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COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY
Hello, and welcome to 2020!

The new decade presents us with both challenges and opportunities for us to think about our field. With numerous presidential elections, Brexit, and a power shift in Russia all looming on the horizon this year, the work of CIES feels more relevant than ever. Many of you reading this are students, already considering how the changes the next decade will shape the field. Addressing these challenges will require introspection on our roles as comparative and international educators.

With that in mind, we continue this space for our members to collaborate, share ideas, and invite each other to be a part of something bigger. This newsletter gives us a chance to connect and expand our understanding of what our field offers. As you read through, consider what you knew about the world of CIES a decade ago-and think about what you will know by 2030. CIES represents a world of potential.

Thank you to all our contributors, Richard for compiling the issue, and all of you working to advance and share your knowledge.

This issue, you will find the return of our featured board members, updates from several standing committees, and the latest word from CER News, the Historian’s corner, and WCCES. We also continue the Teacher’s Corner segment that was inaugurated in summer. We have updates from our Language Issues, TCE, Youth and Development, Study Abroad, ECE, and Latin American SIGs. We also have new books and dissertations to announce. Please take a moment to read and reflect on the works of Harold Noah, Victor Kobayashi, and Don Adams, titans of CIES we lost recently. Finally, we have an overview of what you can expect at the conference in Miami in March.

If you or your group would like to contribute to Perspectives, please reach out to newsletter@cies.us.

We’ll see you in Miami to start the decade right!
Post Card from Chile: Reflections of CIES on the President’s Sabbatical

In October, Santiago exploded from pent-up anger over privatization, subway fare hikes, income and educational inequity, student-debt, and more, all associated with a 1980 Constitution that was drafted under a military government then being advised by young neo-liberal economists who had returned from the University of Chicago.

I met some of these geniuses when I was there in the 80s. “They were called ‘Chicago Boys,’ an ironic reference to the ‘Chicago Girls’ ice-skating show that was then touring Latin America (almost all the Chilean economists then were boys). Forty years on, it’s now the teacher’s union leading a push for a new Constitution, while an organization of high school students is boycotting the national entrance examination for universities.

During a sabbatical year in Chile as a visiting research professor, I’ve had to rethink what I thought I knew about the power of civil society to remake norms of proper behavior by the State. The focus of civil society organizations here is on improvement (as opposed to promoting their meetings and members). The Colegio de Profesores, for example, advocates for much more than teacher salaries and better teaching conditions; it also advocates for children’s’ right to education. My year in Santiago has thus been a useful reminder of why organizations exist: to change the world beyond themselves. Let me report back to you on the activities of our own particular NGO (the CIES) during my term as your president. Then, let’s reflect on our potential for impact beyond CIES and what it does.

Our Constitution gives each incoming president a one-year term as Vice President, followed by a year of challenging work as the conference convener and program chair of our annual meeting. In the third year – where I’m at now – the officer becomes President. Many have commented on meeting I helped organize in San Francisco was convivial and well-attended. Those high marks, along with a theme that continues in the Miami program organized by my able successor, gave CIES reasons for satisfaction.

However, new challenges soon emerged for us – and me as president – because after the conference our administrative home in Miami became untenable. First there was the resignation of our Managing Director, followed by a decision by the Executive Director and Finance Director not to continue. Fortunately, the Board quickly conducted a national search in which the University of Pittsburgh – led by Professor Najeeb Shafiq – emerged as a stellar candidate. The board voted unanimously to transfer our administration to a new Pittsburgh team beginning last August, though the actual transition has taken several months more.

Many of you reading this newsletter joined CIES within the last few years, so it may be useful to review the Board’s 2013 decision to move away from the low-cost volunteer administrative structure (formerly called the “Secretariat”) and toward a more expensive professionalized model of an Executive Director. One goal of this change was to free the President-elect and President from some of the work these officers had been doing for the annual conference, as well as from the daily bill-paying and communications with SIGs and Committees. But we also hoped that, by reducing administrative demands, CIES officers could then attend to more important matters.

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By contrast with many other organizations – even U.S. academic organizations such as NAFSA, or the AERA – the CIES has tended to focus inward and has not often attempted to influence the curriculum or the politics of international education in the larger world. Even from a purely self-interested standpoint, many of us agree, CIES needs to advocate to Deans and Department Search committees for the relevance of our field so that there will be academic jobs in the future. The organization needs to represent the field in agencies and foundations so as to provide futures for young members who wonder where to go for a career. As important as CIES is for us intellectually, and perhaps personally, we do not leave many footprints. CIES has nearly given up trying to promote the teaching of Comparative Education (as stated in the Constitution), as well as – I would argue – enlightening policy makers in the U.S. and elsewhere improving decision-making. I decided to run for office in CIES in hopes of increasing this impact.

As part of our work for CIES this year, we have tried to mobilize a new committee on Social and Policy Engagement to advise the Board about issues where CIES should take a stand, such as deploring the withdrawal of the U.S. from UNESCO, the separating of children from parents at the U.S. border, and the denying of visas to Cuban scholars who were planning to participate in our San Francisco meeting. Another activity this year brings to fruition a monograph book series, published in partnership with SUNY Press. Full-length books are vanishing from our field, and we need to promote more of this type of scholarship. We are also supporting regional conferences in the United States, and innovative field-initiated teaching and dissemination projects.

These actions are a start, but CIES can do more for the world beyond its members. What is slowing us down? Perhaps it is that managing the organization (and managing the managers) became a nearly full-time concern, given that there were four changes in administration over the past seven years. CIES needs stability in order for it to do more than to host a successful conference or subsidize a successful journal. Now that CIES has the benefit and support of Najeeb Shafiq and the University of Pittsburgh, I trust that CIES can finally count on the continuity needed so that future Presidents make a mark on U.S. education policies, on Comparative Education curricula, and setting an agenda for educational research and action. Then it will be easier for future members in my situation here in Chile to explain what the CIES does.
CER News

BJORN H. NORDTVEIT, EDITOR
Comparative Education Review

The Comparative Education Review Welcomes a New Decade

The beginning of a year – and even more, a decade – is both a time of introspection and of planning towards the future. At the Comparative Education Review, we’re starting the New Year with a celebration of Science Fiction in our February 2020 Issue. In keeping with the exciting theme of “Education Beyond the Human’, we offer book and media reviews using science fiction to inform the understanding of our field.

Also, we look for readers’ and writers’ participation to engage with the past and future, and will shortly send out a call for contributions to a Special Issue celebrating the Journal’s 65th Anniversary, with the theme of Sexualities and Comparative Education. We would like those of you with interest in movies or books related to this topic – or to other important topics relevant to our field, to contact our Book and Media Editors on the email address provided below with ideas about reviews. As usual, we also ask you to submit research manuscripts to us: our rejection rate of over 80% may seem daunting to many prospective authors, but it really isn’t so bad, considering that a large number of manuscripts we receive are not appropriate for publishing in the Comparative Education Review. For example, we have submissions that are covering aspects of education in the United States, and others that are better suited elsewhere, e.g., covering specialized topics such as medical education, or education for automobile production. For good manuscripts in our field, the rejection rate is much lower. However, sometimes when we feel that a manuscript is covering a theme that is over-researched, and/or that the conclusions are too specific, e.g., with policy recommendations that are only relevant to one specific Ministry of Education, we may reject even a good manuscript using a robust methodology. To maximize your chances for a speedy publication process, look at our instruction for authors (see web address below).

In the beginning of each year, both the Editor and the Publisher of the Comparative Education Review start the time-consuming (and at times tedious) work of reviewing the past year, and developing Annual Reports to the CIES Board of Directors: one report (from the Editor) is related to the management of manuscripts and publication; the other (from the Publisher) is related to the business of publishing. These reports are available to CIES members upon request, and provide more information on what we are publishing. The beginning of the year is also the time that we compile a list of 2019 Reviewers (the list is published in our May 2020 issue) – with deep gratitude for their service to the field.

As I’m sifting through the last year of publications, many manuscripts stand out, some almost being old friends (since we as editors have the privilege of guiding them through various stages of revision, based on reviewers’ recommendations). The “Comparative Education Review Guide to Searching for World Literature 2019” by Kathryn Anderson-Levitt is a very good resource for all researchers in Comparative and International Education. The yearly Presidential Address is an interesting reflection on the state of the field. In 2019, it covered “The Passion for What Is Possible’ in Comparative and International Education” by Regina Cortina. Bereday Award winning articles are other good resources, as they generally cover issues and ideas relevant to a broad interest group. In 2018, Nicholas Limerick received the prize for his February 2018 research article on, “Kichwa or Quichua? Competing Alphabets, Political Histories, and Complicated Reading in Indigenous Languages.” This same article also is the recipient of the 2020 TIRF James E. Alatis Prize for Research on Language Planning and Policy in Educational Contexts (see reference below). In 2019, Amy Jo Dowd and Lesley Bartlett received the Bereday Award for their research article on “The Need for Speed: Interrogating the Dominance of Oral Reading Fluency in International Reading Efforts.” This article became the topic of a debate on the need for speed – and we will be publishing a response to the article, as well as the authors’ rejoinder in our May 2020 issue. As editors, we’re pleased when authors are engaging with each other’s articles and engaging in debates on important issues in our field: it means that our Journal is relevant to current international education research and policy development.

Finally, in each issue, we’re highlighting a research article that we find particularly relevant to a wide range of readers. We encourage you to read our featured articles, as they often give insight into new ideas in the field. In February 2020, for example, we highlight Sean Higgins and Mario Novelli’s “Rethinking Peace Education: A Cultural Political Economy Approach.” Of course – we encourage you to read our featured articles, as they often give insight into new ideas in the field. In February 2020, for example, we highlight Sean Higgins and Mario Novelli’s “Rethinking Peace Education: A Cultural Political Economy Approach.” Of course – we encourage you to read all the articles you find interesting – and we also encourage you to engage with the Journal in other ways – as writers, reviewers, and book and media reviewers.

In the meantime, we wish you a Happy New Year 2020 and a fruitful year for reading, studying, research, writing and publishing!

Resources:

Instruction for authors (in particular, look at the ‘Statement of Policy’): https://www.journals.uchicago.edu/journals/cer/instruct

Questions and suggestions regarding book and media reviews: cerbooks@admin.umass.edu

TIRF ALTIS prize 2020:
Featured Board Member

Ameena Ghaffer-Kucher

Tell us about some of your recent research and teaching in Comparative and International Education.

Currently, I’m the co-Principal Investigator of a national qualitative study about civic engagement among youth from Muslim immigrant communities in the US. We’re trying to understand how the “9/11” generation is creating a sense of belonging in the US and how they engage as public actors in civic and political life within and across borders. We’ve conducted over 25 focus group interviews in 12 states and DC so far and are currently doing follow-up interviews with some of our participants. We’ve been focusing on immigrant youth in particular and our participants trace their heritage to over 30 countries. It’s really fascinating work and we’re learning a tremendous amount about how young people are responding to the current political climate and the solidarity efforts they are engaged in across social justice movements in the US and transnationally. Given how depressing things have been politically across the globe, it’s been energizing to listen to these young people and learn from them. I’m excited to be sharing some of our preliminary findings at our upcoming CIES meeting in Miami as part of the Citizenship and Democratic Education SIG. You can also find a recent (open-access) essay we wrote related to this research here: https://www.colorado.edu/journal/assembly/2018/12/12/exit-east-fight-against-us-anti-muslim-racism

In terms of teaching, I teach a couple of required courses in the International Educational Development program at UPenn, and two electives, which are also related to the field but more specifically to my own research: Migration, Displacement and Education; and Curriculum and Pedagogy in (Inter)National contexts. In all of the classes I teach, I try to bridge the theory/practice divide and provide authentic learning opportunities for my students so that they can apply what they learn in the classroom to a real-world problem or project. For example, in my curriculum class this year, we’re partnering with Catholic Relief Services (Sierra Leone office), the Citizens Foundation (Pakistan), and Puentes de Salud (a local Philly based organization serving the Latinx community) to work on curriculum or teacher professional development projects. It’s a great way for students to apply what they’ve learned to actual projects and have something tangible to show for it. I’ve actually been partnering with Puentes through this class since 2013, so it’s very gratifying to see how the work has been developing over the years.

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

I’ve been a member of CIES since 2004 and between that time and becoming a board member in 2017, I thought I had been a fairly engaged CIES citizen. I’d worked on several committees and been deeply involved with the South Asia SIG, so I thought I had a good idea about the organization. Serving on the board taught me very quickly how wrong I was about that! Being a member of the CIES board has been an eye-opening experience – understanding how the organization functions has given me a whole new appreciation for the work that the CIES Board does to ensure we have a robust and thriving community.

I think the biggest challenge is trying to communicate what we do (and why) to the broader community. I wish more people would come to the State of the Society meetings – while they are not the most riveting of meetings, they provide transparency and insight into our society and serve as a venue for CIES members to share their perspectives.

This is a working Board meaning, there’s always something you’re going to be working on whether it’s a quick review of a proposal, or sitting through hours long meetings and debating issues. In terms of more specific contributions, I’ve served on the publications committee; helped write the CIES Members’ code of conduct; and assisted in developing and analyzing an internal self-evaluation survey for Board members. This last project was especially enjoyable because I got to work closely with fellow board members, Iveta Silova and Cathryn Magno. I also think it’s important for us to take the time to step back and really think about how we’re functioning as a board and how we can do better.

Can you tell us one fun fact about yourself?

I had a disco in my kitchen.

What book(s) are you reading now?

I’m in the midst of Disoriental by Négar Djavadi. It’s been a particularly interesting read given the recent events concerning Iran. It’s early in the semester so I’m re-reading a lot of the work I’ve assigned my students and also catching up on the latest scholarship on curriculum and pedagogy in international/marginalized contexts, since that’s the course I’m teaching this Spring. I’ve also recently been trying to wrap my head around post-humanism – I’m sure you can appreciate why!

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

I don’t like giving advice everyone’s situation is so different! I suppose that’s a cop-out so I’ll say this: take the time to reflect on what’s really important to you – what will really matter in twenty years? There is a life to be had outside of the Ivory Tower/work! Savor that.
Standing Committee Reports

Gender and Education Committee

@CIESGenderEduc

The CIES Gender and Education Standing Committee (GEC) is pleased to share these updates and exciting plans from 2019 and 2020:

New Incoming Co-Chair and Communications Officer

We are thrilled to welcome Md. Alam Jahangir as our new Communications Officer, and Lisa Yiu as Incoming Co-Chair.

Md. Jahangir Alam is an Assistant Professor at the Department of Japanese Studies, University of Dhaka, Bangladesh. He has completed his BSS and MSS in Political Science from the University of Dhaka with an excellent academic record. His major area of research and teaching interest are in Education and Socialization, Political Economy of Education, and Japan-Bangladesh relations.

Lisa Yiu is an Assistant Professor at the Faculty of Education, University of Hong Kong. Her research seeks to advance educational equity through investigations of diversity and inclusion issues for immigrant-origin youth in mainland China, Taiwan and Hong Kong. She investigates how policy, school organizational and classroom contexts, and their interactions, can develop learning environments that value diversity by equalizing learning opportunities for all students.

Feminist Mentorship Program

Building on its 2018-2019 pilot mentorship program, the GEC has launched a new Feminist Mentorship Program, beginning with a virtual workshop on “Climbing the Career Ladder” that took place in November, 2019. It will continue with a second virtual workshop in February 2020, a pre-conference workshop, and meet and greets with senior gender and education scholars at the 2020 CIES Conference.

To receive more information about the upcoming virtual workshop, obtain a voucher code to cover registration at the pre-conference workshop, or to volunteer to participate in a meet and greet as a senior gender and education scholar at CIES 2020, write to gender@cies.us.

2020 Gender and Education Symposium

The 2020 GEC Symposium at the CIES Conference in Miami will be on the theme of “Gender Audits: Maximizing Gender Equity in Organizational Spaces.” This symposium will provide an opportunity to learn about gender audits, the process in which they are undertaken, and successful examples where they have influenced organizational change. Invited speakers (to be confirmed) include representatives of UNDP, USAID, Safetipin in India, and Athena SWAN in the UK. During the Symposium, we will also share the results of the recently conducted gender audit of CIES, entitled “Innovating Gender Monitoring in CIES” and led by Co-Principal Investigators Emily Anderson, Christine Min Wotipka, Kristy Kelly, and Catherine Vanner, with funding from a CIES Innovation Research Grant. Symposium participants will be invited to respond to the recommendations and enhance the vision for how they could be executed to best meet the needs of CIES community members.

For more information on any of the above or other exciting activities planned for CIES 2020, write to gender@cies.us to be added to our mailing list or follow us on Twitter @CIESGenderEduc. CIES New Scholars Committee

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In addition to our long-standing dissertation and publication workshops, various essentials sessions, and speed mentoring, the New Scholars Committee (NSC) is organizing a new and exciting initiative a pre-conference workshop! This inaugural pre-conference workshop responds to our constituents’ comments and feedback about where they would like more support as new and emerging scholars. The theme this year is “How to Develop a Good Research Question”. On March 22, 2020 from 2-5pm, Supriya Baily (George Mason University), Nozomi Sakata (UCL) and the NSC Co-chair Vanessa Sperduti (PhD Candidate, Western University) will facilitate the workshop. Along with briefly sharing their experiences, the main focus of this interactive session is to provide an opportunity for participants to collaborate with each other, to discuss their research projects, and to work through knowing how to ask the right questions when launching research projects!

We are excited to share that the first 30 people who sign up will have their pre-conference fee waived! For more information and to sign up, please send an email ASAP to newscholars@cies.us. Looking forward to seeing you at this NSC session and others in Miami!

I hope to see you all at our Orientation to help kick off Miami 2020!
Youth Development and Education SIG

Now in its fourth year, the Youth Development and Education SIG is a forum for researchers, practitioners, and youth involved in the global study of Comparative and International Education to engage in discussions on the pressing issues confronting young people. At CIES 2019, we presented youth (under-29) travel awards to three active CIES members:

- Linli Zhou is pursuing her doctorate in Education (Social Science and Comparative Education) at the University of California, Los Angeles, examining the influence of social backgrounds and identity negotiation on global competences of international students.
- Min Wang is pursuing her doctorate in Educational Leadership and Policy Studies at the College of Education, Florida State University. Min’s work scrutinizes educational opportunities for youth in rural China.
- Woohee Kim is pursuing her Master’s Degree in Comparative and International Education at the University of Oxford, U.K. Woohee’s work focuses on Korean youth activism.

Congratulations Linli, Min, and Woohee!

At the CIES 2019 Business meeting we had discussions on the importance of youth-focused research and practice. We also set the objective of creating more mentorship and networking opportunities between emerging and experienced researchers, practitioners, and activists to further our collective work.

If you are committed to youth advocacy, research, and practice welcome to our SIG!

Education, Conflict and Emergency SIG

CIES 2020 Miami ECE SIG Travel Award and ECE SIG Student Paper Prize

The Education, Conflict and Emergency SIG invites its members to apply for an $800 travel award to support participation in the Annual Meeting in Miami. The award specifically aims to recognize a student or scholar from an underrepresented country who needs support to travel to present his/her scholarly research.

We are also excited to accept submissions for the 2020 ECE Student Paper Prize ($250 to be shared in the case of co-authors).

Visit our Facebook page for more details. Please feel free to email Celia Reddick (creddick@g.harvard.edu) with any questions. The Deadline for both submissions is January 30.
Language issues SIG

Kara Brown (University of South Carolina) and Laura Valdiviezo (University of Massachusetts-Amherst) are the new Language Issues SIG co-chairs for the 2019-2021 term. They are pleased to work with Bridget Goodman and Sandro Barros in the LISIG Programming Committee, who have put together an excellent language issues program for 2020 CIES Miami, Florida. They are grateful to all the members who have served in the LISIG leadership roles throughout the past terms. Thank you for your continuous service! Some of our serving volunteers are finishing their terms and welcoming new volunteers to the leadership. Please do not hesitate to reach out to Kara (brownk25@mailbox.sc.edu) and Laura (lav@umass.edu) if interested in this important service.

Teaching Comparative Education SIG

The TCE SIG is updating its Comparative Education Instructional Materials Archive (CEIMA). We invite you to submit material submissions including syllabi, assignments, projects, etc. at: http://www.ciestcesig.org/submit-materials. For more information, contact Laura Wangsness Willemsen at wangnesswillemsen@csp.edu or Evan Mickey at emickey@indiana.edu.

CIES 2020 Highlighted Session: New Borderlands in CIE Teaching

This session will examine how the field is extending in new directions beyond CIE-focused courses. From conference as curriculum, to integrating CIE in an online epistemology course, to teaching CIE in adult education, this session is intended to spark discussions about the shifting contours of teaching CIE in a rapidly changing higher education landscape.

Study Abroad and International Students SIG

Book Projects

Routledge is calling for contributions to its Studies in Global Student Mobility Series: https://www.ojed.org/index.php/jis/books

This Series offers a scholarly forum for original and innovative research on issues and challenges in global student mobility. It also functions to share the best practices related to international student mobility, education abroad, and exchange programs globally that creates a professional network of researchers and practitioners.

Those interested in contributing a chapter are invited to submit a proposal at https://www.ojed.org/index.php/gsm/about/submissions

as well as reaching out to the respective point of contact.

The needed chapters are:

– International students in community colleges, contact Dr. Malveaux at Gregory.Malveaux@montgomerycollege.edu

– International Faculty Experience at Colleges and Universities, contact Dr. Lin at linxi18@ecu.edu

– Constructions of International Students in the Middle East: Comparative Critical Perspectives, contact Dr. Hayes at a.m.hayes@keele.ac.uk

– International Student Employability from the Global South, contact Dr. Kaur at jasvir_kaur79@hotmail.com

– International Student Support and Engagement, contact Dr. Mohamad at mutiara@fdu.edu
Latin American SIG

The Latin America Special Interest Group (LASIG) will celebrate its 10th anniversary this year. The group, founded by Chair Fernanda Pineda and Co-Chair Claudia Grigorescu, had 10 members at first; however, today LASIG has 102 members and hosts presentations in Spanish. LASIG uses its budget mainly to support graduate student travel to the conference through its Graduate Student Travel Award, and conference registration for members outside the United States.

Finally, LASIG also has an endowment to support Cuban colleagues’ attendance through the Jose Marti Travel Fund.

If you have any questions or seek further information, please contact LASIG founder, Fernanda Pineda at mapineda@fiu.edu, or LASIG Chair Kevin J. Spence at kspenc22@kent.edu.

LASIG members publish new book about Latin American education

Long-time LASIG member, Carlos Ornelas, served as editor for “Politics of Education for Latin America: Reforms, Resistance and Persistence.” In addition, these LASIG members also contributed to the text: Beatrice Avalos, Bob Arnone, Gilberto Garcia Batista, Jorge Baxter, Jason Beech, Cristian Bellei, D. Brent Edwards Jr., Mark Ginsburg, and Ana Ivenicki.
RECENT DISSERTATIONS

Education, Skills, and Wage Outcomes Among Mid-Career Adults: A Cross-National Study
University at Albany, State University of New York, 2019

Kai Zhou

NEW BOOKS Published by CIES Members

Vasilikie Demos, Marcia Texler Segal and Kristy Kelly (Eds.)

Gender and Practice: Insights from the Field and Gender and Practice: Knowledge, Policy, Practice
Emerald Publishing, 2019

These 2 volumes in the Advances in Gender Research (AGR) series examine the part gender education, training and policy have played during gender equality program implementation; in identifying obstacles to gender equity; and in explaining how gender equality/equity has been achieved in various institutional settings. The volumes include contributions from scholars and practitioners worldwide.

To learn more about AGR 27 go to https://books.emeraldinsight.com/page/detail/Gender-and-Practice/?K=9781838673840
and for AGR 28 go to https://books.emeraldinsight.com/page/detail/Gender-and-Practice/?K=9781838673888

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Erwin H. Epstein (Ed.)

*North American Scholars of Comparative Education*

Routledge, 2019

This book brings together fifteen comprehensive studies of significant North American scholars of Comparative Education from the 20th century. Chapters move beyond descriptions of comparativists’ work to illustrate the pivotal role played by each scholar in driving a progression through humanistic and scientific approaches to new epistemological traditions, revealing critical historical transitions.

Ann Gaudino

*Joan Yakkey: Her Children’s Choir Legacy in Florence, Italy*

Year of the Book Press, 2018

The methods and music of Professor Joan Yakkey are at the heart of Italian music education. Under her direction, the Children’s Choirs of the Fiesole Music School and Cherubini Music Conservatory of Florence have provided high-quality performances and launched the careers of students who will carry on Italy’s rich music tradition.

Ann Gaudino

*A Choral Legacy*

Year of the Book Press, 2019

A Choral Legacy provides personal accounts, color pictures, and other ephemera from the children’s choirs at the Music School of Fiesole and Music Conservatory in Florence, Italy; these accounts also help illustrate the life and times of its director, Prof. Joan Yakkey.

Tavis D. Jules and Florin D. Salajan (Eds.)

*The Educational Intelligent Economy: Big Data, Artificial Intelligence, Machine Learning and the Internet of Things in Education*

Emerald Publishing, 2020

This book focuses on the current transition from the knowledge based economy to the Educational Intelligent Economy. With the rise of Big Data, all stakeholders must consider how this technological revolution will affect global governance and education policy formulation. This book provides that link for Comparative Educational scholars.

To learn more go to [https://books.emeraldinsight.com/page/detail/The-Educational-Intelligent-Economy/?k=9781787548534](https://books.emeraldinsight.com/page/detail/The-Educational-Intelligent-Economy/?k=9781787548534)
N’DRI T. ASSIÉ-LUMUMBA, WCCES President
Cornell University

On behalf of WCCES, I wish all the members of CIES a Happy, Prosperous, Healthy and Peaceful New Year 2020! May each of you have productive intellectual accomplishments and engagements towards enhanced contributions of the Council to our community and society globally.

We started 2019 with the 2nd WCCES symposium at UNESCO IBE in Geneva, Switzerland, which now hosts our permanent secretariat. Then, as planned, the XVII World Congress was held in May in Cancún Mexico.

Global Comparative Education: Journal of the WCCES has just released Vol. 3 Nos. 1 & 2. World Voices Nexus: The WCCES Chronicle remains strong, with three issues published this year. I encourage you to submit your papers for the upcoming issues of these peer-reviewed publications through: https://www.theworldcouncil.net/gce-submission-guidelines.html and https://www.worldcces.org/call-for-submissions.html

Following various sources of feedback since Cancún, the joint winners of the bid to organize the XVIII World Congress (Oceania Comparative and International Education Society and Indian Ocean Comparative Education Society) engaged in the search for a new venue, in lieu of Cairns, Australia, for the next congress. I am delighted to share the news that the XVIII World Congress will be held in July 2022 in Bangalore, India. The initial theme of the congress “Educating for Sustainable Water Futures: Comparative Perspectives” will be maintained.

As every year, WCCES will hold its leadership meeting (by invitation) and an open information session during the CIES Annual Conference in Miami, Florida from March 22-26, 2020. We invite everyone to join us during the information session, in which more updates will be provided on the various activities of the WCCES. The exact dates, time slots, and rooms of these two WCCES meetings will be included in the program of CIES 2020.

The 3rd WCCES Symposium is being scheduled to be held in Lisbon, Portugal, on July 6-8, 2020. The theme of this symposium is “Teachers, Teaching Profession, and Comparative Education: Fostering Values Education and Engaging Academic Freedom”. We will soon release the call for submissions for this symposium on our main website: www.wcces-online.org and other venues. Please submit your papers for this important event, co-convened by several constituent societies of the WCCES.

Our first book in the new WCCES Series with Brill/Sense will be out at the beginning of 2020. This book, edited by Zehavit Gross, is entitled Migrants and Comparative Education: Call to Re/Engagement. The next book in this series, edited by Seu’ula Johansson-Fua, Rebecca Jesson, Rebecca Spratt and Eve Coxon and entitled Contextualising Education for Development: Relationality and Learning in Oceania is also ready for publication.

Thank you so much, and once again, best wishes for the New Year.

See you in Miami!
Nowadays when looking for information, we Google it, and most of the time we find more or less what we need. But the CIES archive at the Kent State University (as you can see in the picture below) is still a paper collection stored in cardboard boxes. Historically valuable documents are being collected and kept in compliance with archival retention protocols, but our archive is not (yet) googleable.

Like most large organizational archives, the CIES archive is inherently complicated to administer. Records are generated, gathered, and (ideally) submitted for permanent retention in the archive by multiple individuals over time. CIES has been irregular in establishing guidelines and archival retention protocols, and many records were never saved in the first place. Consequently, there are gaps in the collection, as well as widespread duplication of materials due to several parties having collected and submitted the same materials to the archive.

In an ideal scenario, the Society itself would better coordinate the collection and submission of historically significant files on at least an annual basis, but implementation of such a process is easier said than done. Further, as with many professional bodies, the Society’s leadership changes on a regular basis. Ensuring the continuity of archival preservation of records across leadership transitions is difficult. The preservation, organization, and processing of an archive within this context presents archivists with many challenges, such as documents that only the society has the decision to keep or discard.
The usage records of the CIES archives at Kent State shows (unsurprisingly) that CIES members are the biggest users of our archive. For instance, this past year the CIES Presidential archives were used by the authors of an edited volume on North American comparativists. The CIES Presidential files comprise correspondence, papers, video-recorded interviews and other materials created by or about CIES presidents. The files are organized in the order in which each President served, which can be seen at

https://www.library.kent.edu/special-collections-and-archives/cies-presidential-files

The archive has not consistently received records from CIES since the early 2000s. There are some exceptions to this; for example, five years of CER files were deposited in 2012, and conference programs submitted by various members fill in gaps in the 2000s. But there are many gaps in the collection across the years due to inconsistent depositing of board documents, such as meeting minutes and annual reports, committee reports, procedural manuals, and presidential papers for archiving.

The CIES collection has never been processed by today’s archival standards. Archivists use the term “processing” to refer to the arranging, housing, and description of archival materials for use by researchers. For many years, the collection was processed as time and resources permitted, largely through the efforts of Kent State University faculty who invested hundreds of hours of their own labor, also bringing in graduate students from the College of Education to work on the backlog. Those professors have retired. While this work was very important and helpful, progress was slow because it occurred intermittently, without sustained oversight. It takes a minimum 8-10 hours to process one cubic foot of archival material, and as you can see in the third picture there are many boxes in need of processing. Recently, a few boxes from the CIES secretariat in Albany (2012) have been processed, but not all the papers were judged to have historical value, and these were sent to the new office of the Executive Director at the University of Pittsburgh.

Cara Gilgenbach, the archivist at Kent State has supported the collections for many years as part of her work for the university. Now head archivist of the Kent State library and short on staff, she is in no position to pick up the CIES work in any meaningful way. The investment of time is substantial, and the CIES archive cannot be brought up to date without the work of a dedicated professional archivist supported by CIES funding.

Now that the office of the Executive Director has moved to the University of Pittsburgh and the staff there includes a professional librarian, all the documents they have inherited, and any that are newly generated will be systematically collected, indexed, and archived electronically. In addition, Zach Brodt, University Archivist at the University of Pittsburgh Archives and Special Collections of the Hillman Library, has already archived the collections of two past CIES presidents who were Pitt faculty: Roland Paulston and Don Adams.

CIES as a professional organization with a leadership that changes every year—but with an established functioning Office of an Executive Director—is for the first time in a position to implement a process that Cara Gilgenbach, the Kent State archivist, referred to as an “ideal scenario,” whereby the Society itself can better coordinate the collection and submission of historically significant files on at least an annual basis.
Overview
The CIES Teaching Corner aims to provide practical insight from teachers in the academic fields related to CIES. Brought to you by the Teaching Comparative Education SIG, the Teaching Corner highlights diverse pedagogical strategies, innovative lesson plans, dynamic syllabi, reflections on teaching, and related content. The general aim is to strengthen instructional practices and to expand the teaching of Comparative and International Education topics within a range of potential courses. For contributions or ideas, please contact SIG leaders, Anne Campbell (accampbell@middlebury.edu) or Donny Baum (dbaum@byu.edu).

In this issue, we profile a comparative and international education course taught by Rosemary Papa at the Soka University of America. Papa’s course was recently recognized as the runner-up for the 2019 Innovative Curriculum Development Award, given at CIES 2019.

Inviting International Speakers into the Classroom: Perspectives from a Master’s program in Educational Leadership and Societal Change

An international perspective is a core element of the MA Program in Educational Leadership and Societal Change at Soka University of America in Aliso Viejo, California, which blends education and humanities content for leadership development. ‘International and Comparative Education’ is a course offered in the 2nd semester of the student’s first year and serves as a prelude to a generous summer stipend provided by the university for the students to begin to conduct research for their MA thesis.

There are 3 seminal questions, framed around an economic, political and cultural lens, that drive course content and presentations from the cohort of 6 to 8 individuals from all over the world:

- How do ‘glocal’ economic forces impact k-18 education?
- What are the transnational concerns surrounding culture?
- Who are the actors/institutions that educate for 21st century learning?

Course components
International issues and policies are not static. With this in mind, each spring semester international guests are invited to join the class by Skype or Zoom to provide key insights regarding contemporary educational issues on their country of origin. These talks provide students with both expertise and context. For example, a Syrian exiled scholar discussed displaced and refugee education in Europe, and a Scottish professor addressed the loss of languages in Ireland and Scotland due to political policies. Typically, eight to ten international scholars across the globe participate in the course. Depending on the contemporary issues and the students research interest, speakers are selected. In a recent example, a professor doing extensive research in Mexico discussed education as it relates to numerous refugees streaming through Mexico and how this relates to education. Moreover, any relevant work by the scholar is put on reserve in the library for student access.

In preparation for the guest speaker’s talk, two students, working as a team, provide a written report and a 20-30-minute presentation of the country or topic of the scholar. Student-generated questions are selected for the scholar. This process allows all students to have a priori knowledge. The professors are sent the students bios, course syllabus, and the course’s seminal questions. Following the 45-60 minute live session between the scholar and students, students can follow-up directly with the speaker via email. Additionally, seeing and hearing from scholars directly, enhances the student learning experience.
Selecting speakers

Speakers are selected from a membership in Educational Leaders Without Borders (ELWB), which was co-founded by the professor of the course. The organization is a network of over 250+ scholars worldwide that come together every two years to engage in conversations regarding issues of the time and sharing in discussions. It is free to join. More about ELWB is available here: [www.educationalleaderswithoutborders.com](http://www.educationalleaderswithoutborders.com).

The scholars represent six of the seven continents (no penguins!) and share their research, stories, and experiences. Such information provides currency to the topics of today. Common scholarship opportunities and collaborations have led to these world-wide scholars joining the class.

Through the invited speakers to this network, students are provided with a rich international experience without leaving the classroom. They interact with a ‘live’ scholar directly from a foreign country on a contemporary issue of the time.

Course Outcomes

In addition to readings, the reports and discussion, each student completes a critical case study or intensive research paper on the country/topic of their choice. In most cases, this serves as a prelude to their summer international stipend request and/or thesis proposal, providing the background of the countries educational policies and contextual realities.

Importantly, the international invited guests bring their networks to the class and offer to remain in contact; this is a relationship from which the student may draw on in the future. In several cases, the international guest has served as a contact point for the student’s international study or thesis. For example: one student interested in higher education admission policies in English speaking countries was paired with a UK-based speaker for introductions to other UK universities regarding their admission policies. Another student interested in refugee displacement was paired with a Syrian scholar who was displaced and is living in Paris to better inform a student’s research on refugees in Germany. When possible, speakers are invited specifically because of the current students’ interests for their summer research.
Member News

Call for Proposals

The International Journal of Education and Development using ICT (IJEDICT) invites manuscript proposals for a special guest edited issue that highlights the work of CIES members that intersect Information Communication Technology (ICT), education, culture, identity, and human development. This special issue will be guest edited by Haijun Kang, Associate Professor at the Kansas State University and Co-Chair of ICT4D SIG.

IJEDICT, ranked in the top 5 of the journals in the field of ICT4D, is a leading open access journal. The purpose of this special guest edited issue is to strengthen links between theory, research and practice in the use of ICT in education for development in different national and cultural contexts. We welcome proposals for conceptual, theoretical, policy, historical, and empirical research studies as well as innovations in practices that address challenges and promises ICT has brought to the field of education for development.

Manuscript proposals should be no more than one page in length and should include the following sections:

- Research Purpose
- Theoretical / Conceptual Framework (if applicable)
- Methodology (if applicable)
- Findings and Discussions
- Significance

Proposed timeline:

- January 31, 2020 – One-page proposals due (Submissions will be reviewed on a rolling basis.)
- March 31, 2020 – Full manuscripts due
- April 30, 2020 – Peer review back to authors
- May 31, 2020 – Revisions due
- Summer 2020 – Publication of special issue.

Note that (1) Full manuscripts should be prepared following the journal’s guidelines; and (2) authors of accepted manuscript proposals will be expected to review up to two other manuscripts in this special issue. Double blind reviewers are also solicited for this special issue. If you have any questions or you wish to volunteer as peer reviewer, please contact Haijun Kang (hjkang@ksu.edu).

New online International Comparative Education Master’s Program available through Indiana University-Bloomington

The new 30-credit online Master of Science in Education Program in International Comparative Education (ICE) at Indiana University (IU)-Bloomington develops practitioners and scholars who can understand the relationship between economic, social, political, and cultural forces shaping schooling in regional, national, and international contexts. The program in the IU School of Education is a nationally-recognized leader in international comparative education. ICE will broaden students’ intellectual outlook and develop important analytic and research skills. The program enables students to concentrate on a theme of interest (e.g., literacy and language education or public policy), a geographical/regional emphasis, or an educational area (e.g., educational leadership or higher education administration). The ICE program will appeal to: classroom teachers, school leaders, ministry of education or formal government officials, non-profit or non-governemental professionals, study abroad facilitators, education analysts and researchers, and community leaders. Application deadline is March 1, 2020 for the Fall 2020 online cohort. No GRE required for students with an undergraduate or graduate degree from an accredited U.S. institution. Please contact Patricia Kubow (pkubow@indiana.edu) if you have any questions. Please see the flyer on the next page:

CONTINUED ON NEXT PAGE
The new online Master’s program in International Comparative Education (ICE) develops practitioners and scholars who can understand the relationship between education and the economic, social, political, and cultural forces shaping schooling in regional, national, and international contexts. The program in the IU School of Education is a nationally-recognized leader in international comparative education.

ICE will broaden your intellectual outlook and develop important analytic and research skills. The program enables you to concentrate on a theme of interest (e.g., literacy and language education or public policy), a geographical/regional emphasis, or an educational area (e.g., educational leadership or higher education administration).

The program will appeal to:
- classroom teachers
- school leaders
- ministry of education or formal government officials
- nonprofit or non-governmental professionals
- study abroad facilitators
- education analysts and researchers
- system administrators, and
- community leaders.

It may also be a first step toward a Ph.D. program for those interested in that career path.

Credits
30 Hours (can be completed in two years). Receive credit for relevant international travel and study, and for research and practicum experiences.

Application Deadline
March 1, 2020 for Fall 2020 online cohort

Contact:
Patricia Kubow • ED 4252
(812) 855-0172
pkubow@indiana.edu

Next Steps:
1. Review Admission Requirements
   No GRE Required for students with an undergraduate or graduate degree from an accredited U.S. institution
2. Prepare Application Materials
3. Complete Online Application
4. Request Transcripts

APPLY ONLINE AT: go.iu.edu/ice
Harold Noah
Written by Gita Steiner-Khamsi
In Memoriam

Harold J. Noah (1925-2019) was the second Editor of Comparative Education Review from 1967-1971. Noah introduced peer review to the journal, and steered the nascent field toward the social sciences. Noah served as CIES President from 1973-74 and served on many committees, boards and editorialships, including as a series editor of World Yearbook of Education, that helped advance the field of Comparative Education. He taught at Teachers College, Columbia University, from 1964 to 1986 both in Comparative Education and in economics of education. He was awarded the Gardner Cowles endowed chair of economics and served as Dean of Teachers College from 1976 to 1981.

At the time, most Comparative Education faculty at Teachers College were historians. George Z. Bereday and subsequently Harold Noah (Bereday’s student) were among the first non-historians that broadened the disciplinary boundaries to also include political science and economics, respectively. Noah himself drew on theories in economics as well as comparative politics and comparative sociology. He learned Russian so that he could read Pushkin in the original. An adult during the era of the Cold War, it was his command of the language that facilitated his groundbreaking explorations of education systems in the Soviet Union. His dissertation, entitled Financing Soviet Schools, was widely read both in the Soviet Union and in the West. In his studies of Soviet education in the 1960s and 1970s Noah dealt primarily with the economic and public finance aspects of schools and higher education in that country. In his teaching he espoused the use of what were at the time increasingly accepted concepts of human capital and rates of return to examine the nature and extent of private and public investments in education and training, in both market and command economies.

In 1969, Harold J. Noah and Max Eckstein published Toward a Science of Comparative Education and Scientific Investigations in Comparative Education, which stirred a lively debate on theories and methods in comparative education. Noah pioneered the use of cross-national comparison, and aimed to build generalized theory. Noah published in the four decades since then and forcefully advanced cross-national comparison in educational research. Harold Noah pioneered, and defended, the method of cross-national comparison against its qualitative-oriented critics. Fifty years later, indicator research, cross-national comparative research, and international large-scale assessments have become the rule rather than the exception.

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Noah did not shy away to express unpopular views. For example, he was adamantly exposed to single-country case studies. As someone who was active in the Comparative Education Society in its infancy stage and experienced how in 1970 the next president of CIES was elected by a show of hands, he remarked on the growth of the field and the Society as follows:

Obviously, the 35 years since 1970 has seen tremendous organizational growth [in the field of Comparative Education]. Now, I will not speak at all; my lips are sealed on whether there has been qualitative improvement. There certainly differences. […] It is just very different in one way, but very much the same in another way. There are still, as there were before, lots and lots of single country studies. And the big question is: is that Comparative Education? Couldn’t these studies just as well have been published in a society of education journal in that country, a political science journal in that country, or in an educational journal in that country? Why is it Comparative Education? That question still worries me. (Harold J. Noah recorded in the video Comparatively Speaking, produced by CIES and Teachers College, Columbia University, 2006)

He published his last book with Max Eckstein in 2001. The book Fraud and Education: The Worm in the Apple was a critical study of credentialism in our society. They analyzed the broken link between education and employment and harshly criticized diploma mills and other fraudulent practices in higher education.

Harold Noah’s boundless curiosity and generous spirit also made him an exceptional and widely sought-after mentor. Teachers College, Columbia University, organized a tribute on December 3, 2019, to celebrate the life and work of Harold J. Noah. Peers, former students, friends and family members spoke at the large public event. The remembrances of Thomas Bailey, Diane Ravitch, Robert McClintock, Peter Moock, Harvey A. Schwartz, W. Warner Burke, Susan Fuhrman, Ellen Condliffe Lagemann, Oren Pizmony-Levy, Kathleen V. McNally, Beatrice Beach Szekely, Connie Dieterich, Richard Noonan, Robert Carow, Sue Nanka-Bruce, Adam & David Noah, and Gita Steiner-Khamsi have been video-recorded and are publicly accessible.

Harold J. Noah was a beloved student, faculty, and dean of Teachers College (TC), Columbia University. In 2006, TC faculty and alumni established the Harold J. Noah Award for distinguished alumni of Teachers College who advanced the study, research, or practice in Comparative and International Education.
Donald K. Adams
Written by Esther Gottlieb

In Memoriam

1925-2017

Donald K. Adams, or Don, as he was known, passed at the age of 92. When he became CIES president he was only 40 years old, having been on the faculty at Syracuse University only three years, yet already very active in our discipline. When he was named Honorary Fellow, he was 73 years old, having made more than 30 years of contributions.

He also served as president of the International Society of Educational Planning, and was a Member of their Board of Directors. A consultant of the Korean Education Development Institute (KEDI) since its inception, he helped establish their KEDI Journal of Educational Policy and served on the journal board.

Don Adams left an indelible mark on our field. Among his landmarks were "The State of the Art: Twenty Years of Comparative Education," a 1977 special CER issue; his article was simply titled "Development Education." His 1968 book, Education in Developing Areas, is where the concept of 'development education' was originated. The idea that education contributes to economic development was hardly new, of course, but joining the use of both terms in a single expression - development education (not education "for" development, but education "in" development, education "and" development; etc.) - was new and innovative.

As a writer, Don was a perfectionist; he had no patience for embellishments. Don was an intellectual scholar; he read everything there was on any topic he or his students wrote about, and he did no consultancy on a topic he did not deeply researched and learned from the local context as much as possible.

His consultation work spanned many agencies, including the UN, USAID, the World Bank, and the Asian Development Bank, as well as many private foundations and many countries' governments. It is no exaggeration to say that he helped shape education for economic and social development in countries in Asia, Africa and Latin America. His influence was amplified by the stream of students from those countries, who came to study with him and returned home to become professors and even Ministers of Education, serving at the forefront of educational planning and policy around the world. His consultancy helped restructure the Korean education system.

Apart from his academic career, his children inspired him to compete in Pittsburgh’s Great Race, and later place first in his age-class in the Cleveland Marathon. We are privileged to have been his colleagues, and grateful for his lifelong contribution to Comparative and International Education. His papers are archived at https://www.library.pitt.edu/archives-special-collections
Please join me in remembering Victor Kobayashi, who, in October 2018, passed away at the age of 84. We were all saddened by the news. Some of us have known and admired Victor for more than sixty years. I first met “Vic” in Ann Arbor, Michigan, where we worked under Professor Claude A. Eggertsen. Victor had been invited to remain at the University of Michigan to teach in the Center for Japanese Studies and the Graduate School of Education. Later, he moved to Honolulu, where he remained at the University of Hawaii for the rest of his career. I soon followed, and cemented a deep and abiding friendship.

Victor was born and spent the early years of his life in a small community on Maui, the youngest of six children. Even as a young boy, he showed great academic and artistic promise. After graduating from he attended the University of Hawaii, where he received both a BA and MA in East Asian Studies. After moving to Ann Arbor, he wrote his dissertation: “John Dewey in Japanese Educational Thought.” While Dewey is often thought of as a significant figure in Chinese educational thought, Victor’s work stands today as the major interpretation of Dewey’s influence on Japanese education.

From the beginning of his tenure at the University of Hawaii, Victor’s work with the East-West Center, an independent institution on the university campus, had great personal consequences. He directed the Teacher Interchange Project, which brought social studies teachers from the US together with teachers from throughout Asia. In 1963 (the first group), was a young teacher, Cleo Milliman. That same year, she and Victor married in Tokyo. They had three children, Peter, Jay, and Sarah. She passed away barely one year before Victor died.

Victor served as the president of CIES in 2006, hosted its annual conference in Honolulu that same year, and contributed research articles to the Comparative Education Review. His contribution to American understanding of Japanese education was valuable, but his major legacy was to bring aesthetics into the field. Theoretically, he devoted his entire life to concepts and issues as they relate to Comparative and International Education. In his many papers, he usually chided his colleagues for their faulty use of the language. For example, I was a co-editor of a volume which we titled: Education and Social Concern. At the beginning of his essay in the book, Vic reminded us editors that education is so fundamentally related to social concerns, that our title was inappropriate. In his presidential address to CIES, Victor stressed that he was particularly concerned with the wanton destruction human beings inflict on each other and the role schools ought to play in helping human beings overcome that tendency.

Practically, he challenged his colleagues to think beyond the “Western” ways of conceptualizing and writing. Those who are grounded in modern western thought, expect scholars from cultures other than our own, to adopt...
our mode of expression and thought. Kobayashi often reminded us that this was a mistake. And his writing style exemplified what he was talking about. Whereas the typical Western researcher expects to see manuscripts that state up front the major thesis of a paper, then logically and rationally develop evidence to prove or disprove the thesis, Kobayashi’s written work would weave in and out, go round and round in such a manner that the reader was often tempted to say, “Yes, Vic, but get to the point. What are you talking about?”

There were unfamiliar dimensions of Victor’s life. He served for 17 years as the Dean of the university’s summer school. Each summer hordes of young students from all over the world flew into this island paradise, many choosing to enroll in summer school. It was Victor’s task to find the human and financial resources to satisfy their interest in attending school, while also enjoying the summer.

Victor was also a successful and prominent artist. In 2011, he was awarded the distinguished Koa Gallery Lifetime Achievement Award. His artwork has long been on public display at the Hawaiian State Foundation of Culture and the Arts, the Honolulu Museum of Art, and the Halawa Correctional Facility.

He lived most of his life in a modest house in St. Louis Heights and maintained a wild flower garden on a sloping hill behind his house. An innocent observer might think it was a jungle, but Victor knew every bulb, blossom, and vine growing in the hundreds of pots placed at precarious places on the steep hillside. I recall so many times walking across campus with him. He would suddenly step off the sidewalk and pick up a cone that had recently fallen from a tree, or he would cradle to blossom growing on a plant near the path and explain to me in great detail what constituted its beauty and character.

Victor will always represent the best that our field has to offer. We shall miss his ever-present smile and hand of friendship.
Education Beyond the Human: Thinking and Acting Differently at CIES 2020

Iveta Silova, CIES 2020 Program Co-Chair and CIES President-Elect
Janna Goebel, CIES 2020 Program Manager

The 64th annual conference of the Comparative and International Education Society is fast approaching. CIES 2020 ‘Education Beyond the Human’ challenges us as a society to urgently redefine what it is to be human and reconfigure the relationship between humans and Earth. We must think differently.

This year, we received nearly 3,000 submissions, including proposals for English and Spanish language panels and posters, as well as new session types such as experiential sessions, visual and performance art, and a strong lineup of pre-conference workshops. The CIES 2020 highlighted workshop - Feminist Educators Against Sexism (#FEAS): Using Creative Arts, Humor, and a Feminist Ethic to Interfere with Everyday and Institutional Sexisms - will be run by a feminist collective that was started by Mindy Blaise, Emily Gray, and Linda Knight. They are committed to developing interventions into sexism in the academy and other educational spaces, and they will join us at CIES 2020 to interrupt and disarm status quo sexism. We invite you to engage with their events and interventions throughout the conference as we begin to think - and act - differently.

CIES 2020 will also pilot a virtual conference program for #CIES2020 #EdBeyondHuman as a response to the urgent need to rethink and recreate academic engagements that respond to our current climate emergency. The virtual conference aims to reduce the carbon footprint of the conference, make it more accessible, and increase the diversity and equity in research among the CIES conference participants. The virtual conference program – which includes hybrid and fully online paper and poster presentations – will feature a highlighted session Academic Conferences during Climate Crisis: Agora on Carbon Free
and More Equal Conferencing. Zsuzsa Millei and Robyn Read, as virtual conference co-chairs, will moderate this town-hall discussion aimed at interrogating the myriad ways in which an experimental modality of carbon zero conferencing could help us to both question the prevailing academic (infra)structures, epistemologies, valuation systems, and communications patterns, while enabling us to envision and engage in academic work differently.

The CIES 2020 Program Committee invites you to ‘stay with the trouble’ (Haraway, 2016) and sit in the discomfort that comes from the awareness of the environmental catastrophe that is unwinding us and take on the challenge of reimagining life - and education - on a damaged Earth. We have created spaces to confront and experience our climate change reality throughout and the conference venue and online via our virtual conference. Take your time. Slow down. Engage with the art and experiential activities. Take advantage of subsidized childcare and enjoy a caregiver’s space, children’s play area, and room for prayer, meditation, and contemplation.

Considering that – even at 2°C global warming – the entire southern third of Florida, which is currently home to more than 7 million people, is projected to be submerged in ocean water, we ask that all CIES 2020 participants be mindful of the opportunities the conference offers to deeply engage with this reality in Miami. We ask you to actively acknowledge the cost to Earth of our coming together as a society so that we do not squander this opportunity, but instead, rise to the occasion to think, act, and work differently at this conference and beyond.

CIES 2020 ‘Education Beyond the Human’ would not be possible if not for the contributions and support of many individuals. We especially need to thank Cheryl Gilliland, Carly Manion, Zsuzsa Millei, Robyn Read, the program committee, planning team at Arizona State University, SIG and standing committee leaders, and volunteers for their dedication to making CIES 2020 come to fruition in the midst of a challenging period of transition to a new Office of the Executive Director. We extend a warm welcome to Executive Director Najeeb Shafiq and our next President-Elect Karen Monkman and look forward to carrying this theme into a new era. As we think about social responsibility in changing contexts, we are confronted with the reality that education is directly implicated in the climate crisis, and that it is our obligation to, at the very least, not turn away, but rather stay with the trouble.
Looking to the Future

**CIES 2021 will be on 4/25 in Seattle, WA**

Save the dates for 2021! We will meet in Seattle on April 25-29. The CIES conference themes of the past few years – in/equality, south-north dialogue, sustainability, and education beyond the human – will situate us nicely for a renewed focus on who, what, how and why, while considering contextual influences. The contexts within which we work are rapidly changing as are the conditions shaping people’s lives within and beyond educational spaces. New actors are now involved in education globally, including corporations and philanthropies, among others. How do these changes shape what we do and how we do it? This is a glimpse into the theme for 2021 – more detail will be available in March in Miami. See you there!

-Karen Monkman