  
While advancing projects of modernity and cosmopolitanism  
While treating me like ‘gentes’ and ‘others’ rather than an equal

Muy descarada esta gente  
Muy atrevido este populacho  
Muy fingidos estos combatientes de paz e igualdad entre los populachos  
¿Cómo podemos decir una cosa y hacer otra?  
¿Cómo podemos escribir una cosa e implementar otra?  
¿Cómo podemos pensar que somos creíble?  
¡Despertemos, hermanas!  
¡Despertemos, hermanos!

What a shameless people!  
What a daring populace!  
What pretentious fighters of peace and equality among people  
How can we decide one thing and do another?  
How can we write one thing and implement another?  
How can we think that we are credible?  
Let us stay woke, sister!  
Let us stay woke, brother!

Pregunto más...  
¿Cuando hablan de libertad para todos y usan como referencia solamente sus ancestros de filosofía e ideas piensan que no percibo sus contradicciones? ¿De sus traiciones? ¿De sus intenciones de manejarme?

I ask...  
When you speak of freedom for all and use as reference only your ancestors of philosophy and ideas, do you think that I do not notice your contradictions? Your betrayals? Your intentions to manipulate me?

¡No se sientan cómodos!

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Don’t get comfortable!
No nos conformamos con las apariencias
We do not conform to the appearances
No queremos participar en los proyectos de inclusión
Esa inclusión informada por el proyecto de modernidad heredada de los colonialistas
We do not want to participate in the projects of inclusion
That inclusion informed by the modernity project inherited from colonialists

¡No se sientan cómodos!
Don’t get comfortable!
No queremos participar en los proyectos de desarrollo
Ese desarrollo informado por teorías de desarrollo concebido por los capitalistas, imperialistas, y comunistas
We do not want to participate in development projects
That development informed by development theories conceived by capitalists, imperialists, and communists

¡No tengan miedo!
Don’t be afraid!
Nuestras acciones van a honrar y respetar la diversidad entre humanos
Our actions will honor and respect diversity among humans
Vamos continuar a construir un mundo donde
reconocemos la importancia das sabedorías ecológicas e humanas de los pueblos explorados e ignorados
We will continue to build a world in which we recognize the importance of the ecological and human wisdom of the explored and ignored peoples
Vamos participar en uBuntu, respetando la dignidad humana sin tratamiento preferencial
We will participate in uBuntu, respecting human dignity without preferential treatment

No tengamos miedo!
Nos sentaremos juntos en porches ... volveremos y recordaremos a Kriss-Kross y hop-scotch
Mientras comparas infancia y recuerdos
Mientras filosofamos sobre nuestros próximos proyectos
Al repensar nuestras contribuciones académicas
Mientras vuelve a conceptualizar la expansión epistemológica y el respeto

Mientras desafiamos la colonialidad a través de una agenda para de-fronterizar, de-centralizar y de-periferizar el mundo
Let’s not be afraid!
We’ll sit in porches together... we’ll go back and remember Kriss-Kross and hop-scotch
While comparing childhoods and memories
While philosophizing about our next projects
While re-thinking our academic contributions
While re-conceptualizing epistemological expansion and respect
While we challenge coloniality through an agenda to de-border, de-center, and de-peripherize the world.

The system is not broken, it was built this way!
For one’s crimes against humanity, one will pay!

As we look forward to CIES 2019,
Before you even check your luggage!
Check your positionality!
Deeply engage in self-reflexivity.
Without expiration.
Research yourself deeper than you research in the communities that you claim expertise.

Crisis of representation reminds us that we must be careful about conveying the thoughts of others without their input.
How dare we attempt to claim authority, canonization, or expertise on people we have never met, places we have never been, without identifying the true canons.
We must no longer deal in false, self-aggrandized narratives to avoid coping with reality!
The cost of unchecked positionality is too great!
It is why we are here today.
It is the platform for oppression.
When you arrive back to your safe space, unpack your insecurities, review, revise your aims and your vision.

It is Spring! Let the cleaning begin!
CIES 2018 Award Winners

Honorary Fellows Awards:
Stay tuned for the next issue of the CIES Perspectives newsletter to read Dr. Lindsay and Dr. Ramirez’s acceptance speeches.

George Bereday Award:

Francine Menashy

I am deeply honored to receive the George Bereday Award. Thank you to the members of the Bereday Award Committee—to be recognized by these exceptional peers means so very much. I am honestly humbled.

Thank you to the National Academy of Education and the Spencer Foundation for funding the study on which this article is based. I’d also like to thank all of my interview respondents for their time and openness to speak with me. To my amazing graduate assistants, Karen Crounse and Alvine Sangang, I am grateful for your hard work and attention to detail. And to the editors and editorial staff at the Comparative Education Review, I appreciate the time and consideration you provided throughout the publishing process.

Being a peer-reviewer for a journal is a pretty thankless job. You put in all this time and thought and effort, but you get little recognition or gratitude. And so, I’d like to take this opportunity to say that this article benefited enormously from the peer-review process. It went through three rounds of revisions and resubmissions, hovered over the edge of rejection, yet eventually found its way into the journal. To my very, very tough reviewers: I am so appreciative of your thorough and thoughtful feedback. Thank you!

This project began quite a long time ago (in 2012!), and since this article was published I must confess I’ve been a bit worried that someone will read it, then go back and read my original funding proposal, and say: “Uh, Francine, this isn’t what you said you were going to do…” Because what I said I was going to do was look at transnational partnerships, including the Global Partnership for Education, and decision-making and policies on private schooling. I just assumed that the GPE must have made some decisions and developed a policy on the role of private schools—one of the most pressing issues in education today. But then I started conducting interviews and I kept hearing: “Oh, we don’t talk about that” and “Sorry, but GPE doesn’t have any policies on private schooling.”

So the project shifted gears, and I began to ask: Why doesn’t the largest multi-stakeholder partnership in education engage with one of the biggest issues in education? And I found it largely comes down to fear. Privatization is so divisive and contentious that the subject is avoided due to a fear that a debate could destabilize the partnership. But what I hope I show in this study is that this “strategic avoidance” isn’t such a good idea—that to be effective and impactful in global education policy, sometimes you just need to argue.

I’d like to end by acknowledging my many wonderful colleagues, at the University of Massachusetts Boston and beyond, who over the years have offered continual support through the ups and downs of research, writing, and publishing. Several of you have offered feedback on drafts, allowed me to bounce ideas, and offered much-needed encouragement when I’ve felt those inevitable doubts about my work. In the context of academia, which can be so very lonely and isolating, there is little I value more than your kindness and friendship.
Gail P. Kelly Award for Outstanding Doctoral Dissertation:

Bethany Mulimbi makes an acceptance speech upon receiving the Gail P. Kelly Award for Outstanding Doctoral Dissertation. Each year the Comparative and International Education Society (CIES) recognizes an outstanding doctoral dissertation with the Gail P. Kelly Award, which honors a dissertation that addresses social justice and equity issues in an international context.

Joyce Cain Award for Distinguished Research on People of African Descent:

Desmond Odugu

It is an honor for me to accept this year’s Joyce Cain award for the publication, “Historiographic Reconsideration of Colonial Education in Africa: Domestic Forces in the Early Expansion of English Schooling in Northern Igboland, 1890–1930.” Mainstream historiography often turns to Europe’s era of empire building to explain the expansion of Western formal education in Africa. What is often missing from these popular narratives are accounts of Africans’ role and agency in the mélange of phenomena now characterized, often simplistically, by colonial (education). Ignoring the perspectives of Africans who lived through this era certainly makes far-reaching political and cultural statements, which continues to inform our growing understanding of the present-day colonial process and of Africa’s role in it.

Yet, the commitment to understanding the agency of contemporaneous Africans in colonial education expansion is often dogged by the alleged dearth of relevant historical records on and by Africans. It is this allegation, and indeed, the theory of evidence underlying it, that inspired this exciting journey into the lives and histories of many amazing Nsukka (Igbo) people on the northern tips of southeastern Nigeria. That theory of evidence and its positivist epistemology that privileges colonial archives—mostly those written by European colonialists on the frontiers for their mainland audience—has for long distracted researchers from rich bodies of evidence on the indigenous world. Indeed, prioritizing not only the written text but, importantly, European orthographies, eclipses Africa’s compelling literacy conventions, including the Nsibidi of the Igbo, much the same way the institutionalization of an inchoate European schooling has long distracted (and continues to distract) historians from the resilient indigenous educational cultures of the continent. Notably, this underlying epistemology raises questions not only about what qualifies as historical evidence or historical fact but also about who has the legitimacy to produce them.

It is truly an honor that CIES recognizes the result of this plodding through a rarely explored body of oral...
and archival sources in honor of Joyce Cain, whose passion for and contribution to a clearer understanding of peoples of African descent remains an inspiration for CIES Africanists. As this study bears out, Nsukka Igbo interests in British education were not driven by any ideas about the inherent superiority of English education but rather a constant recalibration of local politics in an effort to restore cultural, social, and economic structures that were witnessing displacement under missionary and colonial interventions. It is my hope that this award encourages more intellectually honest curiosity in Africa and its peoples on their own terms, not merely as an extension of European enterprise. It is also my hope that this process reverses a perpetual (colonial) gaze on Africa, including by contemporary research, which continues to produce Occidentalized and “Eurocentric” representations, interpretations, and visions of Africa.

While I am pleased to receive this award, the credit for the success of my work goes to the unsung heroes and heroines in Africa who accommodate me in their busy lives and encouraged me with their unequalled generosity. Ańyaleka n’ụ! I also thank Prof. Ali Abdi for reviewing this work prior to publication and for the nomination, and Tutaleni Asino (and Joyce Cain Award Committee) for their tireless contribution to research on Africa through this award. I also thank former CIES president, Erwin Epstein and current CIES president, Noah Sobe in whose classes as a graduate student more than a decade ago I crystallized some of the interests that led to this work. Finally, I am indebted to Igbo historians whose brilliant defense of oral sources and invitation to reconsider orthodox African history emboldened my quest. It is my hope that many more scholars will share the conviction that, as the eminent Igbo historian, Felix Ekechi noted, “The important question today . . . is no longer whether oral tradition is a legitimate historical document, but rather, whether the history of the African people can be written at all without it.

Timothy Williams

It is such an honor to be selected as a recipient of the Joyce Cain Award. I want to thank the Committee Members and to offer a few brief reflections from my paper, “The Political Economy of Primary Education: Lessons from Rwanda” that was published in the journal World Development.

The paper sought to shed light on an aspect of the global learning crisis that often hides in plain sight. That is, education policies are not always introduced with the expectation that they will improve learning.

Put simply, politics shape policy. It is fairly easy for leaders to make the case for improving access. Building classrooms tend to be straightforward, visible, and popular.

But improving education quality is more difficult than building classrooms. It is less visible and can be more expensive. It can mean fighting powerful teachers’ unions or shifting budgets away from other priorities. Each of these things can mean losing elections.

Thus, contrary to what we might expect, education policies may be not always be introduced with the expectation that learning will improve. My paper applies this perspective to look at the politics of education quality in Rwanda. Formal education features prominently into the post-genocide government’s development project. But education quality remains surprisingly low. We sought to investigate why the education sector hasn’t done better in terms of improving quality than we might have expected. Our study finds that education priorities were as much political as they were developmental. A lack of real opposition or pushback enabled the government to introduce profoundly transformative educational policies, such as switching the language of instruction from French to English. Often these decisions occurred outside the sector’s strategic planning processes.

This paper illustrates the importance of understanding how political factors shape policy. In absence of quality, children may find themselves in an unenviable position: included in the education system, while excluded from meaningful participation, given the poor quality of that system.

Primary research for this paper was done through the Effective States and Inclusive Development (ESID) Research Centre at the University of Manchester within the Global Development Institute. The research for this project built on my doctoral work, which paired policy analysis with student-centered ethnographic fieldwork to examine the effects of education policy in Rwanda.

I would like to extend my gratitude to those who have been supportive of this research: ESID’s Sam Hickey and Naomi Hossain, my co-researchers in Rwanda, the interview participants in this study, the anonymous reviewers who reviewed multiple iterations, and the Joyce Cain Award Committee members and fellow nominees.
Here is an excerpt from Dr. Bellino’s acceptance speech; INEE has also written an article about her receipt of the award:

I recently spoke to one of the youth participants, Alfredo, who is in high school in the book and eager to return to his village to take on a leadership role. He has since returned to his Maya pueblo and is now becoming a teacher. When I asked what he hopes for his students, he said this: “I want my students to be critical. I want my students to ask questions, to ask how is it that we became how we are, what happened that things are this way? I want them to ask, where does this violence we live today come from and is it fair that we live the pain and consequences of a war we still don’t understand—because no one taught us… I want them not to accept that this is the only way things can be—to see that Guatemala does not have to be… a place where a few have everything and many have nothing. I want them to think, how else could we live together…? This is why I became a teacher, and this is what I hope for my students.”

Youth in Postwar Guatemala: Education and Civic Identity in Transition

by Michelle Bellino

Congratulations, also, to runner-up Jennifer Riggan for her book The Struggling State: Nationalism, Mass Militarization, and the Education of Eritrea
Standing Committee Reports

Gender & Education Committee

EMILY ANDERSON & CATHERINE VANNER, CO-CHAIRS, GENDER AND EDUCATION STANDING COMMITTEE

Recap of CIES 2018

The Gender and Education Committee (GEC) was delighted to host three successful events during the 2018 CIES conference in Mexico City:

• A pre-conference workshop on March 25 was led by Dr. Richa Nagar, Sara Musaifer, Maria Schwedhelm and Dr. Roozbeh Shirazi from University of Minnesota - Twin Cities. This iterative, participatory pre-conference workshop on pedagogies of ‘radical vulnerabilities’ addressed possibilities for creating classrooms that cultivate situated solidarities and collectively grapple with political struggles for justice.

• The GEC Symposium on March 27 commemorated the legacy of Dr. Jackie Kirk, who was killed in Afghanistan 10 years ago this August 2018 during a girl’s education project trip. Developed in partnership with Drs. Marni Sommer (Columbia University), Claudia Mitchell (McGill University), Cathryn Magno (University of Fribourg) and Karen Monkman (DePaul University), the Symposium featured a panel representing some of the many areas of Dr. Kirk’s expertise. The panel and breakout group discussions reflected on the legacy of her work, how research and practice in her areas of focus have evolved over the last ten years, and the work that remains.

• The annual GEC business meeting on March 26 welcomed a large group of new and established gender and education scholars and practitioners. Among other items, the meeting was an opportunity to express the GEC’s gratitude to outgoing CIES Co-Chair Payal Shah for her two years of leadership and to announce the beginning of Catherine Vanner’s term as Co-Chair, along with Emily Anderson who will continue in the role.

Incoming Co-Chair

The GEC invites nominations for the position of Incoming Co-Chair (2019 - 2021). Co-Chairs serve two-year consecutive terms, preceded by a ‘shadowing’ year in which they work with the GEC leadership team to support the Committee’s monitoring mandate and conference planning activities. Nominations should include a statement of up to 500 words to express interest and a vision of what the candidate would like to contribute as Co-Chair.

GEC Advisory Subcommittee

Volunteers affiliated with the GEC are invited to serve on a new Advisory Subcommittee for the 2018 – 2020 period. This subcommittee will provide historical memory and consultation to support the GEC’s mission and mandate as a Standing Committee of the CIES Board of Directors. Former GEC Co-Chairs and longstanding supporters, as well as emerging professionals and Society members, are encouraged to volunteer.

Research Project Call for Proposals

The GEC is launching a Call for Proposals (CFP) for research projects examining issues of gender equality and inclusion in CIES. Projects should advance the aims of the GEC and are encouraged to use an intersectional lens. Topics may include analysis of gender and inclusion in the CIES conference, communications, operations, committees and SIGs, or its associated journal, Comparative Education Review. The full CFP is available here. Deadline is July 15.

Mentorship Network

Succeeding in academia can be lonely and confusing, particularly for women and other groups who may face discrimination or exclusion. To address this, the GEC is proposing a gender-focused mentorship network to foster partnership, collaboration, and conversation on questions such as tackling discrimination, achieving work-life balance, and how to bridge the practitioner-scholar divide. We are hoping to collaborate with the New Scholars Committee.
New Scholars Committee

MARIA KHAN & ELISABETH LEFEBVRE, CO-CHAIRS, NEW SCHOLARS COMMITTEE

The New Scholars Committee (NSC) works to support early career researchers and junior members of CIES. At each conference the committee hosts a number of annual events including:

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 conference.

Publication Workshops:
These workshops are aimed at supporting junior scholars in refining a piece for publication. Often scholars who aim to publish an article based on their dissertation research and/or other research they have conducted participate in this event. Small groups of junior and early career scholars are paired with senior scholars to workshop drafts at the conference. This is a great way to connect with other CIES attendees and to gain knowledge and experience with journal expectations and the publication process, or simply to polish your writing and prepare it for submission. Please submit proposals via the CIES 2019 conference website: http://cies2019.org/

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! Details will be included in the 2019 conference program.

In addition to attending the various events described above, the New Scholars Committee is currently seeking senior scholars to volunteer and help facilitate these events. Our past 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.

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 work. https://ciesnewscholars.wordpress.com/
The smiles tell the story! From all reports, UREAG was well represented at CIES 2018, held at the Hilton Reforma in Mexico City from March 25-29th. All participants’ contributions were well received and appreciated.

Many UREAG members presented papers, abstracts, and served as moderators and session organizers. As is tradition for UREAG, the Executive Committee hosted a reception and welcomed many to a breakfast before the mentoring workshop that was featured as a part of the Global Village full-day colloquium. All members of CIES were welcomed to attend and participate in dynamic and didactic conversations about navigating the academe from a pluralistic perspective. One of our featured speakers was Dr. Manuel González (Northampton Community College), who initiates and coordinates international programs with colleges and universities throughout the world.

UREAG members have recently received the signature UREAG publication, *The UREAG Beacon*, which features happenings, member spotlights, member publications as well as reports from travel grant recipients. The most recent issue of *The UREAG Beacon* highlights the appointment of Dr. Steve Azaiki, UREAG Publications Officer, as Pro-Chancellor of Niger Delta University, Wilberforce Island.

All UREAG members are able to apply for annual travel grants to assist scholars and students in defraying the cost of attending CIES annual conferences. In addition to distributing travel grants, UREAG continues to focus on creating spaces for diverse opportunities for CIES members to network and grow. UREAG members can look forward to several upcoming teleconference sessions that will focus on pertinent topics to facilitate success in their endeavors.
African Diaspora

The African Diaspora SIG (AD SIG) is excited to share our progress for 2018! At CIES Mexico City, we awarded four Emerging Scholars representing research in three countries of the African Diaspora: Jamaica, the UK, and the US. In addition, we welcomed artists Katrina Andry and Ras Levy as our Henry M. Levin Lecturers, who both delivered artistically provocative addresses about how their art highlights the beauty, history and struggles of people of African descent. We are also proud of our Secretary, Rhonesha Blaché, who performed spoken word poetry with Dr. José Cossa and Chiara D. Fuller at the closing ceremony.

We continue to grow! Our membership and the number of AD SIG sessions more than doubled yet again from last year. Congratulations and thank you to each of our presenters and new members! We look forward to working with you throughout the year and seeing you in San Francisco in 2019. Please engage in our discussions on Facebook and/or Twitter.

Past-President Dr. N’Dri Assie-Lumumba gives a necklace with a gold charm in the shape of Africa to a local Afro-Mexican woman who was an attendee at the Levin Lecture.

African Diaspora SIG Board and the 2018 African Diaspora Emerging Scholar Award

Left to Right: Rhonesha Blaché (ADSIG Secretary), Dr. Kassie Freeman (ADSIG Co-Chair, CIES Past-Pres.), Dr. Sara Stewart (Emerging Scholar Award Recipient), Dr. Derron Wallace (Emerging Scholar Award Recipient), Dr. S. Ama Wray (Emerging Scholar Award Recipient), Dr. Nafees Khan (ADSIG Co-Chair) Bottom Corner: Dr. Julius Fleming (Emerging Scholar Award Recipient)

African Diaspora SIG members at their Business Meeting at CIES 2018

CONTINUED ON NEXT PAGE
**Contemplative Inquiry and Holistic Education**

We opened the annual conference with an integrative workshop, where participants were guided in meditation, yoga, reflective writing, and nature awareness practices. Attendees engaged their inner/outer selves in a transformative, energizing practice. We will hold a similar session at next year and will have a dedicated contemplation room throughout the conference, open to all. In Mexico City, our scholarly sessions on the integration of contemplative inquiry into the classroom attracted strong presenters and an engaged audience. To get involved: JOIN our SIG; CONNECT via CIHE Facebook; TEST DRIVE your research in our upcoming online session: EXPLORING SPIRIT IN EDUCATION. Dates & times to come.

**Education, Conflict, and Emergencies**

The Education, Conflict, and Emergencies (ECE) SIG is proud to announce the winner of the first travel award, Yomna Awad. Born and raised in Egypt, Yomna is a PhD candidate at the Ontario Institute of Studies in Education (OISE) at the University of Toronto in Curriculum Studies and Teacher Development with a collaborative specialization in Comparative International & Development Education. Her paper on collaborative teacher professional learning in Egypt and Canada stood out among hundreds! This year the ECE SIG hosted 50 panels and 3 pre-conference workshops. We are already preparing for CIES 2019 with a new outstanding paper award.

**Travel Grant Award in Memory of JOSEPH WATRAS**

In line with the CIES mission of international participation, the Economics and Finance of Education (EFE) SIG Travel Grant is designed to recognize efforts of an emerging young scholar who needs support for travel to the CIES conference to present the results of scholarly research. This travel grant is awarded by our SIG in memory of Dr. Joseph Watras. This year our award winner was Dr. Zehorit Dadon-Golan from Israel. Zehorit is an Adjunct Professor at Bar Ilan University, and a lecturer at Hemdat Hadarom College, in Israel.

**TOPIC BASED SIGs**

EFE SIG members at their Business Meeting at CIES 2018 in Mexico City, Mexico

Left to right: Amrit Thapa (EFE SIG Co-Chair Elect), Zehorit Dadon-Golan, and Iris BenDavid-Hadar (EFE SIG Co-Chair)

Our new board, with two Co-Chair persons elect, Amrit Thapa (University of Pennsylvania) and Jinusha Panigrahi (CPRHE, NUEPA) will be in charge for the next EFE SIG activity (from 2019 till 2021). Our Secretary Ji Liu, (Teachers College, Columbia University) will finish his role next year 2019.

Outgoing Co-Chairs Iris BenDavid-Hadar (Bar Ilan University) and Lynn Ilon (Seoul University) thank you all for the past three years. Please visit us at HTTP://EFE-SIG.WIX.COM/EFE-SIG.
Globalization and Education

The Globalization and Education SIG had a productive and exciting time at the CIES 2018 Conference. Up to 52 outstanding panel and roundtable sessions were held, on timely and long-debated topics ranging from accountability and testing to global citizenship and privatization. This year’s Book Award winner was *Class Choreographies: Elite Schools and Globalisation*, authored by J. Kenway, J. Fahey, D. Epstein, A. Koh, C. McCarthy and F. Rizvi. Also, the first SIG Dissertation Award was awarded to Adrián Zancajo for his doctoral thesis *Schools in the marketplace. Analysis of school supply responses in a competitive environment: the case of Chile*. In the well-attended business meeting, a number of ideas and proposals to expand the SIG activity during the year were expressed.

Inclusive Education

The Inclusive Education SIG was very active at CIES 2018, hosting 16 sessions, our business meeting, and social event. Beginning in May, we will also welcome a new slate of officers: Kate Lapham (Chair), Matt Schuelka (Interim Vice-Chair), Diana Kartika (Communications and Secretary-Treasurer), and Sarah Benson (Student Outreach). On-going SIG activities include providing input for the 2020 Global Education Monitoring Report (Inclusive Education theme) and hosting a special issue for the journal *FIRE* (Matt Schuelka, Alisha Braun, and Chris Johnstone, editors). The call for papers for this special issue is now live, and available here.

Higher Education

Award Recipients
The HESIG held its annual award ceremony during the business meeting at CIES 2018 in Mexico City. Congratulations to all the award recipients this year:

**Best dissertation:**
- Yeukai Angela Mlambo - *Why not academia?—The streamlined career choice process of Black African women engineers: A grounded theory study*
- Jonathan Z. Friedman - *Global Distinction: Social Status, Organizational Change and the Internationalization of American and British Universities*

**Best article:** Riyad A. Shahjahan and Clara Morgan - *Global competition, coloniality, and the geopolitics of knowledge in higher education*

**Best book:** Krishna Bista - *Campus support services, programs, and policies for international students.*

Language Issues

The Language Issues SIG had a record-breaking year at CIES 2018, with 29 sessions consisting of 139 authors presenting 103 papers, three roundtables and two highlighted sessions. We were delighted to see new and familiar faces at our annual business meeting and brainstormed new initiatives for this upcoming year. If anyone is interested in joining or learning more about our logo committee, communications sub-committee, SIG collaborations committee, awards committee, or bilingual/multilingual task force, please reach out to LISIG co-chairs Kevin Wong (kevinwong@nyu.edu) or Carol Benson (benson@tc.columbia.edu). All are welcome! Lastly, we are proud to launch our new SIG website (https://cieslisig.wordpress.com/), where you can find up-to-date information and language-related blog posts!
Latin America

The Latin America SIG (LASIG) had a very productive time in Mexico City. We hosted numerous sessions and roundtables in which our members engaged with current research in the region and discussed trends. We gave two awards this year. The LASIG Outstanding Dissertation Award was granted to Dr. Claudia Diaz for her dissertation “When Global Ideas Collide with Domestic Interests: The Politics of Secondary Education Governance in Argentina, Chile, and Colombia.” Moreover, the José Martí travel award we host was given to Dr. Gilberto Garcia.

This year we were honored to co-host with the Open Society Foundations and Latin American filmmakers the “Spaces of Education Film Festivalette CIES 2018: Representations of Education in Latin American Film,” airing six films that portrayed the complex inter-relationships between school and family life, schooling and social and political realities, and the potential of education to transform individuals, communities, and society.

The 2018-2019 co-chairs are Maria Jesus Rojas and Kevin Spence. We are currently holding elections for next year’s Secretary and Communication Chair. Stay in touch! Like LASIG on Facebook, check out our new website, or email us at lasig.cies@gmail.com.

Post-Foundational Approaches to Comparative and International Education

The Post-foundational SIG is happy to announce a number of activities in spring and summer 2018.

- Christopher Kirchgasler (Assistant Professor of Curriculum and Instruction, the University of Kansas) will serve as a co-chair of our SIG.
- On May 16th, we held our 2nd PfA-Webinar The Datafication of Comparative Education. The webinar recording is posted on our website (https://postfoundational.weebly.com/webinars.html).
- We are planning for a Research Seminar, starting in early August, 2018. Please check out the website at (https://postfoundational.weebly.com/research-seminar.html) for more information.
- We are currently looking for a Secretary for the SIG: please email Chenyu Wang (co-chair, cw6bc@virginia.edu) if you are interested.

As always, please email your questions and suggestions to postfoundationalSIG@gmail.com.

Religion and Education

The Religion and Education SIG had a wonderful showing and collegial participation in Mexico City. Members shared their new publications, such as *Wandering Wind* by Dr. Mubina Hassanali Kirmani, an Africana Book Award winner, while new collaborative efforts were raised for secular and religious settings. If you would like to collaborate with our members in upcoming or completely new endeavours, please learn more about our work via our new website: https://reledusig.wordpress.com/. For CIES 2019, we aim to arrange a school visit in San Francisco. All SIG and non-SIG members are welcome to join!
Sexual Orientation, Gender Identity & Expression

The Sexual Orientation, Gender Identity & Expression (SOGIE) SIG held its first business meeting at the CIES conference in Mexico City. We spoke about the increasing interest in SOGIE themes by academics and practitioners alike, including those who work in organizations such as UNESCO and USAID. Participants discussed developing research around issues of bullying and school climate for LGBTI youth, as well as research on non-formal education spaces such as mass media, the Internet, and NGO services. We also brainstormed ways to support LGBTI scholars and practitioners through networking opportunities, mentoring, and research guidance, and we began planning for panels at CIES 2019.

Study Abroad and International Student Mobility

Our SIG seeks to create a professional network of researchers and practitioners working to understand issues and share the best practices related to international student mobility in K-12 and beyond, education abroad, and exchange programs globally. Our mission is to promote interdisciplinary scholarship opportunities and critical dialogues by connecting professionals and academics who are involved in serving the international student population. Specifically in the changing global context, this SIG aims to serve as an advocacy forum for international students. Among the topics that this SIG focuses on are:

• Emerging trends and issues of international student mobility and study abroad in K-12 and postsecondary institutions

• Campus support services and international student engagement

• Academic support services for international students and scholars

• International student retention, admissions, and transfer

• Support and resources for integration of international and domestic students

• Immigration issues and visa policies for international students

• Cross-cultural experience in faculty/staff exchange programs

• Higher education policies of sending and hosting countries

• International student career preparation and post-study employability

• Domestic students as international students and study abroad programs

• International student success and role of student affairs

• Internships and service learning centers for international students

• International student leaders and leadership development

• Globally mobile LGBTQ+ students

• Intercultural communication and competence for international students and their counterparts
Teacher Education and the Teaching Profession

The Sexual Orientation, Gender Identity & Expression

The Teacher Education and Teaching Profession (TETP) SIG had fantastic representation at the Annual Meeting in Mexico City. We hosted an insightful discussion during our business meeting on the topic “Equipping and Encouraging Teachers for Professional Activism.” We also honored two scholars with travel awards to present their work: Mr. Seun Adebayo (University of Oslo/Universitat de Barcelona) for his paper “Teacher agency and contribution to quality education in post-conflict Liberia” and Ms. Nozomi Sakata (UCL) for her paper “Mixed-methods case study of learner-centred pedagogy in Tanzania: Implications for pupil experience and learning outcomes.” Additionally, we had two well-attended highlighted sessions “Beyond Workshops: Effective and Sustainable Strategies for Teacher Professional Development” and “Teach for Whom?: Re-mapping the Global Proliferation and Processes of the Teach For America/All Movement.” The TETP Board is excited to move forward this year to create our SIG Strategic Plan and invite more members to participate in online discussions through our Facebook group: “Teacher Education and the Teaching Profession – CIES SIG.” Look us up and join us!

Teaching Comparative Education

How do we teach comparative and international education? What theories, concepts, and practices do we emphasize? Which pedagogical approaches and forms of assessment do we use in our courses? Members of the Teaching Comparative Education SIG discussed these and other questions during their Business & Breakfast Meeting at the CIES 2018 conference in Mexico City. Through a series of 3-Minute Teaches, four invited speakers provided insight on teaching and learning in comparative education. Perspectives were shared by Erwin Epstein (Professor Emeritus, Loyola University Chicago), Ameena Ghaffar-Kucher (Senior Lecturer, University of Pennsylvania), Amy Marcus (Master’s student at Middlebury Institute of International Studies), and Matthew Thomas (Lecturer, University of Sydney) in these 3-Minute Teaches.
Tell us about some of your recent research and teaching in comparative and international education.

I am currently part of a fascinating comparative research project in which teams in several countries are looking at migration from an interdisciplinary perspective. We are working across sociology, geography, political science and education to investigate migration processes and arrival experiences through social and institutional mapping, in an attempt to uncover and understand deterritorialized lived experience and question/disrupt current place-based theories of - and policies for - integration and assimilation. The project incorporates the “spacial turn” in response to calls in our comparative and international education field for broader thinking/theorizing about how vast population movements are shaping all of our lives and how we can make justice-oriented improvements on current approaches to reception and interaction. I also continue my research in educational leadership and governance, traveling to Azerbaijan to update previous work and starting a new project on educational leadership in post-conflict settings (first up, Libya).

At my university in Switzerland, I have inaugurated the country’s first international education policy specialization, which is very exciting! I am enjoying my attempts to depart from the traditional academic culture here by involving students in projects and activities outside the classroom - flexing the boundaries of their university experience and pushing them out of their comfort zones. These efforts are sometimes challenging but always fun! I am looking forward to growing the program and am always interested in collaborations – so let me know if you want to connect!

On the teaching front, I have another terrific group of 24 MEd students (with nine nationalities) in our specialization Comparative and Global Studies in Education and Development (CGSED). Each cohort is dynamic, having converged in Hong Kong for our program and then scattering again to spread the word. They designed a special T-shirt, using the Bray & Thomas (1995) cube as a logo!

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

I joined the Board to contribute to the Society after two decades of participation as a member. The unexpected delights were learning more deeply how the Society functions – namely through the many hours of dedicated service of so many of its members throughout the year! – and getting to know my smart and funny fellow Board members better. For me it has made a growing Society feel more inviting. I see tremendous opportunities if we can positively channel our growth to effect educational improvement globally, even as we address accompanying organizational challenges and deliberate the ways in which our own collective professional identity evolves.

Serving on the newly formed Ad Hoc Committee on Social and Policy Engagement is a highlight for me, as we begin to structure and guide the Society’s role in our larger community/ies, all in the interest of assisting those in need and amplifying our expertise.

Can you tell us one fun fact about yourself?

I’ve saved a few lives... first as a lifeguard (relatively easy) and later as a death penalty defense investigator (not as easy). The latter was by far the hardest work I have ever done, physically and emotionally – conducting sensitive interviews with child abusers in isolated, snow-bound cabins in Michigan, gaining the trust of gang
members in Los Angeles, and sharing barstools with lobstermen in Maine – in the days without cell phones or internet. But nothing could have prepared me better for a meaningful career in proactive, social justice-oriented education than this hands-on, rear-guard human rights work. It may not be as directly correlated, but I do believe that education can save lives!

**What book(s) are you reading now?**

Aside from trying to keep up with the brilliant publications of our CIES colleagues, as a musician, I am making my way through a stack of books that link music, border-crossing and social transformation. They include Blues People by Amiri Baraka, about the “slave-citizen’s music,” When Blood and Bones Cry Out, about musical traditions in conflict zones, by John Lederach and Angela Lederach, and biographies of Leonardo da Vinci by Walter Isaacson and Johannes Brahms by Jan Swafford. I often find that (re)connecting with the arts influences my curiosity, research and writing in unanticipated ways. Meanwhile, I find myself often dipping back into books such as Critical Path by Buckminster Fuller (much of which I still do not understand!) as a grounding and inspirational piece that pushes me to think beyond the given.

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

Try not to worry about the future…it will unfold and you will make a mark no matter what. Focus on whatever gives you joy to read about, write about and talk about, even if it is not “trending,” and take all opportunities to strengthen networks with colleagues and friends in the field. They (we) will cheer you on and sustain you!
As a newly elected CIES board member, I was pleased to hear that as the Society’s historian I have a “corner” in the CIES newsletter. I would like to dedicate my very first historian’s corner to remembering Don Adams, who passed away at the age of 92. The In Memoriam we published on June 11, 2018 was very brief and did not capture the breadth and depth of his contribution to our field of study.

**DONALD K. “DON” ADAMS**

Donald K. Adams is a past president and an honorary fellow of Comparative and International Education Society. He served on the Society’s board of directors and as a consulting editor of *Comparative Education Review*. He also served as president of the International Society of Educational Planning, and was a member of their board of directors. A consultant of the Korean Education Development Institute (KEDI) since its inception, when they established *KEDI Journal of Educational Policy* he was invited to served on the journal’s board.

I should be open about my own personal reasons for writing this tribute. Don Adams was my dissertation advisor, mentor and colleague for the past 30 years. Over the years he did not “lose” many students but stayed in touch with them and helped many of them out in their careers. Others have attested to his devotion and continued professional support for so many of us all over the world. Typical of his students’ testimony is this message from Narumon Siriwat (Bangkok): “Prof. Adams was an incredible human being, and advisor who has always encouraged me to question more, always think analytically in order to pursue knowledge. His inspiration upon me has been passed on to my daughters, who have embarked [on] their careers in academia.”

Don Adams was born on February 21, 1925, in North Berwick, Maine, the youngest of five children. After serving in World War II he returned to New England and under the GI Bill completed his Bachelor’s and Master’s degrees in mathematics at the University of New Hampshire. He remained a New Dealer all his life, no matter how many years he lived far from the region. Whenever we saw a picture of the sea, he would remark how no-one could depict the waves the way he remembered them from the beaches of New England.

While pursuing his Ph.D. in education at the University of Connecticut, he was recalled to active duty as a member of the Connecticut National Guard. This was not the last time he was called to active duty while a doctoral student: one of his professors asked if anyone with teaching experience would be willing to go to South Korea, and Don raised his hand. Within 24 hours he was being briefed by the United Nations Korean Reconstruction Agency in New York. (He was always proud to tell us that the driver of his Jeep in Korea

**CONTINUED ON NEXT PAGE**
was a woman – very progressive for the time!) Thus began his lifelong devotion to education planning and policy, and not just in Korea; he had many short- and long-term consultancies in over 30 Asian, African, and Latin American countries over the years. He worked for most organization that were involved in education planning and policy formation as well as several national governments, including the Indonesian Ministry of Education, for which he developed a 25-year long-range-planning (i.e., five five-year plans; see Adams et al., A Global Analysis of Education, Social and Economic Change in Rapidly Industrializing Societies. [APS University of Pittsburgh, July 24, 1991]).

In 1962, he joined the faculty of Syracuse University and came to the University of Pittsburgh in 1969, where he stayed for the rest of his career, serving as a Professor of Education and Chairperson in the Department of Administrative and Policy Studies of the School of Education. Over the course of his career he was visiting professor at Vanderbilt University, UCLA, the University of Nebraska, and the University of Toronto, and Scholar-in-Residence at the East—West Center, Honolulu, Hawaii.

His early scholarship included Patterns of Education in Contemporary Societies, with I.N. Thur (1964), which was translated into Japanese, Spanish and Arabic. In his review, C. Arnold Anderson (CER 9:1, 1965) calls this the best textbook in comparative education to date. He commended the book’s “extended treatment of developing countries.”

Next was Introduction to Education: A Comparative Analysis (1966), and Education in Developing Areas, with RM Bjork (1969, reprinted 1971; revised edition, 1975). This book was translated into Spanish, Portuguese, and Arabic. This is the book where the term “development education” was coined. The idea that education contributes to economic development was hardly new, of course, but joining the terms “development” and “education” in a single expression was innovative. (Other new metaphors in our field that opened complete new avenues of thinking emerged around the same time, for instance in Martin Carnoy’s Education as Cultural Imperialism, 1974.) The conclusion of Education in Developing Areas continues to be relevant today: “Social obstructions to using education in the development process are lack of education for women, lack of quality instruction, and language barriers. All developing nations are tending to break away from Western influence in planning for education.”


In the early 1980s, the International Development Education Program (IDEP) at the University of Pittsburgh became one of the best and largest graduate comparative and international education programs in the United States. It attracted a steady stream of international students and was led by four of the most notable scholars in the field of comparative education – Don Adams, John Singleton, Seth Spaulding, and Roland Paulston. More of a learning community than a program, IDEP continued to be the home for many international students and a creative environment for intellectual inquiries until its consolidation in 1987 into Administrative and Policy Studies, following the restructuring of the School of Education and the establishment of the Institute for International Studies in Education (IISE) with Mark Ginsburg as its first director, and Maureen McClure as its current director (after 30 years, the first woman director).

Back in the 1980s the field of comparative and international education was suffering an existential crisis. Not only had the field expanded, but the very meanings of “education,” “development,” and “international” were being challenged, and the pressure to question theories and methods to accommodate a new and diverse cohort of scholars was mounting. Scholars like myself (many of them women), who were not necessarily trained in economics and were not going to use statistical...
analysis in their dissertations, began to arrive at IDEP in the mid-1980s. I recall one of our first meeting when I told Don that I was a professor of teacher education, and he took the time to explain how in this department we did “macro-analysis of systems”; processes such as classroom teaching do not figure in such planning and policy analysis. It took another 5 years until Don added “teacher education” to his own resume and “process” became part of any of his policy papers as in his study for UNESCO, UNDP Policy Discussion Paper: Education and Training in the 1990s: Developing Countries, on educational strategies; educational needs; educational trends; educational forecasting; and teacher education in developing countries. One participation in education grow in developing countries Don moved, like other, in search of quality of education, or like he said it: “Qualities” (See his last book, Quality and Qualities: Tensions in Education Reforms, edited with Simona Popa and Clementina Acedo, 2012.)

Don Adams worked and wrote none-stop, as his published work testifies. He continued to take great interest in his students, some of them now leaders of education in countries such as Korea and Indonesia. Over the years he continued his long-standing relationship with and interest in education development, beginning with his early single-handed consultancy on the restructuring of the Korean education system (see Education, Economic and Social Change in Korea, with Esther E. Gottlieb, 1993). As Namgi Park, a Pitt grad, CIES member, professor of education and former president of Gwangju National University of Education, South Korea, says: “Dr. Adams has been a professor, mentor and friend. His immense contribution for Korean Education and Korean students still vibrates today. An excellent example of dedication and service to his constituents.”

Don Adams was what we would call today an intellectual scholar: he read everything there was on any topic he or his students wrote about, and he did not do any consultancy on a topic he did not already know about. As Prof. Chong Jae Lee of Seoul National University noted, Don Adams’ story “became a story of International Educational Development, and his students have also become a story of the rise of Korean Education.”

Another of Adams’ PhD students, Yidan Wang, a Senior Education Specialist at the World Bank’s Education Global Practice, says: “Prof. Adams had lived an amazing, rich and full life. He certainly inspired my work and life. Throughout the years at the University of Pittsburgh, I learned from him how to learn new knowledge and do research as well as to be committed to education development, particularly for the poor and disadvantaged. He read each of my articles and provided insightful comments. While I am deeply saddened by the loss of Prof. Adams, I feel so honored to be his student. He is always in my heart as a model of hard working, dedication and commitment. For that we also celebrate his life and his success.”

To celebrate his life-long contribution to Comparative and International Education, we are planning a commemorative session at CIES 2019. If you are interested in contributing, or even just have a story to share, please write me at gottlieb.26@osu.edu.
The World Council of Comparative Education Societies (WCCES) congratulates CIES President Professor Regina Cortina for the resounding success of CIES 2018 in Mexico City, which was an occasion for its sister Mexican society (Sociedad Mexicana de Educación Comparada - SOMEC) to collaborate in organizing it. This was a unique opportunity as SOMEC is the WCCES constituent society that will be hosting the XVII World Congress of Comparative Education Societies to be held in Cancún, Mexico during 20-24 May 2019.

WCCES expresses its gratitude to the new CIES President Professor Regina Cortina for formally inaugurating its first online course on practicing nonviolence on 29 March during CIES 2018. The course is the pilot stage of a WCCES initiative. WCCES plans to offer several similar courses in future to address important global issues through comparative education. As this course is available free of charge, all the readers of Perspectives are encouraged to register and go through it by using the web link: https://www.worldcces.org/practicing-nonviolence

As in 2017 in Atlanta, Georgia, the WCCES leadership meeting was successfully conducted during CIES 2018. It was well attended by its officers, chairs/co-chairs of standing committees/任务 forces, and representatives of various constituent societies. CIES was represented in this meeting by Professor Mark Bray in his capacity as immediate past president.

The preparations for the 1st WCCES symposium scheduled for June 21-22 2018 is in full swing. This symposium is being held together with 5th international conference of the Indian Ocean Comparative Education Society (IOCES). As both these events are open to everyone, CIES colleagues are most welcome to partake in them. These events will be preceded on June 20-21 by the 1st WCCES retreat/53rd executive committee meeting of the WCCES. The retreat will help WCCES to take stock of its achievements, shortcomings, and consider strategies for a successful future.

The second issue (Vol. 2 No. 1) of Global Comparative Education: Journal of the WCCES (www.theworldcouncil.net) is planned to be released this month. It contains four topical articles (two in English and two in French), two articles on the profiles of two notable CE scholars and two book reviews. The abstracts of the six articles are provided in the six official languages of the United Nations. The third issue (Vol. 2 No. 2) of World Voices Nexus: The WCCES Chronicle (www.worldcces.org), containing contributions from authors hailing from Australia, China, Oman, the Philippines, South Africa, Sri Lanka, the UK and the USA, has just been release. I like would to take this opportunity to strongly encourage the readers of Perspectives and other CE scholars and practitioners to submit articles in the UN languages to these two new WCCES publication outlets. We also need more reviewers of the articles. For now we express our deepest appreciation to the contributors to these issues, the reviewers, translators and copy editors of the authors.
NEW BOOKS
Published by CIES Members

Annette Bradford and Howard Brown (Eds.) (2017)
*English-Medium Instruction in Japanese Higher Education: Policy, Challenges and Outcomes*

English-medium instruction (EMI) is growing in Japanese universities with rising numbers of students studying at least part of their degree in English. This volume examines the experiences of EMI’s stakeholders in Japan, enabling readers to understand why EMI policies are in place, how EMI is implemented, what challenges are being addressed and what its impacts may be.

*Global Education Policy, Impact Evaluations, and Alternatives: The Political Economy of Knowledge Production*

This book contributes to how we conceptualize and investigate the role and influence of knowledge production by international organizations within the field of global education reform. After elaborating on what it means to approach the intersection of these issues from a political economy perspective, the book develops a focus on knowledge production broadly to critically examine specifically the production of impact evaluations, which have come to be seen by many as the most credible form of policy-relevant knowledge.

CONTINUED ON NEXT PAGE
Tavis D. Jules and Patrick Ressler (Eds.) (2018)

Re-Reading Education Policy and Practice in Small States: Issues of Size and Scale in the Emerging “Intelligent Society and Economy”

The volume contributes a genuinely comparative approach to education in small and microstates by widening conventional definitions of smallness and advances thematic and theoretical research in the field. It expands our understanding of small and microstates - and by implication of big states as well -, especially regarding what is general and what is particular about their behavior.

Greg William Misiaszek (2018)

Educating the Global Environmental Citizen: Understanding Ecopedagogy in Local and Global Contexts

Misiaszek examines the (dis) connection between critical global citizenship education models and ecopedagogy which is grounded in Paulo Freire's pedagogy. He analyses the ways environmental pedagogies can use aspects of critical global citizenship education to better understand how environmental issues are contextually experienced and understood by societies locally and globally through issues of globalization, colonialism, socio-economics, gender, race, ethnicities, nationalities, migration, Indigenous issues, and spiritualities.

Rosalind Latiner Raby and Edward J. Valeau (Eds.) (2018)

Handbook of Comparative Studies on Community Colleges and Global Counterparts

This two-volume handbook builds a comparative understanding of the sector at large by highlighting contemporary issues that are germane to the field of higher education. The 41 chapters provide the first set of comparative studies that explore the complexities of these institutions in terms of mission, economic impact, governance, curriculum, and the role they are playing in the completion and success of students.

Tavis D. Jules and Teresa Barton (2018)

Educational Transitions in Post-Revolutionary Spaces: Islam, Security and Social Movements in Tunisia

The book explores the transformation of the education system in Tunisia following the Jasmine Revolution (or Al-Sahwa). Exploring themes such as radicalization, gender, activism, and social media, the authors provide a detailed account of how Tunisia’s robust education system shaped and sparked the conflict as the educated youth became disgruntled with their economic conditions. The book provides an understanding of the theoretical and methodological insights needed to study educational transitions in other post-revolutionary contexts.
Malini Sivasubramaniam and Ruth Hayhoe (2018)

Religion and Education: Comparative and International Perspectives

This edited book explores some of the tensions and issues around religion and education, and draws parallels across differing geographical contexts to help enhance our collective and comparative understanding of the role of religion, religious education and institutions in advancing the United Nations global development agenda. Despite the increased trend towards secularisation in state schooling, issues of religion and spirituality have remained important, and without addressing the salience of religion, however, it will not be possible to foster peace, and combat discrimination and prejudice, particularly in a globalized, pluralistic society.

Andrés Sandoval-Hernández, Maria Magdalea Isac, Daniel Miranda (Eds.)

Teaching Tolerance in a Globalized World (2018)

This open access thematic report is based on data from the IEA's International Civic and Citizenship Study (ICCS). It is aimed at readers interested in civic education, adolescents’ attitudes towards cultural diversity, educational policy and the methodology of international large-scale assessments.
RECENT DISSERTATIONS
Completed by CIES Members

Momina Afridi
Understanding the work of Female Teachers in Low Fee Private Schools in Punjab, Pakistan
ISE, University of Toronto, Canada, 2017

Kara Kirby
Empowerment Processes in the Lives of Tanzanian Women: Intersection of Family, Education, and Digital Technology
Kent State University, 2016

Sylvia Nienhaus
Wie wird Ungleichheitsrelevanz im Bildungs- und Betreuungsalltag hergestellt? Eine qualitative Mehrebenenanalyse auf Basis ethnographischer Fallstudien in Luxemburger Kindertageseinrichtungen und Vorschulen” (How is Social Inequality Potentially (Re-)Produced in Everyday Education and Care? A Qualitative Multi-Level Analysis Based on Ethnographic Case Studies in Luxembourgian Day Care Institutions and Preschools)
University of Luxembourg, 2017

Fatima Zahra
Educating Farmers to be Environmentally Sustainable: Knowledge, Skills and Productivity in Rural Bangladesh
University of Pennsylvania, 2018
Boyle (2006) brings to light a very relevant and live debate—do Qur’anic schools deserve the negative media attention they receive? Since 9/11 the world’s attention has been on Muslims in general with everyone looking at religious education very cynically. Qur’anic schools in Pakistan, Nigeria, Senegal, Mali, Yemen, Morocco and many other Muslim dominated countries are under scrutiny. How are the Muslim youth trained? Does the education they receive provide any answer to any Muslim associated terrorist attacks? Boyle (2006) presents a multi-country study to understand what goes on inside Qur’anic schools. Her data comes from observations and interviews from students, parents, experts etc. from the three countries- Yemen, Morocco and Nigeria.

Boyle’s research shows that wider public understanding of the classroom dynamics in the context of Qur’anic schools has been limited. Many people find it counterintuitive that the children attending Qur’anic schools memorize the verses of the Qur’an and do not necessarily learn other subjects such as math, science and other languages such as French. It is not logical that the community prefers that the children rote learn the Qur’an as opposed to adopting the Western pedagogical concept of student-centered learning approaches. It also doesn’t make sense that the parents would want to send their children to a one-room schools with non-certified teachers and trust that the children will be well-prepared for their future. It does not make sense to many that even if there is a government-recognized public school that teaches French, the parents would still prefer a stern looking master with a stick who will help the children to memorize the verses of the Qur’an.

With these questions, Boyle (2006) takes us on a journey to get an insider’s perspective of the beliefs of the community. To many, the memorization of the Qur’an’s verses may seem a mindless exercise. However, according to Boyle’s analysis, memorization of the Qur’an reveals the knowledge that comes from God and should be done first. Therefore the children in Qur’anic schools first learn the Qur’an and then learn other subjects, whereas in Western education they do the opposite, that is, start by learning a wider base of subjects and then narrow down. To learn the Qur’an, the teachers adopt memorization as their choice of pedagogic technique, which also improves attention to learning, understanding and reasoning. Since Qur’an
“...comes directly from God” (p. 485), the community saw memorization as a way to gain knowledge, have a Muslim identity and learn to be a good Muslim. Boyle notes that memorization of the Qur’an was not an end in itself, it was a guide to meaning and direction in life and helped children to come closer to God and become good citizens.

Boyle’s observations are pertinent in the Senegalese setting as well. As Program Director for the Millennium Villages Project, my team worked in a predominantly rural Louga region of Senegal. The region had more than 60 Qur’anic schools with more than 200 children attending these schools. The majority of these children did not attend a formal public school in the neighborhood, although they were very accessible. All of Boyle’s observations hold true for the Louga region of Senegal. Parents valued learning the Qur’an versus sending the children to learn French. Since the government does not formally approve the Qur’anic schools and their curriculum, the children in these Qur’anic schools are technically considered out-of-school. The Millennium Villages Project helped the traditional Qur’anic schools to be integrated into the government system by investing in their infrastructure so that they become eligible to fall under the “improved” Qur’anic school category. However, this also required the Qur’anic school teachers (Maalams) to be open to teaching other subjects like math after the Qur’an recitations are complete. Very few Qur’anic school teachers opted for this option. The parents and the community were very supportive of the idea that the Qur’anic school curriculum be recognized by the government. Millennium Villages Project staff organized community mobilization efforts to talk to the Qur’anic school teachers to also send their children to formal public schools after or before they attended the Qur’anic school. The parents were not very convinced with the French based education system and believed that “public schools provided instruction, while Daaras provided an education” (Soni, 2013, Millennium Villages Project report). As Boyle also suggested, the Qur’anic schools could serve as the preschools before the children reached the primary school-going age. The Daaras in the community, catered to many children ages 2 to 5 years. But children 6 and older also continued to stay in the Daaras.

The problem at hand is that 57 million children of primary age are still out of school (UNESCO, 2014). In sub-Saharan Africa, 21% of the primary age children are still out-of-school. Many millions (official count not known) attend non-recognized Qur’anic schools in Senegal. At the same time, community beliefs and a long history of suppression of religious education contradict the global education goals. Boyle’s study dissects the western pedagogical concepts and shows that the education discourse needs to be open to different educational perspectives. Meanwhile Senegal has been saturated with international education projects that are trying to “modernize” the Daaras. Whether they will be accepted by the community, recognized by the government and can be scaled-up is yet to be seen.

References
In light of David Post’s generally positive review (CER May 2018) of my book (*Internationalizing a school of education: Integration and infusion in practice*, MSU Press, 2017), it may seem small-minded of me to quibble over interpretations of Pierre Bourdieu. Nevertheless, I have a strong concern with how Bourdieu is understood, due to an interest in his work that goes a long way back to when I read his first important book in education (*La reproduction*, 1970) and heard him lecture when I was collecting my dissertation data in Paris in the 1960s.

Bourdieu’s very original writings are notoriously obscure with a special jargon that makes them hard to read and difficult to interpret, especially given the many changes in his theoretical work that have emerged over time. It is therefore to be expected that readings of his whole body of work will differ markedly (Full disclosure: In interpreting Bourdieu over the years, I have found David Swartz indispensable: *Culture and Power*, University of Chicago Press, 1997; M. Grenfell, *Pierre Bourdieu: Key Concepts*. 2nd ed. Routledge, 2012, is also very useful.)

Post interprets my use of Bourdieu as focused on cultural capital, a matter of taste and lifestyle:

Schwille uses a theoretical scaffold that is familiar to many CER readers: Pierre Bourdieu’s cultural capital theory. Recall that Bourdieu (1987) saw cultural objects and forms (of speech, or food, or pursuits) as occupying a social space. People and groups latch on to these forms to become upwardly mobile (wearing the right clothes; talking ‘standard’ French or English or Chinese; nowadays, publishing an article in English). People discern the distinctions between high and low forms as they classify the world. But the ranking of these classifications is neither fixed nor immutable . . . .

I’m not saying that Post is wrong about Bourdieu, but rather that he is inaccurate in attributing these views to me. Post is using Bourdieu’s sociology of art and culture as expressed in the book *Distinction* whereas I have found Bourdieu’s sociology of science as discussed in the book *Science of Science and Reflexivity* to be more relevant and well-developed when applied to the issues raised in my book. I have discussed these differences with David whom I greatly respect, but as yet neither of us has changed our minds. I am indebted to David who suggested that I write this up for the CIES Newsletter.

Explaining my preference for Bourdieu’s sociology of science in the case of my book calls for an overview of Bourdieu’s theoretical enterprise, and in particular, the complex conceptual apparatus he built around three central concepts: field, habitus, and capital, none of which according to him is primary or dominant over the others. Instead they are in continual interaction with one another, in part to reproduce the social worlds that they embody and in part to change these worlds. To me understanding this interaction is the most important part of Bourdieu’s theories as I understand them.

Fields as defined by Bourdieu are the social fields in which this interaction takes place and in which we engage as players. These social fields are, roughly speaking, analogous to a playing field on which a sport is played. But Bourdieu’s fields are never level. Instead they favor certain players or teams above others, due to the influence of the rules of the game, its history, and the position of star players in shaping the field. Since the concept of field was developed by Bourdieu with reference to his study of the French educational system, it stands to reason that it has a very good fit with how university disciplines as organized within schools or faculties and analyzed in my book. This fit is reflected, both within and among fields and subfields, in
the struggles for status and recognition among individual university scholars and the units to which they belong. Again the analogy to competing on a playing field is pertinent.

The specialized scholars of the academy bring to a given field their habitus, which is Bourdieu’s term for the set of dispositions with which an individual enters a field and which subsequently evolves in interaction with the field. Within the university, this interaction drives the tendency to develop, transmit and control the status culture of a particular specialty. Although the habitus of participants predisposes them toward erecting barriers against outsiders, these boundaries and rules of the game often remain fuzzy and contested. The most that players can expect is not a perfect understanding of the field, its rules and its boundaries but rather just a “feel for the game.”

Nevertheless, successful scholars acquire a great deal of scientific capital in the form of valued knowledge which determines their place in the system, their access to resources and status. In Bourdieu’s words,

Scientific capital is a particular kind of symbolic capital, a capital based on knowledge and recognition. It is a power which functions as a form of credit, presupposing the trust or belief of those who undergo it because they are disposed (by their training and by the very fact of their belonging to the field) to give credit, belief. . . . Possession of a large quantity (and therefore a large share) of capital gives a power over the field and therefore over agents (relatively) less endowed with capital . . . . (Bourdieu, Science of Science and Reflexivity, University of Chicago Press, 2004, p.34)

[Dominant scientists] are able, often effortlessly, to impose the representation of science most favorable to their interests, that is to say, the ‘correct’ legitimate way to play and the rules of the game and therefore of participation in the game. Their interests are bound up with the established state of the field and they are the normal defenders of the ‘normal science’ of the day. They enjoy decisive advantages in the competition, one reason being that they constitute an obligatory reference point for their competitors, who, whatever they do, are willy-nilly required actively or passively to take up a position in relation to them.” (Science of Science, p. 35)

The nature of academic fields like the study of education (including comparative education) is shaped by the power of scientific capital to determine what, within the field, is valid knowledge and what is not, what is worthwhile in a scholarly sense and what is not etc., who can speak with authority in a particular field and who cannot. This perspective on Bourdieu is particularly important in explaining why and how the nature of academic disciplines and departments turns out somewhat arbitrary and not wholly determined by rational thought and argument. For example, this set of theories I believe helps explain why the study of education in U.S. schools of education for most of its history has been so ethnocentric, paying little or no attention to the nature of education outside the U.S. and taking little or no interest in the preoccupations of comparative education as currently practiced. Comparative education, in return, has had relatively little to do with much of what is done in American educational practice even when directly relevant. Fortunately, the process of internationalization broadly conceived has in recent decades made inroads on this ethnocentricity and can be expected to do far more in the future.

Thus, in a small way, my book tries to address the lack of attention to the sociology of comparative and international education as currently institutionalized. Bourdieu turned out to be a good way for me to make the ironically ethnocentric and provincial aspects of the study of education and its resistance to change more understandable. In my view, a more universal view of comparative education could lead to its near disappearance as a separate field of study while at the same time it can become more important in the science capital of other fields. Bourdieu has helped explain why this has been so slow and in some cases unlikely to happen at all.
Dr. Tonya Muro passed away suddenly on March 5, 2018. Tonya completed her Master’s and Doctoral degrees at Teachers College (TC), Columbia University in International Educational Development. Her research as a Fulbright scholar in Tanzania formed the basis of her dissertation titled “AIDS, ‘edutainment’ and youth sexual agency: A case study of the Femina health information project in Tanzanian secondary schools.” After graduating from TC, Tonya worked in the field of global education for many years at organizations such as Global Nomads Group, AFS-USA, and most recently as the Executive Director of i-EARN-USA. Tonya was passionate about and committed to global citizenship and international understanding.

Professor Frances Vavrus, who worked closely with Tonya during their time together at Teachers College, beautifully captured Tonya’s spirit in this anecdote about one of their trips to Tanzania:

“One special memory comes from the month in the summer of 2004 that Tonya spent with my family on Mount Kilimanjaro. It was then that I began to notice the difficulty Tanzanians had in pronouncing Tonya’s last name: Muro. Whenever she introduced herself, the response from the woman, men, and youth who came to know her was “Moyo.” It is only now that I fully appreciate this mispronunciation, for “moyo” means “heart” in Swahili. It was not that people could not pronounce Muro; instead, they knew immediately that “heart” was the name we should give to someone bursting with so much love for others, for all of humanity.

Tonya profoundly touched all those who had the opportunity to know her, which was clearly evident by the outpouring of support and love at a recent celebration of life ceremony held in New York City.

A gathering to remember our dear friend and colleague was held at the CIES 2018 Conference in Mexico City at the Franz Mayer Museum on Tuesday March 27, 2018. A gathering was also held at Teachers College in April 11, 2018.

If you’d like to donate to her family’s expenses and an educational fund for her girls, this crowd-funding site has been set up by her family: https://www.gofundme.com/t4auh-tonyas-funeral-expenses

Please direct any questions to Monisha Bajaj (mibajaj@usfca.edu) or Mary Mendenhall (mendenhall@tc.edu).
CALL FOR PROPOSALS

The Department of Educational Policy & Leadership at the University at Albany-SUNY and the Department of International and Transcultural Studies at Teachers College, Columbia University invite proposals for the 2018 CIES Northeast Regional Conference, to be held on October 26-27, 2018 at the Downtown Campus of the University at Albany-SUNY. The conference theme is:

Rethinking the Purposes of Education and Lifelong Learning in the 21st Century: National Priorities, Global Processes and Cradle-to-Career Models

The aims and purposes of education have evolved considerably over time: from inculcating moral, religious and ethical principles, to creating citizens identified with a national polity, to promoting needed skills and competencies for an industrializing or globalizing economy, to ensuring that children’s natural curiosity and potential are nurtured. Indeed, statements of the role of education in nation-building, economic growth and individual development can be found in most national constitutions and official policy documents.

In the wake of World War II, the Universal Declaration of Human Rights (1948) enshrined education as a fundamental right to be valued in and of itself. It also stated that education should strengthen respect for human rights and fundamental freedoms, and promote “understanding, tolerance and friendship among all nations, racial or religious groups…”

In the ensuing years, international agencies, civil society organizations and social movements have drawn upon the UDHR to broaden the purposes of education further. For example, key international policies argued that education should foster more inclusive and equitable societies, more participatory political systems, more opportunities for decent work and lifelong learning and more sustainable and resilient cities and communities. The 2030 Agenda for Sustainable Development, adopted by 193 UN Member States in 2015, captured this expansive array of educational purposes – linking education to the concepts of individual dignity, societal transformation and global sustainability.

The goals of education continue to be re-imagined and contested by local, national and global actors, who believe in, or take issue with, the power of education to affect the well-being of people and the planet. How statements of the purposes of education influence policy priorities, system reforms and school realities is an issue that deserves further exploration and analysis. With these complex and oftentimes contradictory forces at play, the conference organizers invite participants to address different analytical and policy-oriented questions about the aims and purposes of education by submitting proposals for: 1) individual paper proposals, 2) quick-fire talks and 3) poster sessions.

To read the complete Call for Proposals and about submission details, please visit the conference website: [www.albany.edu/cies2018/](http://www.albany.edu/cies2018/).

The final deadline for submitting all conference proposals is: September 3, 2018.
Why “Education for Sustainability” in our next CIES meeting? For me, as for most Presidents-elect, the answer is based partly on personal history, and partly as a response to the current age. For most of my professional life (and I’m 62) we advocates for education and for CIE research didn’t waste a lot of time asking what more education or better schools were actually FOR. Like many American CIES researchers, I researched how to get kids into schools, how to help them finish, why some didn’t enroll or continue, and how to make accessible and quality education equitable. I didn’t think too much about the purpose of all this good.

Now, looking back, I can see that, like many education professors of my generation, and perhaps like others of you reading this newsletter, we thought of good education as a kind of human right. This meant that mainly it was a valued good, an “end-in-itself” rather than an instrument or a means toward any other good end. Now can I see that, about the same time that I was finishing graduate school, my generation in the CIES was rejecting the earlier, economic developmentalism that we associated with human capital theory and with the UN Development Decade of the Sixties. While editing the CER, I saw hardly anyone submit manuscripts about what good education supposedly accomplished for the world. I didn’t mind that, because I liked reading the theoretical critiques of developmentalism (which we usually liked to label and situate as “Western” developmentalism).

But current times require CIES advocates and researchers to take up the old question of what good education for all can do for all. The question is urgent, especially for US-based organizations like ours, because the current US administration is withdrawing the country from the multilateral institutions that the US originally promoted. Withdrawing from the Paris Climate Accord, and from UNESCO, means that organizations like CIES must re-examine questions that my generation too often took for granted about the outcomes of education for all. Fortunately, the UN Sustainable Development Goals offer a perfect opportunity to interrogate these questions, because for the first time we are being challenged to integrate our agenda for education into a framework with sixteen other important goals that could help improve the human and natural world.

How fitting that CIES will meet in San Francisco, where representatives of war-torn nation-states gathered at the Herbst Theater to negotiate and sign the UN Charter in 1945. This historic event must not be forgotten. Here is an official UN photo of Dr. Wu Yifang, one of only four women representatives who signed the Charter at the Herbst (representing China).

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Up to now, the international institutions emerging from this historic encounter have endured through economic crises and war. They endured partly because the United States played a positive role supporting them. The US Commission for UNESCO, for example, met in San Francisco in 1969 to discuss what could be done to improve the natural environment. That meeting led the way to a worldwide recognition of Earth Day. In 2019 CIES will return to the Herbst Theater to learn what we as scholars and educators can do to marshal new evidence and craft a sustainable future.

Individuals and groups planning to participate in 2019 will have new options regarding both their session format and type of contribution. You can select the format type that best fits your proposed contribution. If there is enough space, we will give accepted contributors their first choice for a format. If there are more contributions than we can easily accommodate in full-paper sessions, then based on assessments from peer review we may allocate a submission to a round-table session, which I personally have always found to be the most productive and collaborative format for my own work. New for this year, proposals will be peer reviewed according to criteria that you select as most appropriate for your submission depending on whether your contribution comes closest to: a conceptual/critical/theoretical analysis; an applied/programmatic reports; or empirical research.

Our submission system will open in August 2018 and will close in October 2018, in order to give reviewers time to make quality assessments and offer suggestions. You can find our complete “Call for Proposals” at www.cies2019.org. You can also find full explanations about our “Education for Sustainability” theme in English, Chinese, Japanese, and Spanish.
Member News

CIES member Dr. MaryJo Benton Lee of South Dakota State University was a Fulbright U.S. Scholar to China during the 2016-2017 academic year. She taught Sociology of Education classes at Yunnan University in Kunming, People’s Republic of China. She was recently named an honorary professor of the Research Institute of Higher Education at Yunnan University, denoting her appointment as a permanent member of the faculty. Here she is pictured receiving her certificate of appointment from the Institute’s Dean, Dong Yunchuan.

Blogs and New Media

This website includes a conversational blog written by a group of scholars and practitioners who are passionate about improving leadership in education in marginalized communities around the world. Our purpose is to create a space for individuals—educators, NGO practitioners, policy makers, professors, researchers, and citizens—interested in improving leadership in education since we believe that education is the ticket to escape from poverty.

We have recently launched a website for our project titled DE-COLONIAL AND DE-COLD WAR DIALOGUES ON CHILDHOOD AND SCHOOLING. We collaboratively lead this project: Prof Iveta Silova ASU, USA; Associate Professor Zsuzsa Millei, UTA, Finland and Associate Professor Nelli Piattoeva, UJ, Finland. The website contains information about our book and also calls for participation. We seek first-hand experiences with and accounts of (post)socialist schooling and childhood from cultural insiders to engage in remembering and (re)narrating their experiences.

Let’s talk about racism in education and international development

by Arathi Sriprakash on February 27, 2018 in Learning, SDGs