Young, Rich, and Restless:
The State of CIES and its Precarious Future...An Open Challenge from the President

David P. Baker

A month into my term as President a wise old-hand at running academic-professional associations like CIES asked me to sum up the main challenge our Society faces in the near future. I somewhat flippantly replied “young, rich, and restless.” To my surprise she nodded knowingly and then asked the question that has preoccupied my thoughts about CIES since, “so what are you going to do about it for the sustainable development of your Society?” Before I share my answer in the form of a Society-wide challenge, let me explain these trends behind our most pressing challenge.

The Society's membership is young—early in their career—and getting younger with time. We have been growing significantly over the last decade and of our some 2300 individual members, over 40% are graduate students, and that proportion increases to almost 50% among only U.S. members, who make up two-thirds of all members. And astonishingly about three-fourths of all members do not (yet?) have a doctorate and/or a regular academic professorship! No longer a small cozy Society of mostly North American academics, CIES' membership is far more dynamic and professionally diverse than at any point in its 50 some year past.

The Society is rich, very rich, more than it has ever has been in the past. Our annual expenditures to run all our activities are approximately $150,000, which is mostly covered by membership fees and a few other revenue sources. We also have about $900,000 in assets in reserve, of which about $250,000 are dedicated endowments (for specific awards and such), thus leaving a sizable, mostly fungible, fund of about $650,000 that can be used for Society development. Most of these extra funds come from revenue from past annual conferences, meaning that we collect more from registration fees than we spend on conferences. Nothing wrong with this as many associations do the same to generate extra funds, but to be clear, the lion’s share of the $650,000 is directly from CIES members who attend the conference (actually often from members’ institutional travel funds).

Many in the Society are restless members; meaning that a significant share have not yet committed to a career-long membership in the Society. A full 38% of members are in just their first year of participation in the Society, and three fourths of us have been members for five or less years. And there is much churning among this young and new membership, many who try CIES for a few years then do not continue. And lastly, a third of us are international members who often have a priority for participation in comparative education associations other than CIES.

These trends are all the more challenging given that CIES’ recent boom in membership is probably about being in the right place at the right time more than some adaptive strategy on our part. We are the beneficiary of the growing importance of education worldwide, a rapidly expanding capacity to undertake comparative research, and an explosion of international policy/development positions in education, all of which have brought many new and young members to our door.
So our recent success rests on the modal CIES young member who is an early graduate student passionate about global education, who is not likely headed to a traditional academic career, and who is trying out CIES for a few years to see if it enhances her professional development. She enjoys the annual conference where she meets many young people like her, but she and many who she meets have no brand loyalty to the Society, and do not even know much about what the Society can do for them. She finds some of main events at the conference arcane like the Gala Dinner, which she can’t afford anyway, and wishes for more casual events to connect with older members and greater access to social media during the conference. She wants to learn more about opportunities in educational development and meet professionals in these positions. While she plans to apply for the Young Scholars Program in the future for dissertation mentoring, she is worried that there will not be enough spaces for her to attend. She is dynamic and holds much promise; can we make the Society an essential association for her?

This membership situation is precarious for our sustainable future. It would be foolish to assume that we can continue successfully with such a young and uncommitted membership base. We need to move the majority of our modal members into long-term, committed Society participants.

But we can’t simply just keep doing what we have in the past. For example, other than the fantastic, student grass-roots Young Scholars Program on which the Society contributes less than 15% of its budget, there are no Society programs to incorporate young members into the Society. Budding professionals now “shop” for the associations that best serve their professional needs and they are less tradition-bound in their choices. They have high demand for immediate benefits beyond the usual presentation of a paper at the annual meeting. The old slow academic path is accelerating, and many young members are mixing dynamic careers in policy analysis and education program development, for which a traditionally narrow learned society makes less sense.

The challenge before us is clear and pressing: How will the Society serve these young and restless members and convince them that CIES is worth their membership for a long time into the future?

We have a unique opportunity before us and fortunately we have the resources to accomplish it. Keeping too many assets in the bank while our Society’s future is so precarious is not forward thinking. Some in the Society find a certain security from keeping large assets in reserve, and I understand that feeling. But this is precisely the wrong strategy to achieve long-term security and sustainable health of the Society.

Therefore I’m challenging the current and future CIES leadership and the Society as a whole to invest sizable assets into our future. We need a Society-wide discussion and then a development plan enacted and financed by our current significant assets. Investment of serious resources is the only way to make our membership gains sustainable and expand into the future. To start, I recommend that we invest at least $100,000 over the next two years in activities to recruit and retain more young members into the Society, and then invest an additional $80,000 to $100,000 over the next three years. After this period we should evaluate the effort, make any needed adjustments to our strategy, and then re-invest similar amounts going forward. This should be an ongoing process and a number one priority for the Society’s leadership.

The Board is likely to hire an Executive Manager for the Society in the near future who can help in organizing such a futures campaign, but we must all pitch in. We have many creative minds among us and I have already heard a number of innovative ideas on how to enhance the Society for all members for the future, some of which are just listed below.

So please get involved, let BOD members know your thoughts and ideas. Many of our youngest members already have excellent ideas on what we should do, so let’s ask them and invite them to help us organize effective events and professional opportunities. The Society we appreciate so much is at a crucial cross-roads, we must now take bold action to move it in a sustainable direction.

**Some Ideas to Enhance the Future of CIES ...**

- Develop a better membership data base that helps us identify retention and recruitment
- Develop a recruitment program for new members; partially fund potential new members to come to an annual conference to get acquainted
- Significantly expand the Young Scholars Program and fund it fully
- Develop a similar program for post-Ph.D. early career members and fund it fully
- Expand publication outlets aimed more at international education policy and education development
- Plan more Society events during the year, podcasts, mini-conferences on specific topic
- Every three years hold a “super conference” with significantly more key-note speakers and more social activities for networking
Education, Conflict and Development

Sadiq B. Hussain

As we move along the second decade of The War on Terror, drone attacks, armed conflict and internal instability continue to afflict countries in the Middle East. Unsurprisingly, comparative and international education researchers have considered armed conflict as a context in which education is examined as it relates to other processes such as development, politics and history. What is surprising, perhaps, is how few, if any, scholars have considered a matrix representation of comparative and international education perspectives. Recently, Rebecca Winthrop outlined interesting perspectives on (1) how to broaden our understanding as scholars of education and conflict by thinking not only about education in armed conflict settings; but also in the different forms of conflict implicit in the education process, and the ways in which education systems and processes are themselves in conflict with principles of sustainable development; (2) how, if at all, Nepal’s general development has been associated with the Maoist insurgency in that country and with foreign aid donors; (3) the joint history textbook developed by Chinese, South Korean, and Japanese scholars, from power of history and history education perspectives. My own perspectives (Hussain, forthcoming 1,2), in contexts as distinct as the UK, Europe, USA, and the developing countries of the Middle East and North Africa, has been framed by educational development, research, and innovation.

In my piece here, I contribute by first outlining a novel diagram of representing perspectives on a matrix, which I call a Perspectives Matrix Diagram (PMD): based on Zachary Neal’s network science and social theory methodology (Neal: 15); then using this PMD approach, I offer a fresh simplified look at locating Winthrop’s perspective and Hussain’s perspective, for instance, on the Nepal case study. Second, through the lens of the Middle East, I add new perspectives on important topics in the discourse on education, conflict and development. The Figure below shows details of my proposed Perspectives Matrix Diagram (PMD), where data values that capture all possible different perspectives can be represented in a matrix allowing perspectives to...
be mapped and analysed. For example, we may use this Figure to locate Winthrop’s perspective on the Nepal case study; where Winthrop sees the Nepal study as marginally to do with education, so we put a value of zero for education in the cell D5 located at the intersection of column D (for Education) and Row number 5 (for Winthrop). Contrastingly, other researchers including Hussain may consider education not marginal in the Nepal study, and their perspective will be represented in cell D9, where a value of 1 for education appears in that cell.

Winthrop’s joint history textbook perspectives bring to my mind different perspectives from another ongoing textbook project in my own region, the Middle East. As with the tri-lateral study in North-East Asia, this is a trilingual English/Arabic/Hebrew history of Palestine/Israel textbook; sponsored by the Georg-Eckert Institute for International Textbook Research, Germany, and the Peace Research Institute in the Middle East, Israel. Although the former study is geographically distant from me, I think, still, it can help me better understand as a scholar, the national juridical-political complexities, sensitivities and perceptions of the Other in North-East Asia and here in the Middle East, as well. From one perspective, all over the world, textbooks and education lore tend to portray heroic national history scenarios for countries’ students. Contrastingly, from my own perspective, joint (regional) history textbook initiatives, in a way, open space within the dominating narrative and logics of the nation-state, towards more peaceful regional frameworks; helping to build a version of history that transcends national boundaries.

Also from my own perspective, higher education in the Arab countries of the Gulf Cooperation Council (GCC) represents one of the success stories of the Middle East. Whereas other Arab cooperative regional attempts have come and gone, today the GCC epitomizes regional integration into a globalised world; with the GCC’s Sultanate of Oman key trans-national partnerships establishing Sultan Qaboos Academic Chairs in sixteen leading universities across the continents.

* Sadiq Baker Hussain is a Professor of ICT and Knowledge Network Consultant, Ibri College of Applied Sciences, Al-Akhdhar, Ibri, Sultanate of Oman. He can be reached at sadiq.prof@gmail.com*

- **Reference**
  Neal, Zachary. 2013. The Connected City: How Networks are Shaping the Modern Metropolis. New York: Routledge

- **Figure**
Perspectives Matrix Diagram (PMD)
PMD captures all possible different perspectives which can be represented in a matrix allowing perspectives to be mapped and analysed

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Erwin H. Epstein is Professor Emeritus of Cultural and Educational Policy Studies and former Director of the Center for Comparative Education at Loyola University Chicago. He also holds the position of Adjunct Research Professor, University at Albany-State University of New York. He has a B.A. degree with Honors and Distinction in Philosophy from the University of Illinois-Urbana Champaign, an M.A.T. in Social Sciences from the University of Chicago, and a Ph.D. from the Center for Comparative Education at the University of Chicago. Epstein was born in Chicago and grew up in the Austin neighborhood on that city’s west side.

Prior to his tenure at Loyola, Epstein was Director of the University Center for International Studies and Professor of Humanistic Foundations of Education and of Rural Sociology at The Ohio State University. He has been the head of academic units at four universities and has been a visiting professor at universities in Mexico, Peru and South Africa. He has lectured at Harvard University, UCLA, Michigan State University, Brigham Young University, University of Texas, Penn State University, University of Nebraska, Florida International University, and the World Bank as well as at universities in Germany, Israel, Cuba, Russia, Hong Kong, Taiwan, England, Brazil, Colombia, and Spain. He has been a visiting scholar at the University of Chicago, a Fulbright Professor in Mexico, and an Academic Specialist for the United States Information Agency in Nicaragua. Epstein has served as a consultant to, among other organizations, the National Endowment of the Humanities, the Social Science and Humanities Research Council of Canada, the Woodrow Wilson International Center for Scholars, Academy for Educational Development, and the Chilean Minister of Education. He has been an external evaluator for 23 universities and is a member of the Honorary Academic Council of the Graduate Program in Educational Policy and Administration at the Universidad Nacional de Tres de Febrero (Argentina).

Epstein has devoted his professional life to advancing the field of comparative education. He has been a member of the Comparative and International Education Society for 50 years and has served the Society in many capacities, leading to his recent designation as an Honorary Fellow. He is currently the Society’s Historian. Next year will be the third and final year of his second three-year term as Historian — making it 20 years that he will have served as an officer of CIES. That service will have included four years in the presidential cycle (Vice President, President-elect, President, Past President) during the early 1980s, 10 years as Editor of the Comparative Education Review from 1988-1998, and six years as Historian. Besides arguably being the longest serving officer in the Society’s history, Epstein was also President of the World Council of Comparative Education Societies and was on the Executive Board of that organization for more than a decade.

Epstein has written and edited a variety of books, has articles published in 27 different journals, and has chapters in 38 books and encyclopedias. He has been a manuscript reviewer for 18 journals. Among the journals for which he has been guest editor or otherwise on the editorial board are Education and Urban Society, the International Journal of Educational Reform, the American Journal of Education, Educational Studies, World Studies in Education, and the Spanish/Portuguese languages edition of Education Policy Analysis Archives.

Epstein was honored in 1985 as the recipient of the Lourdes Casal Award for the most outstanding work in the social sciences on Cuba. In 2005, he was designated International Professor of the Year by the Loyola University Chicago chapter of Phi Beta Delta honorary society. He gave the first Joseph Laureys Memorial Address at the Comparative Education Society in Europe as well as the Keynote address at an international meeting on education in Russia. He has addressed the Academy of Higher Education, a body of leading university presidents in Argentina, and has given the keynote address at meetings of the CIES Western and Midwestern regions.

Epstein’s research interests include such varied topics as the impact of parasitic diseases on academic achievement, the imposition of U.S. educational policy on Cuba and Puerto Rico after the Spanish-American War, schoolchildren's sense of nationality in socio-culturally marginal communities, the role of education in globalization and democratization, and theory shifts and boundaries in comparative education. Of special interest has been the nexus of culture and education in Mexico and Peru. He originated the “filter-effect theory” of education to explain the impact of schools on schoolchildren's national identity in marginalized areas. Although primarily a Latin Americanist and epistemologist, he has also published works on higher education in mainland China and Taiwan. His most recent research was done in the Hoover Institution archives, resulting in a soon-to-be published article — titled “Ties that Bind: Isaac L. Kandel and William W. Brickman on War, Revolution and Peace” — in the Hoover Digest.

Epstein directed the Comparative and International Education Course Archive Project (CIECAP) for a decade. Until his retirement, he co-directed the Joint Centers for Comparative Law and Education, which focuses on the legal right of children to an education, at Loyola University Chicago. He regularly taught the introductory course to comparative education, comparative theory, and comparative perspectives on education and democratization.

Epstein will soon be celebrating 52 years of marriage to his wife, Barbara. They have three married sons, all of whom are lawyers. Jack, the oldest, works in Chicago area Hispanic communities. Eric is Associate Chief Council in the U.S. Bureau of Alcohol, Tobacco, Firearms and Explosives in Washington, D.C. Avi, the youngest, is Vice President for Legal Affairs at Sterling Partners, a private equity firm in Chicago that specializes in the management of schools. Their wives are also lawyers. Erwin and Barbara live in Glenview, Illinois and have eight grandchildren ranging in age from five to 17 years.
The Comparative and International Education Society (CIES) is pleased to announce its 57th Annual Conference, which will be held at the Hilton Riverside Hotel in New Orleans on March 10-15, 2013. We invite you to contribute to the advancement of theory, practice, methodology or field work in comparative and international education.

The purpose of the CIES Conference is to encourage dialogue and discussion, promote and disseminate high quality research in the comparative education field and provide an opportunity to share and analyze “best” practices and models in applied educational settings. CIES membership is required to present at the Conference. If you are not currently a member of CIES, please take a few minutes and become a member by registering on the CIES webpage: http://www.cies.us/membership.htm.

For more information about the conference, please visit http://www.2013.cies.us/
Invited Speakers to 2013 CIES Annual Conference

Simon Schwartzman

Simon Schwartzman is a senior researcher at the Instituto de Estudos do Trabalho e Sociedade in Rio de Janeiro (http://www.iets.org.br). He was born in Belo Horizonte, Brazil. He studied sociology, political science and public administration at the Federal University of Minas Gerais, Belo Horizonte, Brazil (1958-1961), attended UNESCO’s Latin American School of Social Sciences (FLACSO) in Santiago de Chile (1962-3), and obtained his Ph. D. in political science from the University of California, Berkeley in 1973. He is a member of the Brazilian Academy of Sciences, and a recipient of the Brazilian Order of Scientific Merit.

He has lived in Rio de Janeiro since 1969, working and teaching at the Fundação Getúlio Vargas and, until 1988, at the Instituto Universitário de Pesquisas do Rio de Janeiro. He was a professor of political science at the Universidade de São Paulo, and, between 1999 and 2002, director of the American Institutes for Research for Brazil. From May 1994 to December 1998, was President of Brazil’s Institute of Geography and Statistics (Fundação IBGE). Before that, he was the research director of the Research Group on Higher Education at the Universidade de São Paulo.

Short term appointments and fellowships during these years included the Woodrow Wilson International Center for Scholars (1978), the Tinker Professorship of Latin American Studies at Columbia University (1986), a visiting professorship at the School of Education and the Center for Studies on Higher Education of the University of California, Berkeley (1985), the Institute of Advanced Studies of the Universidade de São Paulo (1987), the Nabuco Professor of Brazilian Studies at the Center for Latin American Studies of Stanford University (2001) and brief periods as visiting scholar at the Swedish Collegium for Advanced Study in the Social Sciences (1986) the St. Antonys College (1994) and the Centre for Brazilian Studies (2003), Oxford University. In the spring of 2004 he was the Robert F. Kennedy Visiting Professor of Latin American Studies at Harvard University, assigned to the Department of Sociology. He is a former President of the Brazilian Sociological Association, and was chairman of the research group on the sociology of science and technology of the International Sociological Association. He was for many years the editor of Dados – Revista de Ciências Sociais, and belongs to the editorial board of several academic journals in Latin America and Europe.

His earlier work dealt with questions of political change in a historical and comparative perspective, with special emphasis on Brazil. More recently, he has worked with the sociological and political dimensions of the production of knowledge, in science, technology and education.

R. Govinda

R. Govinda is Vice Chancellor of National University of Educational Planning and Administration (NUEPA), New Delhi. Previously he has worked in the Institute of Education, University of London, M.S. University of Baroda and International Institute of Educational Planning (IIEP), UNESCO. He is a member of several national and international bodies.

He is on the editorial board of the ‘Global Monitoring Report’ for ‘Education for All’; is a Consultant Fellow to International Bureau of Education; member of the Central Advisory Board of Education; and member of the National Advisory Committee on Right to Education of Government of India. His research interests include primary education and literacy, decentralized management, program evaluation, and reforms in higher education.
Each year the Comparative and International Education Society distinguishes the work of scholars in comparative and international education. The recipients of the CIES awards are selected by the awards sub-committees, appointed by the President of the Society. The sub-committees’ members reflect the membership of the CIES, its commitment to affirmative action, its diversity and breadth of methodological skills, theoretical views, their intellectual rigor and approaches to scholarship.

Gail P. Kelly Award

Created to honor the distinguished comparative educator Gail P. Kelly and her many contributions to the CIES, the Gail P. Kelly Award recognizes an outstanding doctoral dissertation. The Award honors a doctoral dissertation that addresses social justice and equity issues in an international context and that manifests academic excellence, originality, methodological, theoretical, and empirical rigor. These issues may include -- but are not limited to -- gender, race, class, ethnicity, and nationality.

This year the Gail Kelly Award sub-committee selected two outstanding dissertations:

**Jinting Wu, University of Wisconsin-Madison**

“DISENCHANTMENT AND PARTICIPATORY LIMITS: SCHOOLING AT A CROSSROADS IN RURAL ETHNIC CHINA”

Jinting Wu’s dissertation is an exceptionally rich, powerful ethnographic study that addresses the intersection of rurality and ethnicity in China. The dissertation is based on a 16 month research project that included ethnographic, oral historical, discourse analysis, and archival research was conducted in two rural indigenous schools in Southwest China.

The study provides vivid narratives and descriptions of the everyday lives of rural youth in China as well as reveals the complexities of the role of the social and cultural environment that play in shaping the lives and future of rural youth. This author was successful in weaving together the contradictions within Chinese intellectual and educational ideals for rural schooling with the contestations of rural villagers regarding the necessity of schooling amidst alternative economic needs. The committee noted that this was an outstanding piece of empirical research.

**Jehanzaib Khan, New York University**

“SCHOOL OR MADRASSA? PARENTS’ CHOICE AND THE FAILURE OF STATE-RUN EDUCATION IN PAKISTAN”

There is little doubt that this is an impressive piece of research in terms of scope and significance. This was an ambitious research study that collected data from nearly 700 participants and use multiple data collection methods.

This is a sophisticated study that goes beyond attempting to identify why parents choose madrassas instead of state-run schools to look at the linkage between low-quality schooling and parental choice. This shifts the debate away from issues of religiosity to look at the failure of the state.
International Travel Award for Distinguished Service in Educational Reform

The travel award was established through an endowment from George Soros and the Open Society Institute (OSI) and expanded under CIES president Ratna Ghosh to encourage distinguished researchers and practitioners from developing countries to participate in CIES conferences.

Launched at the 2009 CIES conference, the endowment attempts to facilitate the participation of international education experts who serve in countries where international projects are implemented.

Angela Corengia (Argentina)
Proposal: Quality assurance and research funding public policies: their impact on private universities in Argentina
The paper examines the institutional framework and the incentive structure created by quality assurance and research funding public policies, which influence the current functioning and configuration of the private university sector in Argentina. Starting with the low development of research activities at private universities in the 1990s, this paper focuses on the following question: do quality assurance public policies implemented by the National Committee of University Assessment and Accrediting (CONEAU) and research funding policies implemented by the National Council for Scientific and Technical Research (CONICET) and the National Agency for the Promotion of Science and Technology (ANPCyT) foster research activities in the private university sector?

Joseph Meletukochyl (India)
He has been working for the empowerment of women and children and in the process, he established the Little Flower Institute of Social Sciences And Health (LISSAH), a center of education, training and research in social work and psychology where 400 graduate students are studying. His research is about Community Intervention model by graduate students to identity the developmental needs of the community to develop policy and program for an Indian village with the involvement of people and the local officials.

Hangyin Qin (China)
Dr. Hangyin Qin, Associate Professor of Faculty of Education, Beijing Normal University of China, and specialist of UNESCO INRULED (International Research and Training Centre for Rural Education), current main research areas include educational policy, international and comparative education. She has participated and co-ordinated a series of international projects in the area of EFA, which aims to improve education opportunities for rural people in developing countries.

Madhumita Bandyopadhyay (India)
Dr Madhumita Bandyopadhyay, PhD from Jawaharlal Nehru University, New Delhi, and an Associate Professor at the National University of Educational Planning and Administration, New Delhi, India. She has been involved in many national and international researches in Education and Development including DFID funded International Consortium, CREATE, led by University of Sussex, UK. She has attended international training programmes in education management in the Lund University, Sweden and IIEP, Paris. She has published her works in many journals and books and presented papers in various national and international conferences. Her areas of interest include planning and management of school education with special focus on gender, social exclusion, poverty and so on.
Mariam Orkodashvili (Georgia)

Mariam Orkodashvili has been affiliated with Georgian-American University; Peabody College of Education, Vanderbilt University; Tbilisi State University; The Parliament of Georgia; Max Planck Institute for Social Anthropology, Halle-Saale, Germany, and Edinburgh University, Scotland, UK. Mariam Orkodashvili has been involved in researching education issues for more than twelve years at academic institutions. Besides, she has been involved in national testing, university accreditation and corruption fighting education reforms at the Parliament of Georgia. Her research interests include: corruption in higher education; quality manipulation in education; education and social cohesion, access to higher education; shadow education and private tutoring; educational linguistics; anthropocentric analysis of reciprocity; cognitive neuroscience and linguistic minimalism. She has published in the following journals and books: European Education: Issues and Studies (M.E. Sharpe); Sociology of Education (A to Z guide, SAGE); Peabody Journal of Education (Taylor and Francis); Immigration and Education Nexus (Sense publishers); International Perspectives on Education and Society (Emerald Publishers); The Journal of Post-Soviet Democratization (Heldref Publishers).

Masenya Dikotla (South Africa)

Masenya Dikotla is the CEO of the Molteno Institute for Language and Literacy training, supporting and mentoring particularly primary school teachers in the teaching of early literacy. The Molteno Institute for Language and Literacy propagates the use of mother tongue and English for early learning. We have developed two courses for this purpose: Breakthrough to Literacy and Bridge to English. The former is a mother tongue course; the latter is English for second language speakers. The institute has now taken the literacy challenge through multi-media called Bridges to the Future Initiatives (BFI). We use computers and mobile phones to teach phonics, texts writing.

Mohammad Mahboob Morshed (Bangladesh)

Mohammad Mahboob Morshed is a doctoral student at the Center for International Education, University of Massachusetts Amherst and a lecturer at the Institute of Educational Development, BRAC University, Bangladesh. Mohammad Mahboob Morshed teaches graduate level courses on educational leadership and educational psychology in BRAC University and University of Dhaka, Bangladesh. He has also served as national consultant for AusAid, DFID, UNICEF, Save the Children and several non-government and government organizations in various projects on basic, pre-primary and primary, secondary, and technical and vocational education that address the issues of educational quality and equity of the underserved children in Bangladesh. He was a Commonwealth Scholar in the United Kingdom in 2008-2009. His research interests include quality learning and psycho-social well-being of underserved children in school settings of developing countries.

Nurbek Teleshaliyev (Kyrgyzstan)

Nurbek Teleshaliyev is a PhD student at Faculty of Education, University of Cambridge (UK). He is a national of Kyrgyzstan and a recipient of Open Society Foundation Central Asia Cambridge Scholarship. He has a Master of Science in Education (1998) from University of Pennsylvania and a Master of Philosophy in Education (2012) from University of Cambridge. His Master's thesis in 2012 was entitled as "An exploration of teacher professionalism in Kyrgyzstan" and he continues to devote his doctoral research to exploration of teacher leadership in Kyrgyzstan. He has worked for Soros Foundation Kyrgyzstan (1995-2004) and UNICEF in Kyrgyzstan and Lesotho (2005-2011) as an education specialist. His professional interests are teacher/school leadership, and social partnership.
Romina Berardi (Argentina)
I have a BA in Education from Universidad de San Andrés, Argentina. I won a full scholarship to fulfill my studies for 4 years. While studying, I started working as test administrator of national student achievement tests. Gaining insights into how the tests are administered and implemented in site, made me realize that those measures are an issue key to the tests’ results. Therefore, my current line of research relies on education assessment policy. Nowadays, I work at the Latin-American Council of Social Sciences (CLACSO), an international non-governmental organization which aims to promote research and post-graduate education in the fields of Social Sciences.

Serdar Polat (Turkey)
Ministry of Development’s main duties are counseling to the Government, preparing short and long term economic and social development plans, evaluating public investment projects and allocating public resources to these projects. The Ministry is playing a significant role in Turkey’s economic development by using its valuable expertise in policy-making and economic programming in many sectors including education due to its semi-academic structure where application oriented research is the main occupation.

Shahin Islam (Bangladesh)
Shahin Islam is a development worker and have been working with education development activities since my career with development sector. In long career, Shahin Islam had the chances to work with large education projects funded by USAID; SUCCEED and PROTEEVA, which are pioneer in establishing pre-primary education in Bangladesh. Islam has developed a number of educational materials in my career, such as - guideline for early childhood development activities, curricula for preprimary, parenting education guidebook, early childhood training modules, child friendly story books, manuscript of popular local rhymes etc. Islam has been using the ECERS and EGRA tools in educational activities. Currently, Shahin Islam is working with Save the Children in Bangladesh as Project Director for UNHCR funded ‘Education for Refugee Children’ project which is serving basic education for Rohingya Refugee children in the Camps in Cox's Bazar District of Bangladesh.

Shalva Tabatadze (Georgia)
Shalva Tabatadze is a Chairman of the Centre for Civil Integration and Inter-Ethnic Relations (CCIIR). He earned his master’s degree in Education at Kent State University. For his work in the field of bilingual and minority education, he was inducted into Kent State University’s Hall of Fame and received Diversity Alumni Award in 2011. He is an author of 4 textbooks, 5 monographs and more than 20 articles in the field. He is a founder and member of editorial board of scientific journal “International Journal of Multilingual Education”. He is a PhD candidate at Tbilisi State University.

Shereen Kamel (Egypt)
Shereen earned her MA in International and Comparative Education, majoring in International Education Policy and Planning from the American University in Cairo. As a GSE merit fellow and research assistant, she participated in MEIHE’s projects that targeted education reform and teacher professional development. Her MA thesis and research papers she has presented at CIES aim at promoting educational access and quality in impoverished societies, focusing on teacher preparation. a teacher and Project Manager in projects striving for creating access to children in urban and rural areas and improving quality of education in formal education sector. Kamel's research was focused on Retention of Rural Girls in Secondary Education level presented to the CIES 2013 under Girls Enrollment and Retention in Africa.
CIES Perspectives, February 2013, Issue Number 160

**Tibebu Kebede Wondimu (Ethiopia)**

Tibebu Kebede Wondimu is working for Pact Ethiopia as a Program Manager for Education project. Wondimu was a graduate in B.A (Geography /Demography) and M.A (Rural Development). Tibebu Kebede Wondimu has served for more than 10 years in the Education sector as a teacher and Project Manager in projects striving for creating access to children in urban and rural areas and improving quality of education in formal education sector. Wondimu’s research was focused on Retention of Rural Girls in Secondary Education level presented to the CIES 2013 under Girls Enrollment and Retention in Africa.

**CIES 2013 Regional Conferences**

**CIES Midwest Regional Conference at the Illinois State University**

October 11-13, 2013

Theme: Developing and Supporting Global Initiatives in Education

Illinois State University will be hosting the Midwest Regional Comparative International Education Society Conference at Illinois State University in the twin cities of Bloomington Normal.

Illinois State University is renewing its commitment to realizing the democratic ideal of education from a global perspective. This conference will advance global education vision as articulated in the strategic planning document of Educating Illinois 2013-2018. “transformative experience at an institution that serves the region, state, nation, and world through its commitments to responsible stewardship, meaningful civic engagement, cultural enrichment, and the development of global citizens” ([http://educatingillinois.illinoisstate.edu/downloads/December%202012%20Draft.pdf](http://educatingillinois.illinoisstate.edu/downloads/December%202012%20Draft.pdf))

The College of Education at Illinois State University (ISU) is also committed to forwarding the missions and goals of the Comparative International Education Society. Thus, hosting the Regional Midwest CIES conference is a means to that end. Global Education is intricately linked with transnational issues. Globalization is motivated by economic forces and driven by digital technologies; globalization links individuals and institutions across the world with unprecedented interconnection and immediacy. This area of study and research has not been given the exposure and significance that it deserves in our area and it hoped that hosting the conference at ISU will provide avenues for these objectives to be realized.

The objectives of this conference are as follows:

1. To engage faculty, staff and students, as well as area residents, in the exploration, discussion and understanding of challenges and promises of teacher education, and educational leadership preparation from an international perspective;
2. To engage faculty and administration in developing and sustaining partnerships for global initiatives;
3. To motivate collaboration among institutions within Midwestern region and encourage rotation of hosting CIES Midwest Regional Conference;
4. To advance the vision of the Illinois of Illinois State University as articulated in the planning document of the University, 2013-2018;
5. To provide a greater understanding of how regional, state and local educational issues (e.g., influx of Somali immigrant students from the war-torn country of Somalia in Ohio, Minnesota, Chicago, and influx of Latino immigrants to Illinois are connected to a broader global context (i.e. economic, social, educational and political issues in their countries); and

**Major topics:**

- Teacher education from Global prospective (s)
- Professional development, mentorship and inductions of teachers from Global Perspectives
- Leadership, management and educational administration in a global society
- The promise and challenges in emerging technologies in global education
- Best practices in Study Abroad initiatives
CIES Perspectives, February 2013, Issue Number 160

» CIES 2013 Regional Conferences (continued)

- Collaborative/partnerships in global programs
- Social justice and equity issues in regional national and international education
- Demographic and language shifts in comparative education, policy and practice
- Comparative global special education issues
- Challenges of educating new immigrant students from Africa, Asia, South and Latin America
- Others topics are welcome.

For more information, please contact Coordinators and Chairs: Drs. Mohamed A. Nur-Awaleh at Awaleh (manuraw@ilstu.edu) & Eurvine Williams ewillia@ilstu.edu (Illinois State University)

CIES Northeast Regional Conference at the University of Massachusetts Amherst
November 1-2, 2013

The Center for International Education at the Department of Educational Policy, Research and Administration (School of Education, University of Massachusetts Amherst) is pleased to announce that it will be hosting the CIES Northeast Regional Conference at the University of Massachusetts Amherst, on November 1-2, 2013.

Our tentative theme is Education Policy in Uncertain Times. Throughout history there has been a shared consciousness that education should take place in schools, but is this still the case? We have recently seen acts of violence in schools in the US; and new forms of harm, including cyber-bullying, have become increasing problems. Similarly, pressure for “performing” creates shadow education, growing privatization of education, and various tutorial services offered at the educational marketplace that may weaken society’s trust in public schools as the principal place to learn.

At UMass we encourage new thinking about the role of education policies in our rapidly changing societies. Perhaps schools need to be reinvented as tools for children’s protection, socialization, critical thinking, and positive development in an increasingly virtual and consumerist world?

We are seeking other educational institutions in the region to collaborate with UMass in designing and sponsoring the 2013 regional conference. To become involved and/or to co-sponsor the conference, please contact our organizational committee: Hunter Sean Gray (hsgray@educ.umass.edu), Sangeeta Kamat (skamat@educ.umass.edu), Bjorn H. Nordveit (bjorm@educ.umass.edu)

CIES Southeastern Regional Conference at Florida State University
Late September or October 2013

■ Conference Theme

In the contemporary era of globalization, education is widely seen as a means to and central indicator of national progress. International development agencies as well as the Western states are investing heavily in projects designed to promote literacy and diffuse socio-political conflict, among other objectives, in the belief that such educational measures will contribute to the development of democratic, economically stable societies. However, the role of education in the democratization of societies emerging from conflict remains ambiguous. And while much attention of late has been devoted to the encouragement of literacy among young children, there has been less attention to the factors that cause older children to drop out of school, what they do with the literacy skills they acquired in school, and how these issues impinge upon the broader goals of democratization and economic development.

While such challenges are of concern, to one degree or another, to most developing countries, they have become particularly intense in the Muslim world where political upheaval naturally raises critical questions about the role of education in impeding or facilitating democratic political change, in particular the question of the gap between the critical literacy skills of both in-school and out-of-school youth and those thought essential to democratic citizenship. As the international development agencies are replacing, in many cases, the role of the state to provide education in a number of Muslim and non-Muslim countries, there are growing concerns about the relationship between “local” and “global.” For instance, whereas international development policies emphasize child-centered and inquiry-based learning, there is less interest in exploring how local literacies, knowledge systems or Islamic traditions may be employed to support the development and implementation of effective education. Whereas the international development agencies position multiculturalism at the heart of quality education, the local voices in shaping these very educational policies are often missing.

This conference will explore the intersection of these two overlapping themes: the role of education reform in hindering or facilitating democratization and the question of the levels and forms of literacy among in-school and out-of-school youth necessary to support and sustain such reforms. While the conference organizers welcome submissions that address these issues in a variety of national contexts, we will be particularly interested in those that address the conference themes in the Muslim world.

Major Topics/Questions
- Education and democratization in the Muslim world
- Education post conflict
- The education of women and girls in Muslim societies in political transition
- The relationships among literacy, economic development and political reform
- Factors contributing to school drop out
- Retention and uses of literacy among school leavers
Recent Publications

Books


This scholarly work appears at a crucial moment in South Africa. With the country now democratically independent for close to 20 years, the authors provide a comprehensive description of schooling and overall education, that allows the reader to see if or how the wide social development gaps that existed during the apartheid period are changing. This book is a rare academic contribution to the current linguistic and culturally rich classroom that teachers now work in daily. The authors report that some teachers are flummoxed by what they find, newly trained teachers seem better prepared, while others bring old but good teaching habits into the classroom. Overall, this book, rooted as it is in meticulous, long-term ethnographic classroom observations and multiple teacher interviews, shows that what is effective for the learning of learners is not by any means detachable from demographic, economic or political contexts. With that in mind, the book’s intentions and structure are clear, and the initial historical analyses provide insight to the important linguistic, social and cultural connections or disconnections present in contemporary South Africa. (Source of the book description: http://www.amazon.com/Complex-Classroom-Encounters-African-Perspective/dp/9462090815)


For some, socialism is a potent way of achieving economic, political and social transformations in the twenty-first century, while others find the very term socialism outdated. This book engages readers in a discussion about the viability of socialist views on education and identifies the capacity of some socialist ideas to address a range of widely recognized social ills. It argues that these pervasive social problems, which plague so-called ‘developed’ societies as much as they contribute to the poverty, humiliation and lack of prospects in the rest of the world, fundamentally challenge us to act. In our contemporary world-system, distancing ourselves from the injustices of others is neither viable nor defensible. Rather than waiting for radically new solutions to emerge, this book sees the possibility of transformation in the reconfiguration of existing social logics that comprise our modern societies, including logics of socialism. The book presents case studies that offer a critical examination of education in contemporary socialist contexts, as well as reconsidering examples of education under historical socialism. In charting these alternatives, and retooling past solutions in a nuanced way, it sets out compelling evidence that it is possible to think and act in ways that depart from today’s dominant educational paradigm. It offers contemporary policy makers, researchers, and practitioners a cogent demonstration of the contemporary utility of educational ideas and solutions associated with socialism. (Source of the book description: http://www.amazon.com/Logics-Socialist-Education-Uncertainty-Explorations/dp/9400747276)

Dissertations


Call for *CIES Perspectives* Contributions

The CIES newsletter editorial staff seeks contributions from the membership. The following topics are especially welcome:

- Notes from the field
- Reports of Special Interest
- Group activities
- Highlights of new publications and blogs
- New dissertation abstracts
- Dialogues and debates on current topics
- Essays and opinion pieces
- Graphics and charts that present data relevant to the membership
- Photos (with captions) of members

Free-standing articles should be between 750 and 1500 words. Shorter contributions can direct the reader to a web site or other publication for more information. All submissions will be edited for style and space considerations. Please send all contributions to the attention of the newsletter editor at [secretariat@cies.us](mailto:secretariat@cies.us).