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COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY
Letter from the Editor

MARIANNE A. LARSEN, EDITOR

Dear CIES Members,

Welcome to the Winter 2018 issue of CIES Perspectives! Inside this issue you will find a letter from our President and from the Office of the Executive Director or outlining many of the exciting new initiatives that the CIES is embarking upon including the establishment of a book monograph series and a new Committee on Social and Policy Engagement. We have two new SIGs: the Sexual Orientation and Gender Identity and Expression SIG and the Study Abroad and International Student Mobility SIG. Our SIGs have been busy preparing for our upcoming conference, as you can read about in the SIGnatures column, as well as other activities such as a webinar that the Post-foundational SIG organized on ‘Comics and Notions of the Human’. We also have a lot of news about CIES activities including the 2017 Symposium, ‘Interrogating and Innovating CIE Research’ and plans for our 2018 Conference. In our ‘News and Views from the Field’ section, you can also read about the Cuban Pedagogical Association’s condemnation of the US embargo against Cuba and the work of the ‘Sesame Workshop and International Rescue Committee’ to educate young children displaced in the Middle East.

We face challenges as an academic society as well. Bjorn Nordtveit, editor of the Comparative Education Review, discusses his concerns about various issues he and the editorial team have faced, including a recent Board decision to reduce the number of pages of the journal to compensate for financial losses from the CIES Atlanta conference. Chris Frey, our Historian, outlines various challenges that the CIES has faced since its founding and reminds us that all times are ‘historic’, even the present “with political forces in and out of the US that undermine many of our core values”. And this issue’s Dialogue and Debate entitled “CIES in a globalized world”, reiterates many of the challenges we are facing as a US based academic society in a post-national world. Let me tell you the rationale for the Dialogue and Debate topic for this Winter 2018 issue. If you are an avid reader of CIES Perspectives, you will recall that there was a letter to me, the editor, in our last issue, from CIES member, David Turner. Professor Turner discussed his concerns about the potential establishment of a CIES committee of political engagement. Professor Turner’s column, on the heels of the Discussion and Debate in the Spring issue about the role of politics in the CIES, engendered much discussion and dissension amongst CIES members. The problem, in my opinion, is that much of that discussion occurred between individual, like-minded members face-to-face, through emails and social media sites such as Facebook, etc. I believe, however, that as much as we need the safety and security of engaging with those who are like-minded, it is also important to get out of our safe bubbles and have these conversations in the open, as difficult as that might seem. So, I issued a call for members to engage in a conversation about the role of the CIES in a globalized world. That is the topic of the Dialogue and Debate section in this issue and I’m sure you, like me, will appreciate the nuanced and complex arguments that the contributors bring to this discussion.

This is the last issue of CIES Perspectives that I will be editing as I end my term as Secretary to the CIES Board of Directors. (In March, we will also say goodbye to Mark Bray and Chris Frey as Board members who are featured in this issue.) When I ran for the position in 2015, I was told that one of the responsibilities of the Secretary was to edit the newsletter, which had not been published for 3 years. Upon being elected, I put in place a set of processes for getting the newsletter published once again and I’m delighted to say that we have been able to publish 3 issues/year since early 2016. The work of writing, compiling, editing, formatting and publishing an issue of CIES Perspectives has not been all mine however. It has been a team effort and you, CIES members, have been a part of that team. So here, for the last time, I would like to reiterate my gratitude to the three amazing editorial assistants I have had: Vanessa Sperduti, Amir Mehriary, and most recently, Bahia Simons-Lane. Thank you to all of the Standing Committee and SIG Chairs who have provided us with content for each issue. Thank you to the OED for supporting the work of the newsletter through the provision of an editorial assistant, writing your regular column to update readers on the important work you do, and helping with editing proofs. Thank you to the Presidents, Historian, CER Editor and WCCES representatives who have written their columns and put up with all the emails from me and my editorial assistants to get their pieces to us on time! A special thank you to those who participated in the Dialogue and Debate section of the newsletter each issue. The time and thought you each put into writing your contributions and responding to others was remarkable. I also so much appreciated CIES members who took the time out of their busy schedules to write contributions about work they are doing ‘in the field’ and to provide us with news of interest to other CIES members. Above all, thank you to each of you for reading the newsletter. It is in the act of reading that the newsletter is “perspectives” in the act of reading that the newsletter is...
As many of the articles in this issue of the CIES Perspectives Newsletter show, a tremendous amount of work going on behind the scenes makes our Society thrive. Alongside the key work performed by our Office of Executive Director, CIES is made possible through countless volunteer contributions. In addition to the hundreds of CIES members who recently reviewed submissions to our 2018 conference, we have over 30 people currently serving on CIES awards committees and about twice that number serving on other Board standing and ad-hoc committees, not to mention the dozens and dozens of people who make our SIGs run. When we all meet in Mexico City for what will be stellar, reinvigorating academic exchange, please take the time to express your appreciation to all these volunteers for their service and leadership.

Several important initiatives are now underway to further strengthen the CIES and ensure its future as a vibrant community and the key gathering place for researchers, policymakers, practitioners, and students working in comparative and international education. Some of the behind-the-scenes work relates to improving our membership management systems and communications infrastructure and strategies so that we can better connect members and better mobilize the knowledge produced in our field. One such project has already come to fruition: CIES has embarked on a new publishing initiative and in cooperation with SUNY Press is launching a book monograph series titled “Education in Global Perspective”. We expect books in this series to address a wide range of themes within comparative and international education and make clear contributions to social and education theory. Please be on the lookout for announcements and a series launch at the 2018 conference.

We also are working hard to strengthen leadership development, diversity, and mentoring within the society – and to develop a member code of conduct that will help guide our professional community in its efforts to be inclusive, engage in robust scholarly debate, and adhere to high ethical standards. An ad-hoc committee is currently drafting proposed protocols and we will hold a town hall meeting in Mexico City to get wide input on this work in progress.

In October, on the heels of a very successful CIES Fall Symposium “Interrogating and Innovating CIE” in Arlington, VA, the CIES Board of Directors held a strategic planning retreat to evaluate and set strategic priorities that will guide the organization over the next 2-5 years. An additional goal was to further define and develop the Board’s capacity in the three core areas of fiduciary, strategic and generative/visioning responsibilities. We are pleased with all that was accomplished in these weekend meetings – both to sharpen the collective vision for what CIES can accomplish and to set out implementation action items. Alongside improvements in communication, online presence and increased Society membership benefits, CIES members can anticipate that the next several years will also bring greater external outreach and interaction with outside partners and institutions. In one part, this outreach will bolster our work as researchers, teachers, and practitioners. Second, it is clear to me that around the globe we are at a political, social and cultural juncture where comparative and international perspectives on current issues are needed more than ever – and, increasing CIES’s external engagement can help us enhance the impact and influence of our field and the good we can collectively accomplish in a troubled world.

One example of this is the formation of an ad-hoc committee on social and policy engagement that will have a trial three-year tenure. This committee is charged with drafting guidelines on taking a public stance and on advising the Board of Directors on social and policy issues where official statements and actions are called for. As a US-based organization with a committed and diverse international membership we are cognizant of the complexities of all of this, as you can see from the varied responses in this issue’s Dialogue and Debate on the role of the CIES in a globalized world. My own vision and hope is that the wide community that is the CIES will continue to thrive on and model the kinds of intellectual engagement; informed, responsible advocacy; and, inclusive deliberation that the planet sorely needs.
When the CIES Office of the Executive Director (OED) was established at Florida International University in April 2016, one of the first things we were compelled to do was to sketch out an organizational map illustrating how the Society is structured and how its constituents interact with one another. This complex, hand-drawn diagram—which has since been displayed on our Managing Director’s office whiteboard—has not only proven essential in acquainting office visitors and new personnel with our organization, but has also reminded us to continually think about CIES in terms of the “big picture.” And so, for this issue of Perspectives we decided to refine and digitize our organizational map—so that we could readily share it with all of you!

Through the center of the organizational map, dark red branches demarcate the core of what makes CIES operate: its Board of Directors, its Committees, its Special Interest Groups (SIGs), and its administrative base, the OED. Our Society’s principal events—its Annual Meeting, regional meetings, and thematic symposia—sit at the intersection of these four units, representing the outputs which the actors in these units work towards in advancing the Society’s mission “to contribute to an understanding of education through encouragement and promotion of comparative education and related areas of inquiry and activity” (CIES Constitution, Article I, Section 3).

The top left branch of the map depicts the CIES Board of Directors, which consists of eighteen members in total—two of whom are student representatives. Eight members of the Board serve in the role of officers, which together comprise the Executive Committee. To secure steady transition of leadership from year to year, the incoming Vice President, voted into office by the full CIES membership in an annual election, goes on to become President-Elect in a second term, President in a third term, and Past President in a final fourth term; the Past President likewise serves as the Society’s representative on the World Council of Comparative Education Societies (WCCES), of which CIES is a constituent and founding member. The other officers on the Executive Committee include the Treasurer; Secretary, who oversees the Perspectives newsletter; Historian, who oversees the official depository of CIES records archived at Kent State University; and the Editor of the Comparative Education Review, the official journal of CIES.

The top right branch depicts the Society’s Committees, eight of which are permanently established (“standing”) within the CIES Constitution and others which are formed ad hoc by the CIES President to take on special projects. Three of the standing committees—Gender and Education, New Scholars, and UREAG (Under-represented Racial, Ethnic, and Ability Groups)—target the advancement of specific segments within the CIES membership. The other Committees oversee administrative tasks: the Awards Committee and its six sub-committees select receipts of annual Society awards; the Nominations Committee
prepares the annual slate of candidates for election; the **Finance and Investment** Committee presides over the Society’s fiscal endeavors; the **Publications** Committee consults on the Society’s academic outputs; and the **SIG Oversight** Committee supervises the activities of all 31 SIGs. The SIGs themselves, which draw together individual CIES members by common interests in a research topic or geographic region, are located on the bottom right branch of the organizational map.

The OED is situated on the bottom left branch of the map and liaises directly with the Society’s partners. University of Chicago Press (**UCP**) manages the Society’s membership system and publishes *Comparative Education Review*, which is led by an editorial team at University of Massachusetts Amherst. Indiana University Conferences (**IUC**) assists with logistical planning of the Annual Meeting and manages conference registration systems. **All Academic** provides the infrastructure for abstract review and scheduling of the conference program. And **TripBuilder** develops the official mobile conference app.

Finally we look back to the center of the organizational map, glowing in green, where we see how specific actors within CIES come together to make the Annual Meeting of our Society possible. Thus, as we work to put the final pieces into place for CIES 2018 Mexico City this March, let us take a brief moment to acknowledge the collaborative work of President-Elect Regina Cortina and her program team at Teacher’s College, the leaders of our CIES Committees and SIGs, and the OED’s personnel and partners. Because once April rolls around, the entire process will begin again with Vice President David Post and the incoming Chairs of our Committees and SIGs...

¡Nos vemos en México!
The next issues of the *Comparative Education Review* will be markedly thinner than they have been for the last four years, and the reasons for this change will be explained below. The Journal is in its sixth decade of publication as one of the premier journals of comparative education scholarship worldwide, one endowed with a growing readership and author base that is increasingly international and diverse. The current team took up the editorship of the CER in 2013, and our term is expiring in June 2018. One of the aims of our editorship was to publish more articles, with the double goals of having a less substantial pipeline and a quicker turnaround of articles. With the approval of the CIES Board of Directors, we published five to seven articles per issue and came to a very lean pipeline, with a quick turnaround. An example of effective processing of manuscripts is the significant submission by Karen Mundy and Francine Menashy, which later received the Bereday Award: “The World Bank and Private Provision of Schooling: A Look through the Lens of Sociological Theories of Organizational Hypocrisy.” To trace the timeline, the initial draft of this publication was received by the CER on July 10, 2013, revised after comments by peer reviewers on January 20, 2014, and accepted on March 01, 2014, with an online publication on June 20, 2014, and paper copy in the August 2014 issue. Obviously, this was an exceptional case with a great draft submitted that needed little revision. We were lucky to have a quick turnaround by peer reviewers, and a rapid decision-making process followed by a slim pipeline that allowed almost immediate publication (it should be noted that each article published in the
Comparative Education Review has information regarding its date of reception, its revision upon peer review, as well as its acceptance and publication dates.

I believe the vision for the future of the Comparative Education Review must be based on both its legacy and foundation and must also be cast against an analysis of the evolving field of comparative education and an understanding of the changing constituencies that the Journal serves. The professional and academic field that the CIES and the CER are designed to serve has matured and changed markedly in recent decades and continues to evolve. Parts of this change is related to changing themes relevant to the field, e.g., see my article on Sexual Diversity and Marginalization in the fall 2017 edition of the CIES Newsletter. Other issues we encounter are methodological in nature and the Editorial Team jointly published an editorial “On Methodology in Comparative and International Education” in Vol. 61(4). Some of the changing issues of the field are procedural, and for example linked to the issue of data sharing, which is the topic of an editorial in the current CER, Vol. 62(1), currently available online, and in hard copy in February 2018.

Some of these procedural issues also are very mundane in nature, and linked to the pace of turnaround of each article, availability of peer reviewers in a context in which time is an increasingly rare commodity, and importantly, negotiations between the Editor of the Journal and the CIES Executive Committee and its Board of Directors. As the editor of the CER, I am automatically serving on both the CIES Executive Committee and on its Board. However, in negotiations with these two CIES structures, my “hat” is exclusively that of the Editor of the Comparative Education Review, and I abstain from voting on anything that is related to the CER, including contracts, financial regulations and other regulating regarding its publication. My aim while being the Editor is to promote the Journal as best as I can, and to represent it to the CIES administrative structures.

After a series of conferences with positive return, unfortunately last year’s conference in Atlanta came out with a deficit. As a result, the CIES Board of Directors decided to cut various projects, including extra pages for the CER. The Journal will revert to its format negotiated with the University of Chicago Press under the former editorial team (led by David Post). In other words, the May 2018 issue will contain only four articles and a limited number of Book Reviews. As a member of the administrative structures of the CIES, I understand the Board decision (although I would have voted against it!) – and as an Editor of the Journal, I am pushing for a larger publication volume that would make us more competitive against higher-volume Journals such as Elsevier’s International Journal of Educational Development (IJED).

For current and prospective authors, I hope there is understanding that the Journal’s pipeline will be somewhat longer. I also recommend authors to be very conscious about the length of their manuscripts and not exceed the limit of 8,000 word per article. For readers, I hope that you use the opportunity of a slimmer CER to read more articles – the May issue can be read back-to-back in one reading session! In the meantime, rest assured that the editorial team will promote the CER – and bring it forward. Our goals include continued fairness and coherence in the review of submissions, and nurturance of continued scholarly debates. Furthermore, we are committed to encouraging development of theory and comparative methodology, including representation of Southern epistemologies. The editorship will continue current services to CIES members and other CER readers in providing book and media reviews and bibliographical resources to the field. We will also continue the practice of translating CER abstracts into different languages for online publication. Our essential goal is to maintain and further develop the high quality of comparative education research for which CER has become well known for, despite the financial constraints CIES and its Journal are facing.
I’d like to offer a few brief reflections as my three-year term as CIES Historian comes to an end at the Mexico City conference. Most of all, I would like to thank CIES members for electing me to this important post, and thank everyone involved in managing and leading CIES, for the chance to engage and learn more about CIES and its history.

CIES fills a vital niche between academia and governments, NGOs and NPOs. For more than sixty years, our conference and Society have been where international and comparative educators, particularly those working in education development, convene to share ideas, successes, and sometimes, failures.

CIES has faced challenges and sought opportunities throughout its history. In the early 1960s, CES, as it was then known, held its conference as part of another education gathering; in 1968, we added the ‘I’ to our acronym in hopes of attracting new federal money that, in the end, never appeared. The management and administration of CIES has also evolved, from university-based Secretariats, to professional management, to our current hybrid Office of the Executive Director.

The Society is now undergoing a generational change in leadership, from the first generation of WWII veterans (those fighting and not), and second generation of Baby Boomers who contested the positivist and functionalist assumptions of the field, to a third generation of Generation Xers and Millennials who came of age between Reagan and 9/11/2001, and are expanding the critical reach of comparative education. As my generation saw with the collapse of the USSR, what seem like enduring societal structures can wither away in a flash.

While the documentary history of CIES is rich and engaging, we shouldn’t lose sight of the fact that all times are “historic”. As in the past, we are faced with political forces in and out of the US that undermine many of our core values - peaceful engagement, access to quality culturally-engaged schooling, and basic human rights protections for all people. As a Society, we are good at iteratively engaging in thoughtful debate about what we stand for, and then standing for it.

This is a story worth telling today, and it will be a story worth telling when the next generations assume leadership of CIES in 2038, 2058 and beyond. What they will read and learn about 2018 will depend a great deal on what we record, save, and archive today. Wherever you find yourself in your professional life, take some time to think about how what records you maintain, and how to preserve them. Publicity, marketing, and mediated-messaging saturate our educational institutions, and might occlude our valuable work when we look back through the mass of communications. As the 2010s become history, sourced for reflection and meaning, we need to remember to record this engagement. How we record the present will determine how it is remembered.
CIES Symposium 2017 Report: INTERROGATING AND INNOVATING CIE RESEARCH

Carly Manion
Ontario Institute for Studies in Education, University of Toronto (OISE)

Supriya Baily
George Mason University

The second CIES symposium was held on October 26-27, 2017 at the Arlington campus of George Mason University (GMU), co-organized by the Center for International Education at GMU, the CIES Gender and Education Committee, and the CIES South Asia Special Interest Group. Symposium organizers included Emily Anderson, Supriya Baily, Meagan Call-Cummings, Radhika Iyengar, Carly Manion, Payal Shah, Norin Taj and Matt Witenstein. The theme of the symposium was Interrogating and Innovating CIE Research, and brought together over 200 scholars, researchers, practitioners and students for two days of provocative and inspiring plenary panel discussions, small-group activities, concurrent paper sessions, and dialogue. In the lead-up to the symposium, four plenary speakers were featured on Will Brehem’s FreshEd podcast series.

Our distinguished guest speakers were drawn from within and beyond the field of CIE, and included, Anjali Adukia, Lesley Barlett, Emily Bent, Gerardo Blanco Ramirez, Peter Demerath, Ameena Ghaffar-Kucher, Shenila Khooja-Moolji, Huma Kidwai, Shabnam Koirala-Azad, Patricia Parker, Leigh Patel, Oren Pizmony-Levy Drezner, Lilliana Saldana, Riyad Shahjahan, Fran Vavrus, and Dan Wagner. In bringing together a diverse group of plenary speakers, the organizers aimed to provide a space for new questions, knowledges, and practices to be shared toward the goal of disrupting Eurocentric, hegemonic and neo-colonial research processes long associated with CIE, that fail to fully reflect principles of inclusion, equity and justice. The 16 plenary speakers were grouped into four panels with the themes: a) Interrogating and Innovating CIE Research b) Decolonizing Methodology by Invoking Local Voices c) Destabilizing Power and Authority: Taking Intersectionality Seriously d) Implications for Methodology: Towards More Equitable Futures. Structured small-group activities were utilized in each plenary panel, and throughout the sessions, participants in the audience were invited to interact with the
speakers by contributing questions and comments for further discussion and elaboration.

The symposium organizers want to thank all those involved in making the event such a resounding success, including our plenary speakers, presenters, volunteers, and our sponsors, CIES and the many institutions that provided additional financial support: Center for International Education (GMU); Comparative, International and Development Education Centre (OISE, University of Toronto); Center for Sustainable Development, Earth Institute, Columbia University; The University of Redlands, the Oslo and Akershus University College; and the University of South Carolina, College of Education. In addition, every participant received a lovely handcrafted bag created by women working in Mahashakti Seva Kendra, a non-governmental organization working to provide economic and social support to women in Bhopal, India. MSK also designed and created the bags for attendees at the Atlanta CIES Conference in 2017.
Shaping the 2018 Conference Program “Re-Mapping Global Education: South-North Dialogue”

With imagination and wit, across fields of study and theoretical perspectives, the response from around the globe to address the conference theme of “Re-Mapping Global Education: South-North Dialogue” has been truly inspiring. Since the middle of October, the CIES 2018 Program Committee and volunteers have reviewed nearly 5,000 submissions for the March 2018 62nd Annual Meeting in Mexico City. At this time, the conference program is being organized to schedule the many interesting sessions that have been accepted. All conference attendees can look forward to presentations that respond in timely and diverse ways to the conference call for papers as well as to the Committee and SIG calls for papers.

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Special thanks to the more than 500 individual volunteers who signed up to be reviewers, session chairs or discussants, and also to the SIGs and Committee Unit Planners who worked hard to coordinate the review and the acceptance processes. As you take a look at the conference program in the weeks to come, once a draft becomes available at cies2018.org, you will get a glimpse of the over 2,000 presentations and many more individual presenters who will contribute to the success of CIES 2018.

As you can see on the conference website, many individuals, institutions, and civil society organizations are offering their vision, knowledge, and experience about salient issues in Comparative and International Education through 46 Pre-Conference Workshops scheduled on Sunday, March 25th. Please plan on attending some of these workshops to learn about innovative programs, methodologies, and data available for education research, teacher professional development, and digital tools for online learning.

The conference will also celebrate the creativity and academic productivity of our members. For example, 43 new books will be launched during the conference. Please come to the round-table book launches to talk with the authors about their recently published work. Many other important studies will be presented at round-table sessions, poster sessions, and panel sessions.

As CIES 2018 Program Chair, I have taken special care in planning both the Presidential Panels and the Featured Presidential Sessions. The topics addressed by all of them respond to the call for papers and the shift to enable South-North Dialogue and South-South collaboration.

In the spirit of South-South collaboration, one of the Featured Presidential Sessions is a dialogue between Decolonial Theories of Latin America and Subaltern Theories of South Asia. The aim is to discuss the diversity of intellectual contributions from groups of people and regions that are often not heard in our academic discussions.

To emphasize South-North dialogue, speakers from Latin America will share with us their voices and discuss the ways in which Latin American universities are working to include the knowledge producers that have traditionally been marginalized in education research, along with learning about programs designed to include the voices, culture and languages of Indigenous peoples in the Americas.

In thinking about re-mapping global education, it is also imperative to discuss how migration is changing societies and schools all over the world. The Featured Presidential Sessions put special emphasis on learning about the bilateral relations between Mexico and the United States and discuss issues related to undocumented students in U.S. cities and schools.

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<th>CIES Special Interest Group (SIG)</th>
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<td>South Asia</td>
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*Combined number of individual and session proposals

Soumaya Museum, Mexico City. Photo taken by Lui_piquee.
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Many other topics will be discussed, including the contributions of Latin America to Comparative Education Research as well as education reform taking place in the region. Both the Latin American SIG and the African SIG have many sessions in the program. Many other panel organizers responded to the call for South-South collaboration, so you will find an abundance of panels comparing research across regions of the world, notably Asia, South Asia, East Asia, Africa and Latin America.

This brief article does not have the space to be fair to the wealth of interesting sessions and discussions that will take place during the conference. But shortly, you will be able to review the conference program in preparation for your trip to Mexico City.

Finally, I would like to call your attention to the conference website. A special link called “Experience Mexico City” provides suggestions for places to visit while you are in Mexico City.

A Note on CIES 2018 Proposal Submissions

By AMANDA EARL, CIES 2018 Program Committee

We have been delighted by the high number and quality of proposal submissions to the CIES 2018 Mexico City conference. Not only do many of the submissions promise to reorient the research around global education to create South-North dialogue from diverse perspectives and through creative methodologies, but presenters’ research will also be presented in a breadth of formats and in some cases multiple languages (Spanish and English). Out of the 2,162 submissions our volunteers reviewed, 25% were submitted to the General Pool, 68% to one of our 29 Special Interest Groups (SIGs), and 7% to one of our 3 standing committees. Special thanks go out to the leadership of our SIGs and the volunteer reviewers, especially to those who helped in reviewing proposals to for the Higher Education, Globalization and Education, and Teacher Education and the Teaching Profession SIGs, who each received over 100 proposals. Whether you are presenting a research paper, organizing a round-table discussion, participating in poster session or pre-conference workshop, or watching a film in our film festivalette, the Program Committee cannot wait to engage with you and the many important conversations you will facilitate in Mexico City in March!
The CIES is a US-based academic society, founded in 1958. Today, 28 percent of CIES membership is from other regions of the world, and 72 percent is North American, including USA, Canadians and Mexicans. For this issue of CIES Perspectives, our topic is “The Role of the CIES in a globalized world.” We asked contributors to address the following questions in their responses:

- What is the role of the CIES, a national organization, in a post-national, globalized world?
- What are the alternatives and/or other options?
- Should the CIES focus on US based issues or is there a role for the CIES to play with respect to engaging with the world more broadly, socially and politically?
- What does the future hold for national-based academic societies in an interconnected, transnational world?

Contributors had an opportunity to read each other’s pieces and respond to them, creating a dialogue about these issues. You can see there are a variety of opinions, but overall contributors would agree that it is important that we have discussion about these issues as there are many implications, both positive and negative, about our role as a national, US based academic society in a globalized world. I hope you enjoy!

A Historical Perspective on the Issue

VANDRA LEA MASEMANN, Associate Professor
Ontario Institute for Studies in Education, University of Toronto

I have been associated with the CIES since its meeting in San Francisco in 1975, where I presented a paper on Anthropological Approaches to Comparative Education, based in part on my fieldwork in a girls’ boarding school in West Africa. Even in those early days I felt as if it would be my academic home, for the same reasons expressed by the other authors here. After ten or so years working on various CIES Committees, I became CIES President in 1989. At that time, I was also President of the World Council of Comparative Education Societies in 1987, and had been President of the Comparative and International Education Society of Canada (not a branch of the US-based CIES, as was so often asked). So I had the experience of traversing the space between US and non-US societies. The two factors which have influenced my remarks here are, firstly, that I was a Canadian citizen working at different times in Canada and the United States, and secondly that I have been associating with various comparative education societies which were members of the World Council. Therefore, my thoughts are somewhat comparative with the unit of analysis being the society rather than the individual member. My thoughts are based on experiences at CIES, CIESC, and CESE meetings, World Congresses from 1987 to 2010, and international meetings such as the Jomtien Conference.
in 1990. I am still attending meetings in Canada and the US, and in Germany as a member of the Editorial Board of the International Review of Education of UNESCO.

Here are my views on the question of what the role should be for CIES in a "post-national, globalized world." There are many other points to be made from the perspective of a non-US citizen, but space is limited, and the other authors are speaking to these issues. I am taking more of an historical approach here. I note that the three other authors have been associated with CIES since 2010 and 2012, and they have experienced it as a much more complex organization than I did in the 1970s to the 2000s. Christopher Witsel’s piece shows how the establishment of regional SIGS helps to give the member a smaller group of colleagues with whom to share similar interests. I am sure some of these SIGs now have a membership that exceeds that of the CIES when I joined it.

I agree with many of my colleagues’ points about the experience of the individual members of CIES, whether US citizens or international members, who can find a place to discuss issues of education in a global, seemingly post-national world. One can attend conferences of other US-based educational societies which seem to be much more parochial and "domestically" based (a quaint US usage which means referring to the internal US situation). Similarly, one will find at conferences in other countries that they focus on their own local or regional situation.

It is my understanding that the debate about the role of the CIES in the present era arose from the wish of the some members to establish a Committee on Political Engagement. If such a committee is established, in my view it should be an ad hoc committee, with a limited term, at the end of which its usefulness should be evaluated before a decision is made to extend its term or to establish it as a standing committee. This procedure has a precedent in the annals of the CIES. Normally, standing committees are only those which are essential to the work of the Society, such as Nominations or Awards.

Another reaction I have to the question is to ask whether we are, in fact, in a post-national world. Some of the other members societies of the World Council of Comparative Education Societies, to which the CIES belongs, are regional rather than national societies, but none of these countries has given up its national identity. To focus in on the CIES itself, however, it is a US-based non-profit society with no ties to the US federal or state government, which was founded under US law and which must abide by US tax laws for non-profits. In this respect, it is quite different from many other comparative education societies that are connected in some way with their national governments. Therefore, as a “private” organization, the CIES is theoretically “free” to establish whatever committees it likes to react to events in the outside world or indeed in the United States itself.

I recall that the CIES members took a strong stand in the early 1980s on the Equal Rights Amendment to the US Constitution and wanted to boycott any non-ratifying state by refusing to hold its annual conference there. There was no established committee at the time to bind that resolution to the history of the society, and the subsequent holding of at least three annual conferences in the US southeast shows that the history of that resolution was lost. There was also a long and engaged debate during an annual meeting about apartheid in South Africa, and it was decided that a statement would be included on the application form for upcoming conferences concerning our stand against apartheid. This decision was taken as a motion in an annual meeting, and did not originate in a committee as such. Recent statements have also been issued by the CIES Board of Directors on current restraints on the free movement of scholars into the USA. My conclusion is that the CIES has taken stands on various international and domestic issues without the existence of a committee dedicated to framing the motions.

There seems to be a state of confusion, however, about whether the CIES is a national or international society. The CIES was founded as a US society, originally so that Gerald Read and William Brickman could get group fares for groups of US educators to travel to Europe and, in 1958, to Russia. Then when they wanted the new
society to be better regarded academically, the CIES invited some prestigious scholars from other countries to be on the Board. There is no mention in the early documents of inviting non-US members to join (Swing, 2007, p. 95). However, the print copy of membership lists in subsequent years always showed a separate list of non-US members. Now they are all merged in a database searchable by country, with Canada’s provinces mixed with the US state names on the drop-down, doubtless a computer technicality.

When I joined the CIES in 1975, like many others following me, I asked why the CIES did not include the initials for the USA in its name. I was told that it was because the CIES was an international society and everyone was welcome to join. Interestingly, other emerging comparative education societies always felt the need to include their national designation although most of them also welcomed non-country members. It is an incorrect reading of the name change from CES to CIES to say that the ‘I’ in CIES refers to the international composition of the membership. It is clearly stated in the Edwards Report of 1966 that it was meant to include members who were engaged in more international projects such as student or teacher exchange programs, the Peace Corps, USAID projects, etc. (Swing, p.102).

In the intervening years, the phrase, ‘we are an international society’ has been used increasingly frequently. Now this phrase has begun to be reified into a state of incorrectness. It refers only to the fact that the society covers a wide range of interests in comparative and international education, and that the CIES is open to non-US members and has non-US members of the Board and even Executive. However, to get back to the point at issue here about political engagement, it is NOT an international non-profit. It is not mandated, at the UNESCO General Conference, for example, to speak on international issues as an organization, although its members may have academic interests that are global. (See the CIES mandate for details.) Even when all the Canadians such as myself were CIES President, they always operated in the interests of the CIES as US-based Society. I myself was part of the effort to get the US to rejoin UNESCO in the 1980s and 90s. But I did it as representing a US-based society.

I suggest that the CIES look at its past and reaffirm its identity as a US-based Society. I agree that it should take a position on the role of the US in UNESCO, also in regard to any US laws that hinder the free movement of scholars into the USA for work or conferences. Also, regarding any issues that contravene the rights of US citizens to work abroad or collaborate with their international colleagues. Also, any proposed laws that contravene the UN Declaration of Human Rights. Or, any issues that are relevant to its mandate. There are plenty of issues that a US-based society can address and educate its members about that will help support its international members but in my view they must relate to the origin of the CIES as a US-based society and its mandate in comparative and international education. Then it might relate more laterally to the wider world of comparative education societies and even offer to host a World Congress as one of the many nationally and regionally-based comparative and international education societies in the world, rather than as THE international society.
To briefly situate myself, I was born in East Germany more than ten years before the Reunification. After completing my bachelor and master studies in Germany, I moved to the United States where I received my Ph.D. at the University of Wisconsin-Madison in 2015. In 2010, I participated in my first CIES meeting and have since then returned almost every year. More recently, I have become more actively involved by co-chairing the Post-foundational Approaches to Comparative and International Education SIG and the SIG Oversight Committee. As graduate student and postdoctoral researcher, I have been experiencing CIES as a welcoming association that exudes an international atmosphere of support, collegial engagement, and intellectual growth, and I very much consider CIES my intellectual home.

This CIES Perspective’s Dialogue and Debate section inquires into the role of CIES in a post-national, globalized world. I agreed to contribute to the debate because a number of considerations came immediately to mind after reading the topic:

• CIES invites and provides international community.
• What exactly makes CIES a (US) national association?
• CIES has been open to societal concerns and intellectual innovations.

Regarding the first topic: CIES brings together scholars from around the world. Many of them have been active members and have been attending annual meetings for many years. They have been contributing to the evolvement and growth of the society and, in the process, have fostered friendships and long-term working relationships across many national boundaries. Although it has probably not been easy, CIES has been building a rather concerted effort to support graduate students and emerging scholars intellectually, as well as financially, so that they too can become active members of the vibrant CIES community. These efforts must be continued and possibly intensified at a time that the academic profession is often precarious, especially for emerging scholars.

Regarding the second topic, I turned around the question and asked: What exactly makes an academic society like the CIES, which clearly thrives through transnational encounters (large and small), into an association bounded by national borders? Is it because it is registered in a particular country and accountable to certain state entities, if only for tax purposes—which Vandra Masemann confirms in her piece. Is it because it holds its meetings in North America or because its working language is English? As a society dedicated to education (often seen as an inherently national endeavor), the CIES has done much in its over 60 years of existence “to go post-national” by examining educational issues beyond the US. Moreover, the CIES has a history of accommodating critical scholarship on US involvement in overseas and multilateral education policies and programs, for example Dr. Joel Samoff’s work, which should be recognized and, of course, intensified now that nationalist rhetorics are regaining momentum in Europe and North America.

Thinking about the role of CIES in a post-national world highlights the existence of physical, bureaucratic, and intellectual boundaries, the nature and consequences of which CIE scholars should interrogate vigorously. For example, nation-states can limit people’s ability to travel internationally. While I believe it to be worth to advocate for open borders, the CIES community should also find other ways for scholars, whose travel rights have been politically restricted, to participate in CIES meetings, for instance through video contributions. To
to overcome boundaries not only outwardly but also inwardly. In this regard, the CIES would benefit from more critical engagement with the “national” boundaries within the US, referring to the First Nation territories that have been unrightfully appropriated during European Settler Colonialism on North American soil. This comment stipulates a response to David Turner’s letter to the editor in the CIES Newsletter Fall 2017. Although I agree that not all ills of education in North America today should be blamed on settler colonialism (which would turn ‘settler colonialism’ into an empty trope and make it lose its explanatory power), the suggestion that scholarly argumentations need to move beyond the reference to this genocidal system of appropriation, however, seems premature. Instead more nuanced analyses are required that include careful readings of intellectual innovations present in postcolonial thought, Cultural Studies, and Critical Black and Ethnic Studies’ conceptualizations of identity, nation, the body, migration, and belonging. Therefore, if I had to name only one topic of US-based concern that calls for the CIES community’s attention, I would recommend a closer look at U.S.’s own history in this regard.

I heard it again just last week: “comparative and international education is dead,” a comment that very much surprises me time and again because, and here I agree with Christopher Whitsel, the CIES is uniquely positioned to provide US-(based) scholars and scholars from varied contexts with comparative perspectives on education.
My involvement with CIES dates back to 2010, when I just began my graduate career in International Education Policy at the University of Maryland, College Park. My interests on rural education in China brought me to the program, which then led me to journals such as *Comparative Education Review* and *Compare*, and to the annual meetings of CIES. Flipping through pages of journal articles and meeting programs, I was delighted to read about educational policies and practices in rural China. Such research was exhilarating for me due to two reasons. Firstly, research written from diverse academic and methodological orientations provided me a broad range of ways to understand rural education in China. More importantly, I got to understand that issues about rural education in China has global significance: placing China in relation to the global forces that shape the national policies and local practices illuminates the power of the global economic and political structures, as well as the creativity of the local actors who interpret, adapt to, or challenge such global forces.

It was precisely because of these reasons that I was drawn to the field of CIE. I interpret the field’s focus as the study of issues about education in international contexts and place them under a comparative framework. To me, this interpretation speaks to the beauty of CIE: it encourages a researcher’s genuine curiosity about the people and institutions that are perceived as the “other,” and to critically reflect on those of our own. In other words, research in CIE enables researchers and policy makers not only to understand the “other,” but also, to examine ourselves in relation to the “other.” Such research invites us to think about differences as alternative for us, rather than alternative to us (Geertz, 1985). In an increasingly globalized and post-national world that is nonetheless separated by political and cultural differences, such understanding is all the more imperative to construe education policies and practices for an equal, just, and peaceful world.

Emphasizing on relationality in domestic and international contexts CIE research points to some conceptual and methodological issues. Firstly, if the local is constantly shaped by global cultural and political flows, what should be the unit of analysis in CIE research? I see two directions. Firstly, researchers could focus on a local phenomenon – in the U.S. or in other nation-states – and place it in the local and the larger global context. For instance, understanding policies and practices for refugee education in the U.S. has to deal with not only with domestic politics, such as race and racialization, and religious and linguistic discrimination, but also the lived experience back “home,” as well as international geopolitics that forced their migration. Secondly, researchers could focus on how similar ideas – such as the construction of race – are played out differently in the world of the “other.” This requires stepping away from the conventional, taken-for-granted understanding on “race” and see such concepts through the lens of people living in other culture. The post-national, globalized world does not imply discarding nation-state as the basic unit of analysis; rather, the demand is to place the nation-state in relation to the global flow of people, material and ideas, the various “-isms” in academic discourses.

This leads to a discussion on the methodological orientation in CIE research. To genuinely understand the “other” requires an experience-near approach. That is, researchers have to learn about how categories and ideas – such as the “-isms” – are experienced and explained on the ground, and how local actors are shaping and reshaping the “-isms” using their own rationales. In turn, CIE researchers should enter the “alien turn of mind,” (Geertz, 1985) and more
importantly, to stay away from pre-defined concepts in the academia and to take the alternative cosmologies of the local actors seriously. Researchers should observe and document not only what the locals do, but also, how the locals talk and feel about the phenomenon under investigation. How do they say about changes brought about by global neoliberalism or practices for sustainable development, human rights, and gender equality using their own languages? Answer to this question could not be attained without a holistic understanding on the local dynamics using the local terms, and this is precisely the task of the researchers. In other words, understanding the “other” requires the researchers to resist the all-too-familiar academic language when attempting to understand the “other”: after all, the “other” knows about themselves way better than “we” do.

This leads to my final point about CIE as a self-reflexive practice: research that centers on interconnections is not complete without turning the critical lens to “us.” What may a story of volunteers giving educational aid to rural high school students in China have to say about the U.S., the “us”? Highlighting the cultural particularity of this phenomenon in China also indicates that there is something particular about the “us” that is different from China. Note that here, the “us” – or the global North, by and large – is not understood as the normative. Research on the “other” implies that the global North is cultured as well, and the powerful international actors, including the majority of CIE researchers, is implicated in this culture. Then, to study the global South necessitates a critical self-reflection about how the global North could learn from differences. Put it other way, to study the particularity of any phenomenon is to have a comparative frame of mind. What I argue here is to turn the critical analysis on “us” against the framework of the “other” so as to learn more about “us,” and what “we” could do for the purpose of the good and the just. The standard academic practice has been that researchers trained in academic traditions of the global North to go and study the people and institutions in the global South; perhaps, it is high time to invite the “other” to analyze “us” so that “we” are not confined in the Northern tradition. Seeing through this light, having non-U.S. members and studying U.S.-based issue is a major contribution of CIE: it decolonizes the academia and generates new insights on “us” in relation to the “other.”

In this issue of Dialogue and Debate, contributors are asked to comment on the role of CIES – as a national organization – in a post-national, globalized world. The central question is whether the CIES should focus on US based issues or is there a role for the CIES to play with respect to engaging with the world more broadly, socially and politically. I hold that, precisely because the world is interconnected, local issues are increasingly of global significance. CIES must engage with researchers and research around the globe, including the U.S., for genuine understandings on the “other,” the “us,” so as to shorten the distance between the “other” and the “us” without compromising diversity on the globe.
My involvement with CIES dates back to 2010, when I just began my graduate career in International Education Policy at the University of Maryland, College Park. My interests on rural education in China brought me to the program, which then led me to journals such as Comparative Education Review and Compare, and to the annual meetings of CIES. Flipping through pages of journal articles and meeting programs, I was delighted to read about educational policies and practices in rural China. Such research was exhilarating for me due to two reasons. Firstly, research written from diverse academic and methodological orientations provided me a broad range of ways to understand rural education in China. More importantly, I got to understand that issues about rural education in China has global significance: placing China in relation to the global forces that shape the national policies and local practices illuminates the power of the global economic and political structures, as well as the creativity of the local actors who interpret, adapt to, or challenge such global forces.

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

I continue my research on supplementary education (including shadow forms of private supplementary tutoring) and its links to wider aspects of social development, featured in the 2017 CIES Presidential Address. HKU has just hosted with UNESCO a provocative Policy Forum bringing together representatives from governments, tutorial companies, schools and research institutions in Japan, Hong Kong, Mainland China and South Korea.

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 had been on the Board from 1996 to 1999, and rejoined in 2014 when elected Vice-President. The highlight of course was the 2016 conference in Vancouver. It rained much of the time as promised. It also welcomed 2,700 participants to celebrate CIES’ 60th anniversary. It was a great team effort, mostly organized in a triangle of Hong Kong, Toronto and Vancouver itself.

Can you tell us one fun fact about yourself?

In the mid-1970s I was a secondary school teacher in Nigeria. A colleague and I decided to return to England the long way – crossing to East Africa by land, and then flying from there. My colleague purchased a sort of jeep, which was really a Suzuki motorbike engine with four wheels. We crossed to Cameroon, Central African Empire (as then called), Zaire (likewise), Rwanda, Burundi, Tanzania, Malawi and Zambia. Abiding memories include getting stuck in the mud on some very inadequate tracks. We really learned a lot by travelling the slow way…

What book(s) are you reading now?

What, real books? And from cover to cover…? Yes, it’s true that I do (still) like books – both edited and monographs – which permit much deeper treatment of their subjects than articles. But my answer will highlight a book that I...
recently read with care, enjoyment and practicality. It is the Lonely Planet Guide to Central Asia. In September-October 2017 I had the privilege of visiting all five ‘Stans’ in that region: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan. It was my first time in Central Asia, where I found the glories of the Silk Road and much diversity in this post-Soviet era.

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

The two previous sections remind me that traveling is learning – whether going rough or in more sedate style according to age group. And the changes in country names remind me of the significance of (changing) political context. So the advice to new scholars is to take every opportunity to travel – including of course to CIES conferences wherever they are! Also join the events of sister societies that are members of the World Council of Comparative Education Societies (WCCES).

Chris Frey
School of Educational Foundations, Leadership and Policy, Bowling Green State University, CIES Board Member (2015-2018); CIES Historian (2015-2018)

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

My work on the Board has been two-fold. As the Historian, I am responsible for maintaining the connections between the Society and the archives at Kent State University. Rapid shifts to electronic communication are changing the way archives maintain records, and give much greater access to the public. Last year, we were able to complete digitization of the conference schedules, and I’m ready to be of service to the next CIES historian. I’ve also served on and chaired several committees, which helped me understand the breadth of CIES activities, and how much it thrives on the volunteer labor of its members. If you are a newer member of CIES, there are many ways to become involved. The best part is that you’ll meet people deeply committed to comparative education. We are in the midst of a transition to the third generation of CIES leadership, from the Boomers to Gen X and Millennials, and it’s interesting to see that happening from inside.
Can you tell us one fun fact about yourself?
I was the keyboardist for Japanese reggae duo “Ackee and Saltfish” on a national tour at the turn of the millennium, so I sometimes slip into Japanese with a Jamaican accent.

Do you have any words of advice for new scholars in the field?
Good research and solid scholarship takes time. If you are a student moving to a faculty position, be sure to carve out regular time to write, read, collaborate with others, and just think. And be sure to read far outside of y(our) field.

Marianne Larsen
CIES Board Member/Secretary (2015-2018)
CIES Secretary/Editor of CIES Perspectives (2015-2018)

Tell us about some of your recent research and teaching in comparative and international education.
I just spent my 6-month sabbatical at the DPU (Danish School of Education) at Aarhus University in Denmark. I was working on my research project on academic mobility and delighted to be involved with the Mobility and Education research unit at DPU. In my current research, I’m interested in the experiences of academics in higher education who are either unable to be mobile (e.g. due to financial barriers) and those who are forced to be mobile (e.g. because of civil strife in their home countries). I was also able to complete writing two articles with my doctoral students about various aspects of higher education internationalization. One is about a research, teaching and service partnership between individuals at a Cuban and Canadian university; and the other about the various players involved in Canadian higher education internationalization. These studies have utilized various socio-material theories such as Actor Network Theory and Social Network Analysis to problematize the ways in which internationalization is played out in higher education settings.

I’ve been involved in teaching in our International Education B.Ed. cohort program at Western University’s Faculty of Education, where we prepare students for teaching in international and inter-cultural contexts. I’ve also been teaching in our International Education online Master’s in Professional Education program, which draws students from around the world who are interested in better understanding various discourses and practices related to their own international education domains of practice. In this day and age when we see so many cuts to comparative and international education programs, it is good to work in an institution where this field of study is valued at both the teacher education and graduate education levels.

Tell us about your work as a CIES Board member (responsibilities, challenges, joys, etc.)
I have been a member of the CIES since 2001 when I attended my first CIES conference in Washington, DC. In 2012, I became the Chair of the Bereday Award subcommittee and then served as the CIES Awards Committee Chair from 2014-2015. I was elected Secretary to the Board in 2015 and have served in his position for almost 3 years now. It’s been an
incredible learning curve for me, but well worth it. My responsibilities have included planning meetings, taking minutes and working with the OED (Office of the Executive Director) to organize and archive our minutes. My main activity has been to edit this newsletter that you are now reading. It has been a real joy and I am so grateful to the support provided to me from the OED, including the provision of editorial assistants, who have made editing the newsletter possible.

Can you tell us one fun fact about yourself?
In 2010 a friend of my parents was near the end of his life and decided to give all of his money to me with instruction to “do good” with it. I founded the Johansen-Larsen Foundation with that money with a mission to support educational initiatives that improve the lives of marginalized children, youth and animals at risk. I’m so proud of the educational programs we’ve been able to support with the legacy bequeathed to me.

What book(s) are you reading now?
I am now currently reading Julie McLeod, Noah Sobe and Terri Seddon’s edited World Yearbook of Education, 2018 entitled, Uneven Space-Times of Education: Historical Sociologies of Concepts, Methods and Practices. It is excellent! I am also reading Waldorf Education: A Family Guide edited by Pamela J. Fenner and Karen L. Rivers. And on the heels of being in Denmark and because he’s such a phenomenal author, I am re-reading Peter Høeg’s The History of Danish Dreams.

Do you have any words of advice for new scholars in the field?
It’s been almost 15 years since I was a doctoral student at the Institute of Education, UCL studying under the supervision of Dr. Robert Cowen. During my doctoral program, Dr. Cowen encouraged me to attend comparative education conferences, share my research, learn about the work of others in our field, and enlarge my networks of contacts and colleagues. As a result of going to those conferences, I began to form lifelong friendships with many who have gone on to serve in leadership positions within the CIES. For example, I met Noah Sobe, our current President, when we were both doctoral students and today we both joke about how it possible that we are now both on the CIES Executive. So never doubt, as a graduate student, the contributions that you can make to your academic field of study, through your teaching, research and most importantly, through your service. I do believe that service to our academic communities is one of the most essential aspects of what it means to be an academic today.
Standing Committee Reports

UREAG (Under-represented Ethnic & Ability Groups)

UREAG’s Full Day Symposium 2018 “Global Village” will host panel “Diverse Voices” at the Upcoming CIES Conference in Mexico City

UREAG began a tradition of hosting a full day Symposium, “Global Village” some years ago at the CIES conference in Washington, D.C. Since then, the morning breakfast and opportunities to connect, recharge, relax, and engage in dynamic conversations has become a favorite.

This year, UREAG is pleased to host a mentoring workshop, highlight sessions, and a panel that boast some influential contributors to the International educational arena. Here are two of the panelists who will attend.

Dr. Manuel A. González is currently the Associate Dean for the Center for Global Education and International Services at Northampton Community College (NCC) in Bethlehem, Pennsylvania, and he has held this position since 1999. He received his Doctorate of Education in Foundations of Curriculum and Instruction in 1992 from Lehigh University and in 1990 his Masters of Arts degree in Secondary Education and Spanish also from Lehigh. He received his Bachelors of Arts degree in Spanish and French from Moravian College in 1984. Dr. González also spent one year at the Universidad Complutense de Madrid, in Madrid, Spain. As an educator, Dr. Gonzalez has taught Spanish and English as a Second Language (ESL) on the high school and college levels throughout his career. As Associate Dean, his duties include; the recruitment and oversight of over 200 international students, planning and coordination of all international efforts at NCC, international contracted training, program design and delivery, and managing over twenty study abroad programs, and technical assistance. Dr. González has published numerous articles, curriculums, and model programs in International Education and Adult Education in particular in the area of working with under-served populations. Dr. González is a sought after speaker in the area of International Education and has presented his research and has performed workshops at hundreds of conferences across the country and the world. In 2012, Dr. González received the Werner Kubsch Award for his Outstanding Achievement in International Education.

Dr. Susan Rae Banks-Joseph is an enrolled member of the Arapahoe Tribe, a graduate of PennState’s American Indian Leadership in Special Education program. Currently, she is an Associate Professor of Special Education at Washington State University where she has published on American Indian special education, Native teacher education, and Native people in higher education. Within her, is a love for research, teaching, mentoring, and educating to empower Native families/communities which she shares by volunteering to aid and assist Native children with and without special needs and their families navigate through the maze of educational systems and support services in pursuit of quality service provision. In addition, Dr. Banks-Joseph presents on special education processes and laws in tribal communities, conferences, and gatherings.

Dr. Banks teaches Early Childhood Special Education, Assessment and Curriculum for Students with Disabilities, Multicultural Issues in Special Education, Inclusion Strategies for Special Education Teachers, Teaching Students with Intense Needs, and Special Education Law and Professionalism. Banks also has varied experience in the pre-K through high school realm of education, teaching birth-to-three programs, an integrated pre-school program, an elementary resource and inclusion program, and high school community-based transition programs as well as initial experience within an institutional setting for children and adults who were medically fragile. Banks is a member of the National Indian Education Association, and the Washington State Indian Education Association.
GEC (Gender and Education Committee)

UPDATE ON 2017 FALL SYMPOSIUM – INTERROGATING AND INNOVATING CIE RESEARCH

From October 26 – 27, 2017, the Gender and Education Committee, in collaboration with the South Asia SIG and George Mason University (GMU), hosted the second CIES Fall Symposium. It took place at the Arlington campus of GMU with the theme of ‘Interrogating and Innovating CIE Research.’ GEC Co-Chairs Payal Shah and Emily Anderson facilitated Plenary Session III, featuring Emily Bent (Pace University), Barbara Dennis (Indiana University) Patricia Parker (UNC – Chapel Hill) and Oren Pizmony-Levi Drezner (Teachers College – Columbia), on the second day. Plenary speakers and attendees created word art in response to the question, ‘How can we create decolonized, safe spaces for research in research and practice in CIE?’, to visualize opportunities to reconsider how knowledge production and consumption are conceptualized in the field.

CIES Conference 2018
The Gender and Education Committee was thrilled to receive many high quality research submissions for the CIES Conference in March 2018. These submissions will help to launch a conversation for how the conference theme of ‘Re-Mapping Global Education: South-North Dialogue’ can be unpacked from a gender perspective.

The Gender and Education Symposium during this year’s conference promises to be a special one, as it will commemorate the legacy of Dr. Jackie Kirk, who was killed in Afghanistan 10 years ago this August 2018, during a girl’s education project trip. Dr. Kirk left behind an enormous legacy of work, with prolific writing in the fields of education in emergencies, the experiences, of women teachers, menstrual hygiene management in education, the use and role of visual images and methodologies in relation to girlhood, and many others. Developed in partnership with Drs. Marni Sommer (Columbia), Claudia Mitchell (McGill), Cathryn Magno (University of Fribourg) and Karen Monkman (DePaul), the GEC Symposium will feature a panel representing many of the key areas of Jackie’s expertise. Panel members will speak to the legacy of Kirk’s work, and how research and practice in various areas of focus have evolved over the last ten years. The panel will be followed by breakout group discussions in which participants will be able to discuss both the evolution of her legacy, and the work that remains to be done. The 2018 GEC Symposium will be held from 8:30 – 1:00 on Tuesday, March 27 in the Terrace Room of the Hilton Reforma Mexico City with refreshments provided.

This year’s GEC Symposium is made possible through the generous support of the CIES Board of Directors, Grow & Know, and the Journal of Education in Emergencies.

Gender and Education Research Project - Call for Proposals
In Spring 2018, the Gender and Education Committee will be launching a call for research project proposals on the subject of gender and inclusion in the CIES. Proposals should advance the aims of the Gender and Education Committee, which are to draw attention to gender issues in the CIES and promote the inclusion and professional development of women in and through the organization. They are encouraged to use an intersectional lens, examining issues of gender in relation to other identity factors such as race, sexuality, ability, location, and socio-economic status. Topics may include – but are not limited to – analysis of gender and inclusion in the CIES conference, communications, operations, committees and SIGs, or its associated journal, Comparative Education Review. The call for proposals will be discussed at the Gender and Education Committee’s annual general meeting during the March conference.

Communications
We would love to hear from you! Contact us by email at gender@cies.us or follow our new social media accounts on Facebook and Twitter.
SIGnatures

Eurasia SIG

In January, Eurasia SIG hosted its first webinar on Higher Education Transformations in Eurasia. Presenters included Aliya Kuzhabekova, Jack Lee, Daria Platonova, and Emma Sabzalieva. Martha Merrill was a moderator. The recording of the webinar is available on Eurasia SIG website at [http://eurasiasig.wixsite.com/cies](http://eurasiasig.wixsite.com/cies) For more questions, e-mail europa.sig@gmail.com.

South Asia SIG

In October last year, the South Asian Special Interest Group in collaboration with Gender and Education Committee and Faculty at GMU organized the second CIES Symposium in Washington on the theme of “Interrogating and Innovating CIE Research.” The panelists discussed the historical context of colonization in South Asia and how the experiences of dominance heavily influenced research and methodology and the discourses accompanying them. The ideas and discussions of the symposium were very well appreciated by the CIES community.

In this year’s conference, we will be highlighting the complexities of educational policies and processes in our two highlighted sessions. We will present the 7th Annual Best Dissertation Award, 6th Annual Best Journal Article, and 5th Annual Best Field-based Initiative and also host an Annual Dinner and a social hour for our members to continue the conversation beyond the sessions.

Citizenship and Democratic Education SIG

The CANDE SIG is excited to sponsor a pre-conference workshop at the upcoming CIES meeting focused on “Citizenship, identity, and education,” co-hosted by Anatoli Rapoport and Miri Yemini. We have also modified the submission requirements for the CANDE Outstanding Paper Award, established by Judith Torney-Purta, and encourage students and early career scholars to submit their work for consideration. See our website ([http://www.cies-cande.org/](http://www.cies-cande.org/)) for more information about these and additional upcoming CANDE events and membership news.

Early Childhood Development SIG

The Early Childhood Development SIG has sponsored a scholarship this year for the cost of conference registration fees. The scholarship was made available to ECD researchers and practitioners from low- and middle-income countries, and early career ECD scholars. Five scholarships were awarded based on random lottery. We look forward to meeting the scholarship winners at the ECD SIG business meeting in Mexico City!
Economics and Finance SIG

The Economics and Finance of Education (EFE) SIG is delighted to announce its new Chairs: Prof. Amit Tapa, University of Pennsylvania, and Dr. Jinusha Panigrahi, National University of Educational Planning and Administration (NUEPA), New Delhi, India.

This year, our SIG conference program is very interesting with a broad approach to the Economics of Education and on Education Finance Policy. It focuses on the global and international levels, in addition to the domestic, national level.

Our SIG will announce its JOSEPH WATRAS award winner on February 1st, 2018. The award will be given during our SIG business meeting.

Looking forward to see you all in Mexico.

Iris BenDavid-Hadar, Bar Ilan University & Lynn Ilon, Seoul University

Environmental and Sustainability Education SIG

The ESE SIG is preparing for the CIES Annual Meeting in March. This year we organized panels connecting environmental sustainability education with organizational leadership, classroom instruction, capacity building, indigenous culture, and disciplinarity. We would like to thank all of the people who submitted proposals to the SIG and the reviewers who volunteered their time to help the SIG.

Higher Education (HESIG)

The Journal of Comparative and International Higher Education (JCIHE) is the official journal of the Comparative and International Education Society’s Higher Education Special Interest Group (HESIG). The journal is international and interdisciplinary with an emphasis on higher education. In addition to traditional articles, the journal is also a venue for critical essays, book and media reviews, and critical commentary. JCIHE has an arrangement with University World News in which articles are cross-listed in each publication. We are pleased to announce the newly launched website for the journal, which can be found at: https://jcihe-hesig.org/

Indigenous Knowledge and the Academy SIG

Looking Back Into A Brighter Future!

At the Indigenous Knowledge and Academia (IKA) Special Interest Group (SIG), 2017 was a busy and successful year. In Atlanta, scholars from different fields and geographic locations attended various sessions proposed by our SIG! Furthermore, we welcomed new individuals in position of leadership, with them kicked off the preparations for the 2018 conference. Preparation for 2018 included a webinar on how to write successful conference proposals. The webinar discussed writing for conferences in general, and gave an opportunity for attendees to ask questions. Though the last webinar of 2017, it gave us great insights into the challenges members of our SIG, and emerging scholars in particular faced when writing proposals for different conferences. The webinar was also an opportunity for the SIG leadership to reflect on how to better help members and engage emerging scholars of the Comparative International Education Society.

In sum, for IKA, 2017 was a venue for experiencing new ideas, and for thinking about the future role of indigenous knowledge in academia in an increasingly globalized and challenging world. As we end this year, we want to thank all the scholars who volunteered to review proposals submitted to our SIG, and suggested innovative ideas. We are looking forward to meeting you all, friends, sympathizers, members, and scholars interested in indigenous knowledge and its importance in academia in 2018. Join us on Facebook, or follow us on Twitter. You can also email us: Tutaleni I Asino @ tutaleni.asino@okstate.edu or Rebecca Y. Bayeck @ ryb105@psu.edu
Language Issues SIG

The Language Issues SIG is looking forward to the annual conference in Mexico City! We will have two highlighted sessions, both with a Latin American focus this year:

**Children, youth and Indigenous language revitalization across Latin America**

Frances Kvietok Dueñas, University of Pennsylvania
Lorena Cordova Hernández, Universidad Autónoma Benito Juárez de Oaxaca
Kiara Ríos Ríos, Universidad Autónoma Benito Juárez de Oaxaca
Ingrid Guzmán, TAREA (Asociación de Publicaciones Educativas), Perú
Nicholas Limerick, Teachers College, Columbia University (Discussant)

**Problematizing literacy, power and teacher activism in multilingual Latin America**

Katherine Masters, Pennsylvania State University
Wilmer Lagos Reyes, UNAN-FAREM Estelí, Nicaragua
Mayli Zapata, Pennsylvania State University
Lois Marilyn Meyer, University of New Mexico

As usual there will be papers and panels on language issues all over the world, so if your interests lie in other geographic regions, please keep an eye out for us. In addition, we hope to support bi- and multilingual presentations in all forms: speaking in one language while showing slides in another, presenting bilingually with slides in one or both language(s), or any other creative combination of languages that includes all audience members. Please let us know if you would like some support by e-mailing co-chairs Carol Benson (benson@tc.columbia.edu) and Kevin Wong (kevinwong@nyu.edu).

Large Scale Cross National Studies in Education SIG

We are happy to announce that we have an exciting lineup at CIES 2018, including 36 papers and our highlighted session which will explore how leaders from the South and North in the field of ILSA view the current state of the production of knowledge and what changes they would like to see in the future. Presenters include Eduardo Backhoff, Consejero Presidente of the Mexican INEE and Dirk Hastedt, Executive Director of the IEA. The discussion will be guided by Adriana Viteri who is part of the managing team of ERCE. Finally, we want to make an open invitation to the pre-conference workshop on Using R to fit HLM with Large-Scale Assessment Data.

Peace Education SIG

The Peace Education SIG’s co-chair team (Maria Hantzopoulos, Tina Robiolle and Marios Antoniou) look forward to welcoming you to the CIES annual conference in Mexico and to our sessions, highlighted panels, social events and our co-sponsored Workshop on Educational Policies and Practices in the context of the War on Drugs. Furthermore, our SIG announces the offering of a Student Travel Award that aims to help defray the conference participation costs for our student members. For more information, join our Facebook group, PEACE EDUCATION - Special Interest Group, where you can find and share information related to news, job announcements, articles and publications related to our field.
Post-foundational Approaches to CIE SIG

The Post-foundational Approaches to Comparative and International Education (PfA) SIG wishes its members and CIES friends an interesting and productive year 2018. After a busy fall 2017—in which we launched the PfA writing group (meets on the second Wednesday of every month), held the first PfA webinar (see the report on page 43 of this issue for a summary), and reviewed a good number of very interesting proposals for CIES 2018—we are looking forward to continue these activities. We are currently planning to organize a second webinar, which will feature a conversation on post-humanism, algorithmic governance, and machine learning, and on the theoretical implications for CIE research and theory. Please email questions and suggestions to postfoundationalSIG@gmail.com.

Sexual Orientation and Gender Identity and Expression SIG

On February 1st the new SOGIE SIG hosted a launching webinar. The SIG leadership shared the vision for the group and outlined activities planned for CIES 2018. The founding leadership of the SIG will consist of four CIES members: Dr. Oren Pizmony-Levy, Teachers College, Columbia University (SIG Chair); Dr. Naomi A. Moland, School of International Service, American University (SIG Vice Chair and Program Officer); Dr. Joseph G. Kosciw, Gay, Lesbian & Straight Education Network (Secretary and Outreach Officer); and Cody Freeman, Teachers College, Columbia University (Student Representative).

We look forward to celebrating the formation of this new SIG in Mexico City in March, as we also celebrate the 10th anniversary of LGBTI-related panels at the CIES conference. We will hold our first Business Meeting and two research panels. All CIES members are invited to attend as we begin our collaboration and brainstorm the future activities and research of the new SOGIE SIG. See pages 41-42 in this issue of CIES Perspectives for more information about the launch of this new SIG.

Study Abroad and International Students (SAIS) SIG

In December 2017, the CIES Board approved the establishment of the “Study Abroad and International Students” (SAIS) SIG. The SAIS SIG aims to build a professional network of researchers and practitioners working to understand the issues and challenges, as well as share the best practices related to international students globally. The mission of this SIG is to promote interdisciplinary scholarship opportunities and critical dialogues by connecting professionals and academics involved in international student population (students who live and study outside their home countries).
Upon the request of the current Immediate Past President of CIES serving as its representative to the World Council of Comparative Education Societies (WCCES), Professor Mark Bray, I am pleased to share with the readers of CIES Perspectives the latest update about the Council. The idea of new academic publications that was discussed a few months ago is in the process of being implemented:

1) **Global Comparative Education: The Journal of the WCCES**, which publishes peer-reviewed scholarly articles on comparative education in the six official languages of the United Nations (UN). In addition to the scholarly papers, most of which are the keynotes addresses delivered at the XVIth World Congress of Comparative Education Societies, it has a section reserved for profiles of selected stellar scholars in the field and/or members who have served with distinction in leadership positions of the Council. The inaugural issue is ready for publication this month of September 2017. It will be accessible at: [http://wcces-online.org/journal.php](http://wcces-online.org/journal.php).

2) **World Voices Nexus: The WCCES Chronicle**, which also publishes peer-reviewed short academic articles in the six official languages of the UN. I have myself contributed a piece on Ubuntu for the first issue to be released in early October and accessible at: [http://www.worldcces.org/](http://www.worldcces.org/). In addition to showcasing the work of seasoned academics, World Voice Nexus provides a platform for junior scholars, doctoral students, and practitioners to share their ongoing research projects. In addition to the general WCCES Website [http://wcces-online.org/](http://wcces-online.org/), the Chronicle provides a wide range of information that are relevant to the WCCES community.

Guided by the commitment to promote and sustain inclusiveness and enhanced engagements of the current 41 member societies of WCCES, all stakeholders are encouraged to actively participate in these new publication initiatives. We encourage contributions in submitting articles, assisting with the translations and servings on the editorial committees.

I am taking this opportunity to call for financial and in-kind support for the Council’s activities through dedicated efforts of members of different societies. For instance, besides or in part because of the enthusiastic contributions of articles, we are also seeking financial support for the translation of submissions that we would
like to publish in several languages. Additionally, we are also seeking in-kind contributions from volunteer translators and editorial committee members with multi-language ability. Besides the support toward WCCES general activities, some member societies and their respective constituents are facing special needs. As some CIES members have generously taken the lead to gather resources to contribute to travel funds or towards various activities of some CIES Special Interest Groups (SIGs), WCCES would welcome such efforts, to ensure the active participation of all member societies, without some missing meetings because of financial constraints. While more societies may be in need, I would like to draw attention to the special circumstances of increased hardship, due in part to repeated natural disasters in two national societies, namely in Haiti with the Haitian Association for the Development of Comparative Education (HADCE) and in NEPAL with the Comparative Education Society of Nepal (CESON), which is one of the newest member societies. Whenever members miss our meetings, we miss their perspectives. We will make the required organizational arrangements to enable the WCCES Finance Standing Committee to assist with the fundraising efforts to support such societies and activities such as research. We would welcome contributions either restricted fund specifically for designated societies or to support broader activities including themed research.

On October 10 and 11, 2017, WCCES will hold its 52nd Executive Committee Meeting at the University of Corsica (Université de Corse) at Corte in Corsica, France followed by the International Colloquium on “Cultural Diversity and Citizenship: Educational Challenges in an era of Globalization” organized by the Association Francophone d’Éducation Comparée (AFEC) at the University of Corsica in Corte on October 12-14, 2017.

The preparation for the XVII World Congress scheduled in Cancún, Mexico on May 20-24, 2019, is in progress.
Henry C. Alphin Jr., Roy Y. Chan, Jennie Lavine

*The Future of Accessibility in International Higher Education*

IGI Global, 2017

This book is a compilation of conceptual chapters and national case studies in which accessibility in international higher education has changed over the past decade, and the forces that have shaped it in different parts of the world. Contributing authors demonstrate that accessibility has different characteristics and practices in different countries and cultures. The book offers (1) a better and more holistic understanding of the ways to analyze international higher education accessibility; and (2) strategies for addressing the challenges of access in postsecondary institutions in the process of policy formation, planning and implementation at the local, regional, national and global levels.

The editors will host a book launch session for this volume at the CIES 2018 Annual Conference in Mexico City. Please check the CIES conference program for actual time/date of our session.

Michelle Bellino

*Youth in Postwar Guatemala: Education and Civic Identity in Transition*

Rutgers University Press, 2017

In the aftermath of armed conflict, how do new generations of young people learn about peace, justice, and democracy? Michelle J. Bellino describes how, following Guatemala’s civil war, adolescents at four schools in urban and rural communities learn about their country’s history of authoritarianism and develop civic identities within a fragile postwar democracy.

Through rich ethnographic accounts, *Youth in Postwar Guatemala*, traces youth experiences in schools, homes, and communities, to examine how knowledge and attitudes toward historical injustice traverse public and private spaces, as well as generations. Bellino documents the ways that young people critically examine injustice while shaping an evolving sense of themselves as civic actors. In a country still marked by the legacies of war and division, young people navigate between the perilous work of critiquing the flawed democracy they inherited, and safely waiting for the one they were promised.

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BOOKS CONTINUED FROM PAGE 34

Joan R. Dassin, Robin R. Marsh, & Matt Mawer (Eds.)

International Scholarships in Higher Education: Pathways to Social Change
Palgrave-Macmillan, 2017

This book explores the multiple pathways from scholarships for international study to positive social change. Bringing together studies from academic researchers, evaluators and program designers and policymakers from Africa, Asia, Latin and North America, Europe, and Australia, the book compiles the latest research and analysis on the policy, practice, and outcomes of international scholarship programs. Contributions examine the broad trends in sponsored overseas study, program design considerations, the dynamics of the immediate post-scholarship period and the impact of scholarships on international education and development. Particular attention is focused on assessment and evaluation, the complexities of selecting awardees, the dynamics of returning home and concerns about brain drain and the state of knowledge and research on long-term outcomes of international scholarships with social change aims.

Jerrold Keilson & Michael Gubser (Eds.)

The Practice of International Development
Routledge, 2017

This book features articles written by numerous CIES members that examine education development projects to identify those interventions that have been successful and the choices that development practitioners make. The volume, written for young professionals and graduate students, offers positive examples of how to manage education projects and make choices for maximum effectiveness.

D. Brent Edwards, Jr.

The Trajectory of Global Education Policy: Community-Based Management in El Salvador and the Global Reform Agenda
Palgrave-Macmillan, 2018

This book provides new insights into the phenomena of global education policies and international policy transfer. While both of these issues have gained popularity in the field of international and comparative education, there remains much that we do not know. In particular, while numerous studies have been produced which examine how global education policies—such as vouchers, charter schools, conditional-cash transfers, standardized testing, child-centered pedagogy, etc.—are implemented globally, we lack research which illuminates the origins and evolution of such policies. The book addresses this critical gap in our knowledge by looking at multiple aspects of the trajectory of a particular policy that was born in El Salvador in the early 1990s and subsequently went global. Edwards explicitly analyzes the trajectory of global education policy with reference to the role of international organizations and within the larger international political and economic dynamics that affected the overall country context of El Salvador.

Stavros Moutsios

Society and Education: An Outline of Comparison
Routledge, 2017

Society and Education explores the relation of society to education in Europe, as well as its comparative perspective towards overseas societies and their institutions. It is a sophisticated and comprehensive enquiry into the social-historical institution of education and cross-cultural studies in Europe. The book demonstrates the embeddedness of education in its cultural context and should, therefore, be of great interest to academics, researchers and postgraduate students who are interested in comparative education, the sociology and history of education, education policy, and European studies.

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Michelle Morais de Sá e Silva

Poverty Reduction, Education, and the Global Diffusion of Conditional Cash Transfers
Palgrave, 2017

This book explores Conditional Cash Transfers programs within the context of education policy over the past several decades. Conditional Cash Transfer programs (CCTs) provide cash to poor families upon the fulfillment of conditions related to the education and health of their children. Even though CCTs aim to improve educational attainment, it is not clear whether Departments or Ministries of Education have internalized CCTs into their own sets of policies and whether that has had an impact on the quality of education being offered to low income students. Equally intriguing is the question of how conditional cash transfer programs have been politically sustained in so many countries, some of them having existed for over ten years. In order to explore that, this book will build upon a comparative study of three programs across the Americas: Opportunity NYC, Subsidios Condicionados a la Asistencia Escolar (Bogota, Colombia), and Bolsa Famila (Brazil). The book presents a detailed and non-official account on the NYC and Bogota programs and will analyze CCTs from both a political and education policy perspective.

Benilde García-Cabrero, Andrés Sandoval-Hernández, Ernesto Treviño-Villarreal, Silvia Diazgranados Ferráns, & María Guadalupe Pérez Martínez (Eds.)

Civics and Citizenship: Theoretical Models and Experiences in Latin America
SensePublishers, 2017

The book is organized around four sections. The first section is an introduction to the problem of defining the scope and foundations of the development of moral personality and social engagement, in particular, the development of civic and ethical attitudes and prosocial behavior. The second section presents a comparative analysis of education policies in Mexico, Chile and Colombia, in particular the way the curricula of civic and citizenship education is designed and implemented. The section also describes and analyzes the way this subject is taught in the classrooms of the primary, secondary and high school levels in the three countries. The third section includes the results of research projects in Civics and Citizenship Education conducted with different theoretical and methodological models of analysis. This last section includes some of the best practices of Civic Education that have been developed in Mexico, Colombia, and Chile.

Daniel A. Wagner

Learning as Development: Rethinking International Education in a Changing World
Routledge, 2017

Learning is the foundation of the human experience. It is the common thread across cultures and geographies and forms a continuous and malleable link across the life stages of human development. Disparities in learning access and outcomes around the world have real consequences for income, social mobility, health and well-being. This book traces the path of international development from its pre-colonial origins, through the rise of economics, to the emergence of a learning equity agenda. Today’s unprecedented environmental and geopolitical challenges compel us to invest in learning—our most renewable resource. Learning as Development asks us to rethink international education in a changing world.

Series Editor:
Carlos Alberto Torres

Critical Global Citizenship Education: Globalization and the Politics of Equity and Inclusion
Routledge, 2018

The volumes in this series investigate, from critical theoretical and empirical perspectives, the prospects of global citizenship education and examine how globalization has affected and is affecting educational reform in K-12 and higher education systems worldwide. Global Citizenship Education is a form of civic learning that emphasizes the importance of action in learning and confronts issues of social justice and identity on a local, national, and global scale. It unites theory and practice and calls for active participation in projects that address global issues of a social, political, economic, or environmental nature. In the most recent book in this series, author Greg William Misiaszek, examines the (dis)connection between critical global citizenship education models and eco pedagogy which is grounded in Paulo Freire’s pedagogy.
RECENT DISSERTATIONS
Completed by CIES Members

Fatih Aktas
The Emergence of Creativity as an Academic Discipline in Higher Education Institutions
Lehigh University, Pennsylvania, 2017

Olivier Bégin-Caouette
Ontario Institute for Studies in Education, University of Toronto (OISE), 2017
Won the 2017 the George L. Geis Dissertation Award from the Canadian Society for the Study of Higher Education (CSSHE)

Nathan M. Castillo
Technology for Improving Early Reading in Multilingual Settings: Evidence from Rural South Africa
University of Pennsylvania, 2017

Deborah Farrington Padilla
Exploring the Emergence of Global Citizen Identity in Youth
University of San Francisco, California, 2016

Helena Hinke Dobrochinski Candido
"Tão Jovens": uma análise do perfil e trajetória dos jovens catarinenses em perspectiva longitudinal ("So young": an analysis of the profile and trajectory of youngsters in Santa Catarina, Brazil, from a longitudinal perspective)
Federal University of Santa Catarina (Universidade Federal de Santa Catarina), Brazil, 2017

Anuradha Sachdev
World through the Eyes of Children: A Qualitative Study of Preschool Children’s Understanding of the World
Lehigh University, Pennsylvania, 2017

Desire Yamutuale
The Doubleness of International Double Degree Programs: Challenges and Prospects for Global Citizenship Education
Western University, Ontario, 2017
On 1 November 2017 the United Nations General Assembly voted 191-2 to adopt a resolution condemning the US embargo (sometimes referred to as a ‘blockade’) against Cuba. The resolution read: ‘Necessity of ending the economic, commercial and financial embargo imposed by the United States against Cuba.’ This year the United States and its ally (Israel) were the only countries voting against the resolution.

Although I have been spending the semester (September 2017 – February 2018) as a visiting professor at the Universidad de Ciencias Pedagógicas Enrique José Varona in Havana, I returned to the US in time to drive from Washington, DC to New York City to participate in a rally and march – between the UN building and the Cuban UN Mission office – in support of this resolution and against the blockade (see photo below).

Leading up to the vote civil society organizations in Cuba organized a meeting to voice their opposition to the continuing US’s blockade of Cuba. Among the organizations issuing a statement at this meeting was the Association of Pedagogues of Cuba, the organization that includes the Comparative Education branch which organized the World Congress of Comparative Education in 2004.

The Declaration inserted below identifies clearly to the negative impact of the blockade on education:

We address all educators, who are friends of our country and all those who follow the just causes, who join our protest for the change of policy towards Cuba...

The impact of the United States’ blockade on education, including the shortage of study material and school life, is high, for example: equipment for laboratories and school workshops, didactic toys, atlas, maps, educational posters, audio equipment, instruments for the practice of artistic activities, sports equipment, boilers and refrigeration equipment, and motor pumps for water.

The blockade prevents us from making purchases in nearby markets and at preferential prices, without access to the main sources of financing for educational development, with commercial loans that always carry high interest rates. Therefore, it is estimated that our imports of educational resources cost us between 25% and 30% more because of the existence of the blockade.

It is necessary to buy resources and store them for a long period of time, because of the remoteness of the markets in which they are acquired. Therefore, the costs and costs of storage are increased.


Cuba’s budget to finance education has increased threefold in the last five years and Cuba devotes a quarter of the expenditures to education, which is totally free for all at all levels.

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Despite the blockade, Cuba has provided solidarity assistance in education to numerous Third World countries and many of its children. (Moreover,) more than 50,000 (foreign students) have studied in and graduated from our schools and universities, and are now contributing to the development of their nations of origin. Likewise, thousands of Cuban educators have provided solidarity support to peoples of Africa, Latin America, and the Caribbean, mainly. At present, it is worth mentioning Cuba’s help in eradicating illiteracy in Venezuela, Bolivia, Nicaragua, and other countries.

The negative effects of the economic blockade have been partially counteracted by the political will of leaders, the unity of the people, the government, as well as Cuban civil society. Thus, Cuba has been able to promote solidarity and cooperation between school, family and society as well as organize the unselfish, dedicated, and professional preparation of its educators. These have enabled the great achievements of our country in education today, which is recognized by friends and enemies as well as international organizations linked to education.

With more strength and courage than ever, we educators tell Mr. Trump that we will not give up our politics and our freedom and that we vigorously denounce the new policy, as well as the brutal and genocidal blockade that our people suffer with dignity.

The above arguments allow us to affirm as an Association of Pedagogues of Cuba, a representative of civil society that strives to raise the quality of education through its research projects, that we must continue our struggle to eliminate the blockade of United States against our country. And we say in a loud voice, representing the thousands of educators who make up our organization: "We vote against the blockade."

I strongly believe that CIES should issue a similar statement, and should have done so at the time of the UN vote. I am sure that Cuban colleagues would appreciate such an act of solidarity.
Launch of New CIES SIG focusing on Sexual Orientation and Gender Identity and Expression (SOGIE)

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In the Fall 2017 issue of CIES Perspectives, CER Editor Bjorn Nordtveit called attention to the dearth of research in CIES related to sexual minorities and education. This gap exists, he stated, despite the long history of gender diversity—and the frequent educational marginalization of sexual minorities around the world. Nordtveit called for CIES scholars to explore this topic, as well as to engage with queer methodologies that challenge the heteronormativity still predominant in academic research.

This month, we are thrilled to respond to this call, and to announce the creation of a new SIG in CIES, the “SOGIE SIG,” which was officially approved in December. The term SOGIE—Sexual Orientation and Gender Identity and Expression—is increasingly used in international arenas along with the term LGBTI (lesbian, gay, bisexual, transgender, intersex).

Momentum for this SIG has been building over several years. In fact, this year marks the 10-year anniversary of the first panel on LGBTI youth at the 2008 CIES Conference in New York City. The first panel, which included presentations from NGOs and academics working in four Western countries (Canada, Israel, the United Kingdom, and the United States), examined the similarities and differences among the experiences of LGBTI students and situated these experiences in larger cultural and political contexts. Similar panels were organized in 2010 and each year since 2012.

Over the years, panel participants have expanded our understanding of LGBTI/SOGIE issues, and have included research from middle- and low-income countries (e.g., India, Kenya), and examined not only the experiences of LGBTI students, but also the work of international organizations and NGOs. However, there continues to be a paucity of research on SOGIE issues globally, especially in developing countries (Kosciw & Pizmony-Levy, 2016). As Nordtveit noted in the Fall 2017 CIES newsletter, this is particularly evident in the limited visibility of LGBTI/SOGIE issues in our journal Comparative Education Review (see also

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Easton, 2015). Our hope is that the creation of the SOGIE SIG will encourage more scholars to investigate these important themes.

The establishment of this SIG is also in response to increasing international attention to the experiences of LGBTI students in schools. UNESCO, for example, recently completed the first-ever international consultation on homophobic and transphobic bullying in schools and released two related publications in 2012: *Review of Homophobic Bullying in Educational Institutions* and *Education Sector Responses to Homophobic Bullying*. Findings from these studies suggest that in many countries, civil society organizations play an important role in addressing homophobic bullying by documenting and providing evidence on the extent of the problem. In addition to UNESCO, increasing numbers of non-governmental organizations (NGOs) and multilateral organizations are working on advancing the cause of LGBTI youth and addressing the implications of SOGIE issues for education.

The research themes of the SOGIE SIG will complement other areas of research within the Society. In addition to making CIES more inclusive in terms of SOGIE issues, this SIG will encourage intersectional analyses pertinent to these populations, including issues of power, race, socio-economic status, ethnic and language minority status, social class, and politics. Moreover, many research threads related to SOGIE issues and education are consistent with overarching research themes within CIES, such as the globalization of educational norms, the roles of international and non-governmental organizations, cultural change and contestation, human rights, equity, and social justice.
One of the reasons Marvel Comics’ shared universe has resonated with fans is because it is a place where even fantastic beings like aliens and artificial humanoids confront the truths ordinary humans deal with on a daily basis—like not being able to choose the family you are born into. That is something that the Avenger known as the Vision—built by Ultron and originally designed as a weapon—has been wrestling with ever since his debut in Avenger#57 (Thomas & Buscema, 1968). Since then, the Vision has overcome his original programming and served on a number of Avengers teams. He dealt with his painful past by building a family of his own with fellow hero Scarlet Witch—which left the synthezoid emotionally and physically destroyed. Now the Vision is ready to give family life another go. The Vision Vol. 1 and Vol. 2 (King, Hernandez Walta, & Walsh, 2015-2016) chronicle the Vision’s new life of living in the suburbs of Arlington, Virginia (Washington, DC) with a family of synthezoids that he created. His wife, Virginia, and the teenage twins Viv and Vin look like the Vision. They have his powers, and they share his desire to be ordinary. Behold the Visions! They are a family next door, and they have the power to kills us all. What could possibly go wrong? In fact, throughout Vol. 1 and Vol. 2, the family facade crumbles as the Vision attempts to balance his responsibilities as a superhero with the family life he craves.

On September 29, 2017 the Post-Foundational Approaches to Comparative and International Education Special Interest Group (PFA SIG) hosted its first webinar titled Discussing Comics and Notions of the Human based on the reading of this comic series. In a 90-minute webinar the panelists Elizabeth De Freitas (Manchester Metropolitan University), Jinting Wu (SUNY at Buffalo), and Daniel Friedrich (Teachers College, Columbia University) critically inquired into notions of the human portrayed in the comics. Together with the audience they reflected on ideas of the human experience,
Daniel Friedrich was first to comment on the comics. To him the story of the Visions exudes an interesting form of racialization and disturbance of whiteness. He points out that the Visions, although seemingly wanting to be an ordinary family living in the suburbs, do not hide their mechanistic capacities and powers. Friedrich argues that they do not want to pass as humans; that they just want to have the experience of what it means to be human. Following from this, Friedrich asks: What, specifically, is being learned by those who endeavor to be human? Are the Visions learning to be human or are they learning to be white? He carefully draws some parallels between the Visions’ failed attempts—since they are constantly out of sink with the human experience and stuck in the middle between the human and the non-human existence—and black parents’ and communities’ attempts to enforce certain behaviors in children to minimize the risk of exclusion only to realize that, so Friedrich argues, no behavior can guarantee inclusion into the category of life worth protecting.

Elizabeth De Freitas critically interrogated the images of bodies/matter, technology, life, computation, and conflict that are deployed in the comics. She finds the comics’ centering on an image of the human body as an organism and on the family as the center of the reproduction of life disturbing, and suggests that we need to think about ecology and the environment rather than the organism. She continues her questioning of assumptions about the body versus matter by pointing out that the Visions are portrayed as cyborgs whereas the humans in the story are not. To her, this creates a false image of the human as non-technical while glossing over the enabling of humans through technology. Our (the human) anxiety about technology is well developed in the story, says De Freitas. In her analysis of the image of life, she highlights the link to the capacity to die. The fragility and the precariousness of the cyborgs (shouldn’t they be indestructible) let her ask about what it takes for a rhizome (a cyborg) to die. Regarding the image of conflict, De Freitas remarks that the idea embedded in the comics, that perhaps saving the world is not about rescuing humanity implies a different image of the future.

Jinting Wu relates her comments to questions of difference versus sameness. To her, the Visions’ effort to live the life of a family like ordinary humans is a very human-like process. Wu goes on assembling moments in which humans and non-humans share traits and experiences; moments in which they are more same perhaps than different. For instance, Viv (the daughter) thinks that embracing preeminence moves them closer to the humanity. Wu insinuates that the need for preeminence distinguishes humanity from the rest of the planet. She goes on to suggest that just like humans, the Visions seem stuck in dualities: us versus them, hatred versus love, happiness versus misery, and conquer versus defeat. Unable to see the world any different, a series of misunderstandings between the Visions and their human fellows lead to a chain of destruction and violence. Again just like humans, the Visions are self-centered in their desire to be ordinary, to fit in, while in our contemporary multicultural, multi-everything world, everyone claims their own identity, exaggerate their uniqueness without seeing the underlying sameness. Like De Freitas, Wu invites us to think differently about humanity by inquiring into the possibility of evolution beyond the human existence. She ultimately asks: How can education play a role in nurturing a different kind of human.

In the conversation among the panelists supplemented with questions from the audience, the webinar went on touching on themes such as death, transmorality, the recursivity in the Visions’ existence, dying as learning and the impossibility of dying as the impossibility of learning. The panelists discussed the co-existence of destiny and free will in the comics’ plot, and the Vision attempt of creating meaninglessness to appear normal, which ultimately failed.

If you wish to listen to the webinar and to learn more about the PfA SIG, please visit our website www.postfoundational.weebly.com or send us an email to postfoundationalSIG@gmail.com.
The MacArthur Foundation awarded a $100 million grant to Sesame Workshop and International Rescue Committee (IRC) to educate young children displaced by conflict and persecution in the Middle East. The Foundation's Board, deliberating among four finalists in 100&Change, MacArthur’s global competition for bold solutions to critical problems of our time, decided to award additional grants of $15 million to each of the other three finalists, based on the strength and potential impact of their proposals. Sesame Workshop and IRC will use the $100 million grant to implement an evidence-based, early childhood development intervention designed to address the “toxic stress” experienced by children in the Syrian response region—Jordan, Lebanon, Iraq, and Syria. The project will improve children’s learning outcomes today and their intellectual and emotional development over the long term. “We are compelled to respond to the urgent Syrian refugee crisis by supporting what will be the largest early childhood intervention program ever created in a humanitarian setting,” said MacArthur President Julia Stasch. “Less than two percent of the global humanitarian aid budget is dedicated to education, and only a sliver of all education assistance benefits young children. The longer-term goal is to change the system of humanitarian aid to focus more on helping to ensure the future of young children through education.”

About the Sesame Workshop & International Rescue Committee Project

Each of the project’s three components is designed in consultation with local child development and curriculum experts, and each will help caregivers restore nurturing relationships and give their children the tools they need to overcome the trauma of conflict and displacement.

• Customized educational content and a new local version of Sesame Street – Delivered through television, mobile phones, digital platforms, and direct services in homes and communities, pan-Arab content will help provide an estimated 9.4 million young children the language, reading, math, and socioemotional skills they need to succeed in school and later in life. Embedded in the content, Sesame’s Muppets will model inclusion and respect, and gender equity, and they will provide engaging educational messages, always from a child’s perspective. All the content that is created will ultimately be publicly available at no cost.

• Home visits reinforced with digital content – Home visitation and caregiving support sessions will connect trained local outreach and community health workers to 800,000 caregivers. Home visit content will promote caregiver responsiveness, early learning, mental well-being, and resiliency. The content will engage families through storybooks and picture books, parent brochures, caregiver guides, toys, developmentally appropriate games, digital content, and parenting resources via mobile devices. Direct services in homes and centers will reach 1.5 million of the most vulnerable children.

• Child development centers – Sesame and IRC will transform community sites, formal and informal schools, and other points of aid into nurturing care and learning centers. Centers will be equipped with storybooks, video
clips on pre-loaded projectors, activity sheets, and training
guides to enable age-appropriate, play-based learning.

“The Syrian refugee crisis is the humanitarian issue of
our time and we are deeply grateful for this incredible
opportunity,” said Jeffrey D. Dunn, President & CEO of Sesame
Workshop. “For almost 50 years, Sesame has worked around
the world to improve the lives of children and help them to
grow smarter, stronger and kinder. This may be our most
important initiative ever and we are humbled by the trust and
confidence that has been placed in us. These children are,
arguably, the world’s most vulnerable and by improving their
lives we create a more stable and secure world for us all.”

Sesame Workshop has a long record of developing local
versions of Sesame Street in places like Bangladesh, India,
Afghanistan and South Africa. And the IRC brings its long
and deep engagement in the refugee community and
an established network of community workers and local
facilities to the partnership. Sesame and IRC will receive the
$100 million grant over five years and in accordance with
established milestones that ensure the project remains on
track. The success of the project will encourage a redirection
of existing humanitarian aid, excite new donors, and provide a
working model for local government support.

A young girl engages with Elmo at an informal tented settlement
near Mafraq, Jordan, in February 2017. Photo courtesy of Sesame
Workshop / Ryan Heffernan

David Miliband, President and CEO of IRC, called the
100&Change grant “a transformational investment that will
bring hope and opportunity to a generation of refugee children.
This MacArthur grant will create a model for investment in
early childhood services around the world. IRC’s partnership
with Sesame is an incredible validation of our determination to
put education center-stage in humanitarian settings. I hope the
new kind of philanthropic thinking embodied by this grant will
be an inspiration to others seeking to tackle the world’s largest
problems. At a time when governments are in retreat, NGOs
and philanthropists need to step up, and that is what we are
seeing here – and in a big way.”

FINAL GRANTS – the 100&Change finalists receiving grants of
$15 million each over five years are:

• **Catholic Relief Services** – changing how society cares for
  children in orphanages

• **HarvestPlus** – eliminating hidden hunger in Africa by
  fortifying staple crops

• **Rice 360° Institute for Global Health** (Rice University) –
  improving newborn survival in Africa.

For more information, see the [100&Change Solutions Bank](#),
a website where nonprofits can find collaborators and funders
can search for projects in which to invest. The Solutions Bank
is searchable by topics such as geography, subject, strategy,
population served, sustainable development goal alignment,
and linked research.
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