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Blogs and New Media
Welcome CIES members to the spring/summer issue of your newsletter, the CIES Perspectives. This issue provides highlights from the Atlanta conference, speeches from our many distinguished award winners, and synopses of the work of our Standing Committee and SIG members. The role of SIGs and Standing Committees has provoked Chris Frey’s thinking as you can read about in the Historian’s Corner. For this issue we feature Board member Amita Chudgar who is serving her last year on the Board of Directors. As always, we include ‘News and Views from the Field’ and our WCCES column, both of which demonstrate the global reach of our society. The WCCES has 2 new publications and as an aside, the CIES also seems to be moving in the direction of establishing a monograph book series. You can also see from the list of recently completed dissertations and book publications that our members are actively involved in knowledge production and mobilization.

In my editorial, I would like to draw your attention to two things that stand out for me in reading through this issue. The first is the extent of involvement of young and new scholars in our society. I am always struck by the amount of work that new and emerging scholars are doing in our society through the New Scholars Committee and other Standing Committees, SIGs, conference organizing, publications, etc. And the CIES Atlanta ‘By the Numbers’ spread shows that one-third of our conference attendees were students.

I am also struck by the contributions that so many women have made and continue to make to our society. In her speech upon receiving the Honorary Fellows Award, Nelly Stromquist notes the contributions of many women to the CIES on various critical issues of concern to CIE researchers, including those related specifically to gender. Currently, 13 out of the 18 Board members are women. See the photo from March 2017 of what the CIES Board of Directors would look like without women. Interestingly, almost two-thirds of the Atlanta conference participants identified as female, and four out of the six CIES awards were awarded to women. And women overwhelmingly comprise the authors of the various columns and contributions within this issue of CIES Perspectives. Lest we forget, the work of the Gender and Education Standing Committee is as vital as ever and I am pleased to read about the research project the GEC is undertaking to investigate publishing trends in CIES and representation, scheduling, space, status, intersectionality, and inclusivity of scholarship presented during our annual conference.

Noah Sobe in his Presidential Letter notes the significance of mobility for researchers, including travelling for conferences and conducting international research. Mobility enables opportunities for production and dissemination of new knowledge. We see this throughout the issue with examples of members travelling abroad for work purposes such as Jody McBrien who travelled to Soka University as a visiting professor (see News and Views from the Field) and the number of scholars from outside of the U.S. who attended the CIES Atlanta conference. However, not all are able to (or choose to) become mobile in their academic work, which reminds of the political nature of our work. (For more on that see this issue’s Dialogue and Debate.) Read in this issue about CIES members who did not attend the Atlanta conference as a boycott of all international conferences in the US following the ban of individuals from 7 Muslim-majority countries from entering the U.S.

In my own research, I am examining challenges and barriers that many female academics face in their efforts to be mobile for their scholarly work due to familial and other responsibilities and barriers. I have felt this myself, primarily (but not only) due to the challenges of balancing an academic career with being a mother. I know it is possible to do both well as many of my own mentors within the CIES have demonstrated so clearly to me. So I include here with my editorial a photo of myself with my son, Leif, who really is the inspiration for so much of the academic and service work I do.

I hope you enjoy reading this issue and are as inspired as I have been in learning about the many contributions our members are making to the field of comparative and international education and the many opportunities (e.g. publishing, conferences, SIG and committee work) that are open to CIES members willing and able to give back to our society and to the field at large. And finally, I would like to once again thank Amir Mehria, my editorial assistant, who is moving on to full-time employment in addition to his academic studies. This issue would not have come together without his enthusiasm, professionalism and careful attention to detail.

What the CIES Board would look like without women
March 8th, 2017 - International Women’s Day (Atlanta)
An intense, exhausting, exhilarating week in Atlanta at the beginning of March has set the stage for the work of the Comparative and International Education Society in the year ahead. From intellectual debates that bring together researchers, practitioners and policymakers from different disciplines, frameworks and areas of the world to engagement with the key political and social issues facing educational systems and institutions around the globe, CIES heads into the year ahead with a set of solid plans and a full agenda.

The theme of the 61st Annual Meeting of the Society, “Problematizing (In)Equality: The Promise of Comparative and International Education,” encouraged conference presenters and attendees to keep an intense focus on the ways that educational questions are framed as problems. It also invited attention to the ways that schooling, education reform and indeed comparative research itself may produce and perpetrate inequalities.

As a number of CIES members remarked, the year 2017 also marks an important anniversary for our field. It was 200 years ago, in the winter of 1816/17 that Marc Antoine Jullien’s plan for comparative education was published. Hailed by some as one of the founding documents of the scientific study of comparative education, Jullien’s proposed initiative suggested survey questions that researchers could use to conduct comparative inquiry into educational differences across different spaces.

In the years since, Jullien has been both praised and cursed for allegedly introducing a certain stripe of positivism into comparative education research. His proposal for a central bureau that would collect educational reports from around the world has been taken as presaging the international and inter-governmental organizations that have flourished since 1945. Others point to Jullien’s work as setting the stage for a longstanding alliance between empirical data collection and political power, or as illuminating the deep, abiding entanglement of educational comparison with colonialism.

Issues of researcher mobility and the complex politics of dis/embedded modes of observation and knowledge production echo across Jullien’s text. Indeed travel – to conferences, to conduct research, together with the mobility of the educational policies, practices, phenomena, institutions and systems that many of us study – offers something of a point of convergence across the varied forms that our eclectic field of comparative and international education takes.

It was thus a great concern to many of us who gathered at the 2017 CIES conference in Atlanta that recent US government immigration and visa policy proposals threaten the free flow of people and ideas that so much of our work depends upon. Equally concerning is the threat of a gathering storm of insularity and intolerance. In Atlanta CIES provided a space to come together to learn from one another, to work across differences, and to take a stand for the importance of our work and commitments.

As you are reading in this newsletter, CIES has an exciting number of things going on in the year ahead. I believe that as an academic professional association the CIES has a vital role to play in advancing inquiry and research and connecting them to action and activism. With enough humility and enough careful “problematizing” attention, our collective work holds great promise for advancing the “grand undertaking” that Jullien spoke of two centuries back.

From the President
NOAH W. SOBE

Noah W. Sobe
Warm greetings from the CIES Office of the Executive Director (OED)!

This month marks one year since CIES established its OED at Florida International University’s Office of Global Learning Initiatives. While much of our work on behalf of the Society occurs behind the scenes—in coordinating CIES Board actions, streamlining organizational policies, retrieving and organizing historical documents, reconciling accounts and finances—the most visible project we undertake is, of course, the CIES Annual Meeting. So given our turnout of 2500 conference attendees from approximately 100 countries, nearly a third of whom took our post-conference survey and provided glowing feedback, we are very proud to cap off our first year of association management with the success of CIES 2017 Atlanta!

So while we cannot begin to talk about CIES 2017 without thanking all the teams of people who were involved with various aspects of conference planning. At Loyola University Chicago, then-President-Elect Noah Sobe and graduate students Teresa Barton and Yver Melchor organized the full conference program—overseeing the proposal review process from start to finish and launching fantastic new initiatives like CIES Responds. Meanwhile, our professional conference planners out of Indiana University, led by the indomitable Brandi Host, tackled all hotel and registration-related logistics—from name badges to meeting room set-ups to catering needs. Gordon Rudy and Richard Martin represented University of Chicago Press, which publishes Comparative Education Review and administers CIES membership. And then there was the staff of the Sheraton Atlanta Downtown Hotel led by Lindsay Meckler, the Audio Visual Group team led by Jerry Hafner, Karen Robinson and the childcare providers from KiddieCorp, the congenial reps from Atlanta’s Convention and Visitors Bureau, and local partners too. And we can’t forget to mention our generous conference sponsors, exhibitors, and advertisers; our equally generous faculty and student volunteers; and the officers of our CIES Standing Committees and SIGs, who worked tirelessly in organizing the programmatic events that are so integral to the conference experiences of our members.

 Needless to say, CIES 2017 Atlanta represented many, many moving pieces coming together—and our OED team is grateful to all who supported us and our organization. As the survey responses reveal, our conference participants expressed much satisfaction in regards to opportunities for member engagement. We hope you agree that our annual meeting showcases the best of what our Society and our intellectual community have to offer.

We hope that the magnets handed out in CIES 2017 tote bags have made their ways to your refrigerators. Fun fact: We first considered other promotional swag to publicize CIES’s move to FIU. Take a look at the photo of our OED team to see what we had in mind …

Wishing all of you a happy and restful summer.
CIES Atlanta 2017

By the Numbers

The 61st Annual Meeting of the Comparative and International Education Society took place in Atlanta GA March 5th-9th, 2017 under the conference theme “Problematizing (In)Equality: The Promise of Comparative and International Education”. Here are a series of short snapshots of CIES 2017 by the numbers:

4 days
671 sessions
1920 individual presentations

Highlighted Sessions (SIG and Committees) 58
Posters 41
Roundtable Paper Sessions 28
Pre-Conference Workshops 26
Book Launches 23
Presidential Highlighted Sessions 11
Institutional and SIG Receptions 11
Film Festivalette Screenings 7

How likely are you to recommend CIES conferences to colleagues and others?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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2429 Attendees, 33% of whom were Students

60% of Attendees US based, 40% from Overseas

64% of Attendees Female, 34% Male, 2% *Trans or Other

Racial and Ethnic Origin of Attendees (Check all that Apply)

425 Attendees Came from Low GDP Countries

CIES 2017 Attendees By Age

Attendees Represented 45 US States and 110 Countries; 1814 Attendees Downloaded the CIES 2017 Conference App; Program Information was Accessed the Above Ways
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Use of the Conference App included

22,237 conference session bookmarks
7,295 views of hotel maps
4,890 paper abstracts viewed

Top 10 Bookmarked Sessions

1. Opening Reception
2. Opening Ceremony
3. CIES Presidential Address
4. CIES 2017 George F. Kneller Lecture
5. Highlighted Session: The Continued Relevance of the State: Theorizing the Role of the State in 21st Century Global Educational Reforms
6. Presidential Highlighted Session: Measuring the un-measurable in Global Learning Metrics
7. Presidential Highlighted Session: Problematizing future competencies: learning, development and the unknown in the 21st century
8. TRUMP TEACH-IN: Teaching Social Justice in Comparative and International Education
10. Essentials Workshop: Preparing for Academic Careers
Engaging with Difference for a Common Cause: Protecting Democracy, Locally and Globally

MARIA KHAN, JAMIE KOWALCZYK AND MARIANNE A. LARSEN

CIES Responds to US Immigration and Refugee Policies Working Group was formed in February 2017 as a response to US President Trump’s executive order banning individuals from 7 Muslim-majority countries from entering the United States. One of the CIES Atlanta conference workshop sessions organized under the CIES Responds theme focused on “Engaging with Difference for a Common Cause: Protecting Democracy, Locally and Globally.” The purpose of the workshop was to start a conversation about how we can find a common ground to work across differences, locally and globally.

We began with an icebreaker activity, All That We Share, in which we organized the group into smaller sub-groups, which helped us understand group dynamics, and see how, despite belonging to different backgrounds and growing up in different places and cultures, we still shared similarities that brought us together. The icebreaker also caused participants to see the problems with putting people into boxes based on stereotypes and prejudiced ideas.

After the icebreaker, Reverend Jennifer Bailey of Faith Matters and 100 Days 100 Dinners addressed workshop participants via Skype on building relationships across difference in order to work in common cause. Her focus was on interfaith dialogue and those voices that are “pushed to the margins of religious narratives.” Rev. Bailey challenged us to seek out “brave spaces” rather than “safe spaces” in our efforts to engage others who think and feel differently from ourselves.

To facilitate conversation amongst the participants, we posed questions such as:

- Reflecting upon your own contexts (e.g., geographical, institutional), do you think the strategies shared by Rev. Jennifer Bailey would work in your own setting? Why or why not?
- Based on your own experiences, share any alternative strategies that have been effective in supporting democratic engagement.
- What are the limits/constraints that some people face in terms of how they are able to resist or engage with others?
- How can we balance the need to name our struggles as openly political, while recognizing the dangers of doing so for vulnerable populations (e.g., refugee/immigrant groups)?

Participants discussed their experiences in resisting threats to democracy in their personal and professional spaces. For example, one of the participants shared her experience of working with refugees, and being unable to get her voice heard beyond the same people who always showed up at her events. In this case, she was unable to reach out to larger groups of people.

Sharing personal experiences helped participants understand the need to learn from what others were involved in, and to recognize, understand, and respect the constraints marginalized groups face. While we agreed that there was a dire need to develop effective strategies, we recognized that there were no ready solutions and it would be useful to continue sharing experiences and initiatives as well as related to scholarship, in order to confront the obstacles, we had identified.

As a result of self-reflections and the strategies shared by Rev. Jennifer Bailey, workshop participants shared strategies they have attempted to use in their own contexts. In addition, we discussed the limits that vulnerable populations face politically, and how to keep this dialogue going to better facilitate people from minorities and marginalized groups. The session concluded with participants leaving messages on the mural in solidarity with the marginalized groups, and in support of democratic procedures.

The workshop organizers invite you all to be a part of this dialogue. If you would like to join us, please email us at engagingwithdifference@gmail.com.
Boycotting International Conferences in the United States: A Response To The Trump ‘Travel Ban’

ZSUZSA MILLEI, MARIANNE A. LARSEN AND STEPHANIE K. KIM

On January 27, US President Donald Trump issued the executive order 13769, “Protecting the Nation from Foreign Terrorist Entry into the United States.” The order suspended the entry of nationals from a number of Muslim-majority countries for 90 days. Academics were swift to condemn the executive order (EO). An online petition, ‘In Solidarity with People Affected by the ‘Muslim Ban’: Call for an Academic Boycott of International Conferences held in the US” has resulted in almost 7,000 academics from around the world pledging to boycott international academic conferences held in the United States in solidarity with those affected by the EO. Academics who pledged not to attend international conferences in the US did so in order to “question the intellectual integrity of these spaces and the dialogues they are designed to encourage while Muslim colleagues are explicitly excluded from them.”

We are amongst those who signed the petition and for that reason did not attend the CIES conference in Atlanta in March. Academic conferences are venues where we can illustrate through our collective presence AND our collective absence the great damage imposed on vulnerable peoples worldwide through right-wing populist politics locally and globally. After the travel ban, we felt fairly certain about the need for boycotting as a way to illustrate the impacts of the EO and stand in solidarity with those from the 7 banned countries who are unable to enter the US. By boycotting international conferences in the US, we are also standing in solidarity with Muslims who have tried to enter the US over the past few months and have been harassed and tormented by border guards overly keen to exercise their powers against presumed ‘enemies of the state’.

There is a long history of academic boycotts and other forms of political activism, which have helped to generate social change. In particular, we remember the academic boycott of South Africa during the Apartheid regime, which was comprised of a series of boycotts of South African academic institutions and scholars initiated in the 1960s at the request of the African National Congress. The goal was to use such international pressure to force an end to South Africa’s system of Apartheid. The academic boycotts were a part of a larger, international campaign of ‘isolation’ that eventually included political, economic, cultural and sports boycotts of South Africa. The academic boycott ended in 1990 when its goal of ending Apartheid was achieved.

Another two examples can be also drawn from a not so distant US history. In 1987, at the height of AIDS epidemic, an immigration measure was put into place that prohibited all infected persons from obtaining U.S. tourist visas or permanent residence. Repealed in 2009, still there are fifty-seven countries from which travel restrictions on people with HIV apply today. After huge efforts of both boycotting and protesting against the ban with little effect, the International AIDS conference decided in 1992 that the conference will be held outside of the US until the ‘HIV travel ban’ ended. Over the next 17 years the yearly meetings remained embarrassing reminders of the country’s discriminatory policies until 2012 when the conference was again held in the US.

When in 2003, US fingerprinting policies were introduced, Giorgio Agamben boycotted going to the US. He compared the policy to the Holocaust and “bio-political tattooing, which we are forced to undergo today in order to enter the United States… [It] is a relay race to what we could tomorrow accept as the normal registration of the identity of the good citizen considering the mechanisms and machinery of the state.” Writing about the current ‘travel ban’ from a similar perspective and highlighting the danger in normalizing these discriminatory border routines, two Canadian Muslim scholars warn that “border officials have an enormous amount of discretion in detaining travellers and denying entrance, and denial of entrance taints a travel record. So, one dysfunctional interaction with an aggressive border official can actually impede a traveller’s freedom around the world for years.” Their observation rang particularly true after receiving news about various detained academics as a result of this travel ban.

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We are under no illusion that our boycotting of conferences in the US alone will do much to put pressure on the Trump administration to revoke the EO. But together with other collective actions, both nationally within the US and internationally, sustained pressure can effect positive social change, as we saw in the previous examples as well as in the rapid growth of grassroots-level organizing since the beginning of 2017 to protest the travel ban and other initiatives put forward by the Trump administration. There is much energy to build on right now.

The “CIES Responds” initiatives demonstrate that there are many ways to protest against the EO and other xenophobic policies of the Trump administration. However, it appeared to us that as an academic organization like the CIES was merely responding with a tamed opposition to the EO, including adding a few panels and roundtables on activism at the annual conference, and seemed to be taking no active stand to develop diverse modes of dissent and longer-term strategies that members could debate and bring to fruition later. In light of the roles of Gramscian ‘organic intellectuals’ today, that “has shifted from being legislators of knowledge in the service of the State to being interpreters of knowledge in the service of the public domain with a distinct emancipatory intent” - that both Zygmunt Bauman and Michel Foucault outline - ‘CIES Responds’ forums were less supportive in these intellectual roles.

We have written this contribution for the CIES Perspectives newsletter because we felt, like those who have been banned from entering the US, that the acknowledgement of our absences and voices were noticeably missing during the conference. We feel that this silence helps in normalizing the situation and contributes to accepting the consequences of the ‘travel ban’. In the future, when CIES conferences are held, we would like to encourage the organizing committees to make possible for absent scholars to participate in the conferences, put forward avenues to debate how ongoing problems and struggles reverberate in the Society, and develop resources to see and forge lateral connections with other organisations and instances of struggle. We call for attention two other growing trends 1) the aggressive deportation and criminalization of immigrants living within the United States, and 2) the rise in anti-Muslim, anti-Semitic, racist, misogynist, homophobic, and other discriminatory behavior and public language. In light of these growing concerns, we encourage CIES to set up a ‘Policy’ area, in which information about current issues as they are reflected from the specific locations of the Society’s experience and knowledge could be found and debated that sustains our intellectual engagement and activism beyond the annual conference.

We call upon the CIES to do more for peace and social justice. Given the unfortunate path traced by the President of the US, we must lay the groundwork for a possible international boycott that may become necessary in the months or years to come. We call upon the CIES to facilitate intellectual engagement and collaborative activity needed to make an active stand against the growing threats to academic freedom and inclusion, as a consequence of this travel ban and continuing imperial and colonial divides.
Award Winners

Honorary Fellows Award: Nelly P. Stromquist

It is a joy and special honor to be appointed CIES Honorary Fellow. I am delighted to receive the award because it represents one more recognition for the women who comprise this Society. Women scholars in CIES have made two kinds of contributions. Contributions to critical issues of comparative and international education are those made by Judith Torney-Purta on civics education and citizenship, by Vandra Masemann on critical ethnography, by Gita Steiner-Khamsi on policy transfer, by Karen Mundy on the work of international organizations, by Lesley Bartlett and Frances Vavrus on vertical case studies, and by Monisha Bajaj on human rights. Contributions made by women scholars to gender issues specifically are those by Karen Monkman and Erin Murphy-Graham in extending the concept of empowerment and those by Nancy Kendall and Carly Manion on the impacts of global and national policy on the advancement of girls’ education.

While my work has covered gender issues, literacy, and globalization (particularly its impact on the professoriate), I would like to focus on gender on this significant occasion. In the 1990s, when women in the Society started working on ways to improve the participation of women in the Society, few of us could be found in the various paper sessions and panels at the annual meetings. Today, the situation is vastly different. At the 2017 CIES conference in Atlanta, for instance, for which 1400 members registered, 63% were women. There was no disaggregation of data by presenters (which we should begin to monitor again), but a preliminary sample indicated that the proportion was slightly over 60%. Women’s participation in presidential panels, however, could still improve. The representation of women in the governance of the Society has been consistently improving, both as members of the Board and as presidents of the Society.

Ours is a truly pluralistic professional society, comprising diverse actors, from those in the academe, to those in the world of policy implementation and education development, and to those in international agencies. All three spheres rely on one another and the closer the contact, the more progress we can make. In this respect, I must remark that our Society may be plural but it is not pluralistic. We need to foster more debate among ourselves and not simply provide a space to present our studies and views. We have, particularly in the area of gender, too many concrete program interventions without a theoretical foundation—i.e., evincing a solid sense of how situations of marginalization and oppression arise—and, conversely, too many gender-related studies divorced from a confrontation with the realities that girls/women and boys/men face in their daily lives and instead more based on the assumption of fluid and ever changing identities.

Work on gender in the Society has gone beyond access to education and beyond poverty and economic growth to explore deeper cultural and ideological issues that render gender a pervasive and persistent category in the generation of unequal social structures. Nonetheless, the dominant discourse—that expressed in global policies such as the MDGs and the SDGs—persists in framing women’s disadvantage as if it were: (1) mostly a problem of poor girls and women and (2) a product of discrimination and gender stereotypes rather than the consequence of deeper structural and ideological factors affecting society as a whole and women and men across social classes. Theory, in other words, has been moving slower than policy and concomitant interventions.

Nonetheless, significant advances have occurred in the development of theoretical frameworks for understanding how gender is manifested across societies and sustained over time, noting the various ways in which patriarchy is being modernized and made more subtle. Challenges persist and they are both theoretical and political. Conceptually, I think that the move to disregard binaries

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such as men and women is premature. Women and men continue to inhabit different and very asymmetrical worlds. We cannot disregard this in a search for identities that assume a fluid self-definition. A point of fundamental importance is that women's conditions vary by geographic region; in more traditional, less industrialized societies, women suffer the most in access to and control of resources. From a theory of change perspective, I think we need further recognition of the way that collective action contributes to social transformation. In this regard, the role of women-led community groups and women-led NGOs needs greater incorporation in efforts to both understand and promote changes in the social relations of gender. We need to temper our idealized view of schools. In educational policy, the call for greater school access continues, though now as access not only to primary but also to secondary schooling. And yet, little attention is paid to what is learned in schools and how tradition and culture combine to create obstacles to girls and women's choices and decisions about their education and future. From a political perspective, the challenges center on the reluctance of both government and international assistance organizations to engage in issues of power and the imperative to struggle against patriarchy. This is a struggle that must continue, especially in light of evidence that the gender pay gap is still with us. Pay gap is an indicator that crystallizes the work of multiple underlying social forces. At the global level today, women's earnings are on average 73% of those of men; in the US, they are on average 80% of those of men. The high levels of education among women and men in the US provides clear evidence of the limits of education today in promoting gender transformation when education is conceived mostly as access and when only the education sector is taken as the key actor in the change process.

In my concerns for gender issues, equality is a fundamental objective for the fair integration of women in society. Many material and symbolic inequalities need to be eliminated if women are to be considered full citizens in their societies. These inequalities cover a wide range, from remuneration in the labor force, access to property and credit, and freedom from physical and sexual violence, to a recognition of women as citizens in themselves (independent of motherhood and care for others). In the educational arena, of course, equality of access, completion, and achievement are important objectives. But, I need to make three observations: (1) Educational equality is only a prerequisite to a deeper set of objectives, which is the full reconfiguration of the social order, an order in which notions of femininity and masculinity do not shape one's identity and much less one's destiny. (2) Efforts to attain equality must contemplate not only equalizing opportunities but also equalizing resources. If financial means are not available, equality remains a rhetorical objective. (3) The ultimate goal of a feminist effort—the reconfiguration of the social order—requires an examination of structural factors affecting the behavior of institutions and individuals in all dimensions of social life, including of course educational systems and schools. This means that the educational sector must seek ways to work closely with other sectors, such as health, labor, financing, and welfare, and that a fully holistic effort be undertaken by the state and civil society. That this new strategy will be difficult to implement is no justification for its avoidance.

To address patriarchy, education must move drastically from its exclusive concern with girls’ access, retention, and completion to a redesign of the curricula to incorporate subjects traditionally avoided by the educational system, such as sex education, sexual violence, the marriage contract, the gendered legal system, and the growing importance of sexual orientation as a human right—among others. It must also take very seriously the training of teachers and school administrators so that they become fully knowledgeable of how gender operates in their lives and the school system in which they function. Despite our having made it to the enlightenment of the 21st century, numerous and major taboos continue to inhabit our schools and constrain our knowledge and practice.

In closing, I dedicate this award to the new generation of educators—both women and men—committed to gender research and action. The success of placing gender in the research and policy agenda at CIES has been a collective effort that has taken many forms and occurred at different sites, from the initial and continuous work of the Gender and Education standing committee of CIES to the development of research designs attentive to the feminist theory and the production of valuable research studies crystallized in exemplary books and articles. My advice to these new scholars is to continue to combine passion with critique, creativity with academic rigor, and action with theory.
Honorary Fellows Award: Henry Levin

Like Jack Schwille, Honorary Fellow of the CIES in 2016, my background is also unusual for someone who is a devotee to Comparative and International Education and served as President of the CIES. Until I was 32 years of age, I had never ventured outside of the U.S. borders. I had almost no direct exposure to international experiences of any sort except the vicarious ones of reading a daily newspaper and occasionally meeting students and academics from other countries. (Television did not exist then.)

I was brought up in a small industrial town which had many immigrants with their arcane customs and food and languages, differences that I did not understand. My forebears had arrived in the U.S. in 1861, just in time for my great-grandfather to be conscripted by the Union Army into the Civil War. By the time my generation rolled around, the only immigrant vestige was a large family, six children, my mother was from a brood of ten. There was no memory of ancestors or use of a foreign tongue. We were proud Americans, and ignorant of other nations and languages with the notable exception of the newspaper coverage of the horrors of the Second World War. And, we did not travel. My father took pride in being an American, and a local one at that. He never experienced air flight, and didn’t need to.

My father had a small business with a six day work schedule from 9-9, and my mother worked too. We lived in a two bedroom home replete with bunkbeds, but did not feel deprived since everyone that I knew lived in tight quarters. I had expected to enter a small business like my father. I was an indifferent student, and the only thing that distinguished me was that I was a good distance runner (third in New Jersey at the mile) and received some scholarship offers. It is true that I was an inveterate reader and classical music enthusiast and had my own amateur radio station for which I studied electronic circuitry and built my own equipment or converted army surplus communications gear. I was enthusiastic about contacting radio operators in other countries by Morse Code. I was also eternally curious, but hardly an outstanding student, perhaps too rebellious. In fact, I disliked school. I went to New York University where I was suddenly exposed to a much bigger world, both in terms of people and subjects. And, suddenly I fell in love with academe and its opportunities.

After graduating, I went to work as a section head in a department store. It was awful. Ideas and meaningful discussion were rare, so I applied to graduate school at Rutgers University to study economics. There I met many international students and faculty, but I focused on my interest in government and public economics, wrote a dissertation, and was able to gain a position in the Economics Division of the Brookings Institution in the middle sixties where I met Martin Carnoy. Martin and I were somewhat inseparable professionally with our overlap at Brookings in the economics of education and our political efforts in demonstrating against the Vietnamese War. In 1968 I was recruited to Stanford, and Martin followed a few months later.

At Stanford I had no responsibilities in SIDEC, our program in international development education, but Martin began to get me involved. In 1970 we went on a trip to Venezuela and Colombia with Carnoy to assist
in educational planning. That was my first international experience at the age of 32. Although I had studied French and German, I had reading skills only, and I had no familiarity with Spanish. But, within a week of arriving, I knew that I had discovered my calling. This first trip led to many more as we tried to train Venezuelan professionals in educational planning and resource allocation. And, through friends that I met there, I met my future wife, Pilar Soler was from Spain, but had lived for seven years in Colombia and two years in Venezuela.

When I returned to Stanford, I began to take an energetic role in the Stanford International Development Education Center (SIDE). I worked with both MA and Ph.D. students and began to visit countries in Latin America to interview prospective students. My new wife had a powerful effect on my language skills.

From 1970 onward, I became deeply engaged in international development education as well as attending to my responsibilities for economics of education. In the next half century I was able to embark on active participation in research and teaching in many countries. I was also privileged to join CIES and to meet others with similar interests and activities and to work closely with our international students at Stanford. I obtained Fulbright Professorships in Mexico and Barcelona and Visiting Professorships in Tel Aviv and in Barcelona. Research projects and conferences took me to many countries. For many years, I worked as a consultant to the OECD on PISA and on Education at a Glance and engaged in research at the World Bank on benefit-cost studies of micro-nutrients and on effective schools. I also studied the education of urban migrants in China.

My life emerged from the insularity of the world in which I was brought up. Not only was I devoted to comparative and international education development, but my children also became internationally focused. Each of my five children married someone from another land: Japan, England, Iran, Brazil, and Holland, and two of them went abroad for their university degrees. Our home became a cacophony of languages, not a monolingual world. My lovely wife Pilar made our home an outpost of Spain where her parents lived with us in a three generation family. We also lived for a time in Mexico and presently live for part of the year in our home in Catalonia.

So, what is the lesson that I learned in all of this? If even a “protected” American like me from a small town could learn to embrace a world of different cultures and nations and educational challenges, I believe that others can move in this direction. To be honored for having enriched my life with these experiences seems over the top. I have always loved my work and my immersion in international education and am overwhelmed by the designation of Honorary Fellow. I wish to thank my CIES colleagues for honoring me in this way.
Joyce Cain Award for Distinguished Research on People of African Descent: Patricia Kubow and Mina Min

I am very honored to receive the Joyce Cain Award. Thank you to Dr. N’Dri Thérèse Assié-Lumumba, President of the WCCES, who wrote a nomination letter in support of our (Patricia K. Kubow & Mina Min) article titled, “The Cultural Contours of Democracy: Indigenous Epistemologies Informing South African Citizenship,” published in the journal, Democracy & Education. Thank you to Chair, Dr. Mohamed Nur-Awaleh, and the Joyce Cain Award Committee for their efforts and service to CIES, as well as to CIES Executive Director, Dr. Hilary Landorf, and her team in coordinating the awards ceremony. This award is especially meaningful for me because it brings to the forefront the knowledge and perspectives of primary and intermediate teachers in schools in a Xhosa township in the Western Cape province where I have been conducting research for over a decade. The goal of this work has been to bring views from the Global South and from practitioners (or those ‘from below’ rather than policymakers ‘from above’) into discourse on democracy and citizenship, which has for too long been shaped by voices from the Global North and from Western liberal principles. Through Ubuntu, defined as the virtue of being human premised upon respect, the Xhosa teachers interrupt the prevailing rights-and-responsibilities discourse to interpose a conception of democracy based on rights, responsibilities, and respect. Ubuntu, therefore, offers a framework for how formal schooling in South Africa might improve upon its democratic mission, while also informing the overall discourse on democracy and citizenship education. Our intent with this article is for the field of comparative and international education to consider indigenous perspectives and epistemologies and how they shape constructions of democracy and democratic life, and, in turn, to deepen and enlighten discourses on democracy and citizenship around the world.

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It is a great honor to be invited to receive the Joyce Cain Award for the best article written on an African theme in 2017. I am very grateful to the Joyce Cain Award Selection committee for the time they spent reviewing papers and identifying our work as worthy of this award. In addition, I would like to thank all of the teachers who participated in this study from Xhosa Township, whose residents form South Africa’s second-largest indigenous group. Lastly, I would like to thank my co-author Patricia Kubow for her efforts to collect the data used for this study from Xhosa Township in South Africa.

This study is the most meaningful work out of everything I have done during my doctoral program because it paved the way for me as a junior scholar to develop my research agenda of using comparative and sociocultural perspectives to promote cultural diversity for multiple facets of education, ranging from what knowledge to teach to the role of formal schooling. In the study, we highlight the importance of understanding “democracy” and “education for democracy” from comparative and indigenous perspectives by listening to the voices of the Xhosa Township teachers. More specifically, we discuss the appropriateness of adopting an indigenous and culturally relevant framework for establishing the meaning of democracy in South Africa in lieu of the dominant and commonly accepted Western-oriented democratic narratives. We illustrate how the Western model of democracy fails to reflect the South African lifestyle and traditional customs and falls short in educating young learners for democratic citizenship in South Africa. We argue that “Ubuntu,” the traditional organizing principle in African morality, needs to be considered as an educational value in a South African educational policy framework aimed at democratic citizenship development.

Lastly, I appreciate the contribution that Joyce Cain has made to the field of Comparative and International Education. I am honored to contribute in a modest way to the cause of African educational development that this award celebrates.
The Kiswahili phrase *mtu ni watu*, meaning ‘a person is people’, points to how we are inextricably interconnected with each other, something underscored by the women storytellers in my dissertation. Likewise, this recognition, for which I am very deeply grateful and thank the Gail Kelly Award committee, recognizes a collective accomplishment belonging to many. In fact, a four-page list of acknowledgements begins my dissertation, highlighting the labor, support, wisdom, care, insight, encouragement, and love of many co-creators in Tanzania and Minnesota. My deep gratitude to my research partner Judith Merinyo Avugwi and to the Sasema School community in Tanzania, especially the seven young women and their families who shared their lives with us. Thank you to the University of Minnesota community, with particular thanks to my generous and wise advisor Fran Vavrus, as well as kind faculty mentors Joan DeJaeghere, Peter Demerath, David Chapman, Michael Goh, Chris Johnstone, Roozbeh Shirazi and Gerry Fry. Thanks to the many colleagues whose accompaniment has meant so much, especially Acacia Nikoi, Masanche Nelson Nkhoma and Nancy Pellowski Wiger. Finally, this collection of stories demonstrating the critical nature of care was only possible due to the care and love of my family – thank you. In my dissertation, I explored the interplay of education and empowerment as lived by seven young Tanzanian women and developed at a unique all-girls’ secondary school in Tanzania. Drawing on interviews and participant observation conducted over four years, the study offered a longitudinal, ethnographic exploration of the school to explore the rationale and production of curricula, pedagogies and practices that draw on global, national and local notions of empowerment and education. I focused on three young women’s complete life histories as a way to illuminate the tensions, vulnerabilities, feats and aspirations present in the women’s lives. In doing so, I examined the role that schooling has played, or not, in what these women described as a contingent movement from vulnerability toward increasing security and well-being. The study, entitled *Embodying Empowerment*, advanced two main arguments: First, by exploring the practices and pedagogies that young women have found to be valuable in their lives both at and beyond school, it demonstrated the significance of, and possibilities for, emotional and social learning through schooling while underscoring the importance of care in schools. As such, my research reinforces calls to conceptualize educational quality beyond the metrics of academic knowledge or vocational skills, traditionally thought of as schooling’s *raison d'être*, toward more holistic notions of education for the whole person. Second, this study complicated and added nuance to accepted notions of empowerment through education by offering portraits of young women’s lives as they understand them to be unfolding. Although empowerment is frequently analyzed in economic or political terms, this work revealed that, for these young women, empowerment is also profoundly psychosocial and even corporeal. Analyses of the Swahili phrases women used to describe themselves, their aspirations, and their notions of empowerment indicated how, to them, empowerment is something embodied. Furthermore, additional forces such as family, religion, and community were at play in their notions of processes that advance their well-being and the well-being of others. As such, my dissertation revealed disjunctures between empowerment through education as it lived by young women in Tanzania and as discussed by scholars of international development, comparative education and gender. These disjunctures signify areas of inquiry I hope to explore more deeply. My current work at the University of Minnesota feeds my interest in examining critical care in schools as well as furthers my exploration of practices and pedagogies that advance equity in US and Tanzanian schools alike.
My thesis “Teaches as tutors: Shadow education market dynamics in Georgia” is situated in the context of post-Soviet Georgia and examines ways in which teachers’ ideals about professionalism, community values, moralities and social relations shaped their economic decisions in the informal shadow education market. The study is informed by theories of market in economic sociology and anthropology and primarily draws on the concepts of “moral embeddedness” and “social embeddedness”.

Much literature on privatization in education has assumed that teachers as suppliers were market-oriented and viewed education as profit-making opportunity. However, my study challenges this assumption. The findings showed that teachers had multiple orientations in the market: many tried to maximize material profit from tutoring to augment their limited salaries from schools, but often maintenance of social relations or expressing solidarity towards low-income students was often valued over material profit. Many teachers actually provided free or discounted tutoring, showing their non-materialistic value orientations. The analysis of the private tutoring market dynamics showed some of the ways in which the logic of market - i.e. individuals pursuing economic self-interest - was often compromised by moralities and social norms. My study provides an alternative conceptualization of teachers’ behaviors in the education market, and it is relevant in the context of globalization (which is often considered to promote the instrumental values of competition), because it questions some of the basic assumptions that the dominant neoliberal discourse promotes worldwide. The complex nature of shadow education in Georgia demonstrates resistance to capitalism on the one hand, and pre-capitalist forms of social solidarity, on the other.

It has been an invaluable experience to undertake this study which helped me to grow as a researcher and an individual. I am working to develop my thesis into a book that will be published in the series CERC Studies in Comparative Education, which is a joint venture of Springer and the Comparative Education Research Centre (CERC) at the University of Hong Kong.

The recognition from CIES for my thesis is a lifetime honor. I am so humbled to receive this award and I acknowledge that there is so much work that needs to be done. A number of people have contributed to my work in many different ways. Many thanks go to the respondents of my study who rendered their valuable time to answer my questions. I am immensely grateful to my supervisors Professor Mark Bray and Professor Ora Kwo for their unwavering support throughout all phases of my progress. I’d like to thank Dr. Alla Korzh for nominating me for this award. My special thanks go to the dissertation committee: external examiner Professor Roger Dale and internal examiners Dr. Anatoly Oleksiyenko and Dr. Hugo Horta for their invaluable comments and suggestions to improve the thesis. I would not be able to complete my work without support and unconditional love of my family: my mom, my husband, Rezo and my 5-year old son Daniel as my extraordinary assistant.
Dear CIES members, and especially Nancy Kendall and other members of the Jackie Kirk Award committee: I am delighted and honored to accept the Jackie Kirk Award for 2017.

Receiving the book award named after Jackie is especially meaningful. By the time Jackie and I met, we already were aware of each other’s work. In our first discussion, we talked about how armed conflict creates new challenges for both female and male youth and practitioners striving to deliver education to young people on the go. It was exciting and energizing to meet another researcher working on similar issues, coming up with related findings, and sharing a commitment to improving the lives of the war-affected. She was a kindred spirit.

My motivation for writing *The Outcast Majority* grew over two decades of work as a researcher, evaluator, and advisor. It had become clear that approaches for addressing the priorities of colossal populations of young people were unlikely to work. The reach of development work generally was slight:

- Elemental issues like gender, adulthood, class difference, police behavior, urbanization, and enveloping exclusion mostly were misunderstood, underappreciated, or overlooked;
- The sort of advocacy required to reform policies and practices that undermine young people tended to have a low priority; and
- Governments, quite often, did not have a sure grasp on how to address pressing youth issues in their respective countries.

The context of war only enlarged the youth challenge facing governments and development agencies.

The *Outcast Majority* aims to advance our understanding of Africa’s youth. It also proposes a new way to think about, and respond to the challenges and promise which they embody.

- The book starts by describing the lives, pressures, and priorities of African youth during and after wars.
- Next, it examines the international development response.
- The book concludes with a framework that promises to improve the relevance, reach, and impact of development work significantly.

I wish to thank the Woodrow Wilson International Center for Scholars for awarding me with a fellowship, which allowed me to get The Outcast Majority well underway. I also want to thank my wife, Lesley-Anne Long, for her never-ending support and editorial brilliance. And finally, I again want to thank CIES and members of the award committee for recognizing The Outcast Majority with the Jackie Kirk Award. Thank you.
George Bereday Award: Fengshu Liu

I am now a professor in Oslo, Norway; but my life's journey started with a village childhood in the hills and valleys of Northern China. That childhood was a far cry from the urban 'priceless child' in today's China. Families were large in those days, and there was much filial piety and practical skills for children to learn from parents and other villagers. Duty and obedience were the prime virtues. However, I know the preciousness of today's urban 'only-children' not only through interviews, but also personally from my own family and relatives. As for myself, I love growing my own vegetables and picking wild berries. This means that in some ways I remain that same rural girl I was before I left home at age 15 as the only pupil chosen from my village to attend the Normal School at a county seat where I was taught how and what to teach others.

The Award means much to me because I struggle so hard to write. Because I tend to draft long and verbose sentences evoking luxuriant meadows of meaning, I need much help in word cutting by friendly colleagues who help me meet the harsh demand which academic journals have for brevity and tersely linear arguments. In keeping with those strictures imposed by journals, I'd better also make this statement brief.

It was a very pleasant surprise to me that I was given the highly regarded George Bereday Award! I thank the Bereday Award Committee very much indeed for this honor. The ceiling is high in academia's Vanity Fair, and the award has now lifted me a little bit towards those stars still so very high above me.

Luckily Confucius taught us Chinese to strive for humility. Because of this award, I shall now need to work harder to cultivate this virtue.
Standing Committee Reports

Gender and Education Committee

PAYAL SHAH & EMILY ANDERSON, CO-CHAIRS, GENDER AND EDUCATION STANDING COMMITTEE

The Gender and Education Standing Committee invites your participation in its mandate to monitor gender representation and inclusion within CIES. With Secretary Norin Taj (University of Toronto - OISE), we thank Caroline (Carly) Manion (University of Toronto – OISE) for her service as GEC Co-Chair and welcome Catherine Vanner (Plan International) to the GEC leadership team. We are excited to share reflections from CIES 2017, opportunities to support the GEC’s work in preparation for CIES 2018, and information about the second annual CIES Symposium convened in partnership with the South Asia SIG and George Mason University.

CIES 2017 Reflections

GEC proudly highlighted two sessions as part of CIES 2017. These sessions interrogated girls’ education policy discourses and lived experiences and gender-based violence prevention in education as pathways to gender equality. The GEC’s annual symposium and Presidential Highlighted Session featured Professor Richa Nagar (University of Minnesota). Professor Nagar shared stories of the “simultaneity of hope and refusal” from her multi-lingual and multi-genre scholarship and invited participants to consider the intersections of politics and lived experiences in knowledge production.

CIES 2018 Pre-Conference Planning

CIES 2018 pre-conference planning is already underway! We encourage suggestions for pre-conference workshop sessions that reflect the diverse identities of the membership and those that engage with gender in practice and in the academy. Pre-conference workshop topics may be shared with the GEC leadership by email at gender@cies.us. A formal call for pre-conference workshop proposals will follow in the coming months.

This summer, the GEC will undertake a research project to investigate publishing trends in CIES and representation, scheduling, space, status, intersectionality, and inclusivity of scholarship presented during the annual CIES meeting. This research project is made possible through the generous support of the CIES Board of Directors. We look forward to sharing preliminary findings at CIES 2018.

Second CIES Fall Symposium: Interrogating and Innovating CIE Research

October 25 – 26 | George Mason University – Arlington Campus

In partnership with George Mason University and the South Asia SIG, the GEC invites the CIES community to participate in the second annual Symposium. The 2017 Symposium will feature plenary and panel speakers actively engaged in re-thinking how scholarship is conceptualized in the field. See page 41 in the newsletter for further details.

Stay connected with the GEC to learn more about the research project and pre-conference planning.

Email the GEC at gender@cies.us to join our listserv.
New Scholars Committee

The New Scholars Committee (NSC) aims to promote the scholarship of early career researchers. By bringing together established academics, professionals, and emerging scholars, the NSC continues to offer a variety of session annually. At CIES 2017 in Atlanta, the NSC was pleased to host five Essentials Workshops on a range of topics—including finding an academic career, managing work-life balance, and drafting grant proposals—as well as the annual Dissertation and Publication Workshops, an Orientation session, and a new-to-this-year 3 Minute Thesis Competition (through the support of a Knowledge Mobilization Grant). The NSC was able to support a total of 28 graduate students and early career scholars, through travel awards and grants, to attend the conference and share their work.

At our business meeting, the NSC elected following committee members for the upcoming year:
- Co-Chairs: Elisabeth Lefebvre & Maria Khan
- Treasurer: Nathan Castillo
- Communications: Develeen Chatterji & Ariunaa Enkhtur
- Orientation: Winmar Way
- Dissertation Workshop: Rashed Al-Haque & Mahsa Bakhshaei
- Publication Workshop: Vanessa Sperduti & Laura Seithers
- Essentials Workshops: Malini Sivasubramaniam-Davis, Katie Cierniak, Rachel Jones, & Matthew A.M. Thomas
- 3 Minute Thesis: Alice Chan
- Review: Dante Salto & Vilelmini Tsagkaraki

We are currently planning for CIES 2018 in Mexico City and would appreciate your support! We are interested in hearing your ideas about how we might serve CIES's early career researchers and practitioners more effectively. If you want to get involved in the NSC—either as a participant, panelist, or mentor—please contact us through email at newscholars.cies@gmail.com.

For more information about this standing committee, please see our website (https://ciesnewscholars.wordpress.com/) or Facebook page (https://www.facebook.com/CIESNewScholars). You can also follow us on Twitter (@CIESNewScholars).
UREAG Committee

From left to right: Ademola Akinrinola (Outreach), Dr. Pavan Antony (Vice Chairman), Dr. Anne Mungai (Immediate Past Chairman), Dr. Anize Appel (Chairman), Dr. Mohamed Nur-Awaleh (Past Chairman), Dr. Steven Azakai (Publications - Publicity Officer) – Not Pictured: Oscar Parra (Secretary), Meghan Chidsey (Historian)

Dr. Anne Mungai, UREAG Chairman (2016-2018) was elected to serve on the CIES Board of Directors. A hearty congratulations to our always dutiful Dr. Anne Mungai! Dr. Anize Appel, Vice Chairman/Travel Grant Chairman (2016-2018) has ascended to serve as the Chairman of the committee. Dr. Pavan John Antony, Outreach 2016-2018, was unanimously elected to Vice Chair and will serve the completion of the 2016-2018 term. In accordance with the UREAG bylaws (amended at CIES Atlanta 2017), Dr. Antony will serve as Vice Chairman from 2017 (completion of Dr. Appel’s Term) through 2020 (the two year term when Dr. Antony Ascends to Chairman of UREAG). Continuing in service are our Publications officer, Dr. Steve Azakai, Secretary, Oscar Parra, and Historian, Meghan Chidsey. We elected a new Outreach Officer, Ademola Akinrinola.

We will circulate a monthly newsletter highlighting the work of UREAG members as well as have open teleconference sessions that will allow members to connect, listen to a variety of speakers, network, and learn more about navigating the Academe. We will also highlight the research, publications, and ongoing work of UREAG members.

In addition, through the amendment of the Committee’s Bylaws, members will now be able to submit names for balloting cast votes in an electronic election.

We look forward to engaging all members through increased use of our webpage, social media, monthly newsletter, and the "Zoom" teleconferencing tool.
**Africa**

The Africa SIG has just had elections and welcomes José Cossa, Ph.D. as Chair Elect and Mary Drinkwater, Ph.D. as Program Chair. José is a Mozambican scholar, writer/author, researcher, poet, blogger, “twitterer”, podcaster, entrepreneur, and a Senior Lecturer at Peabody College, Vanderbilt University. Mary is an Assistant Professor-Teaching Stream Curriculum, Teaching and Learning; Comparative International & Development Education at OISE/University of Toronto. Our current officers include: Ademola Akinrola (University of Illinois, Urbana Champaign) as Secretary, Joan Oviawe (Founder Grace Foundation) and Rebecca Y. Bayeck (Pennsylvania State University) as Communication Chairs, and Gia Cromer, GNAN Education Consultancy Group as Treasurer.

Join us on our [Facebook](#) page and [Twitter](#) for more updates and information!

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**Eurasia**

The Eurasia SIG had another productive conference in Atlanta. This year’s conference featured 13 SIG panel sessions. SIG members explored topics ranging from issues of equity in achievement in post-socialist countries to the representation of national leaders in school textbooks. Highlighted sessions were: “Higher Education Transformations in Eastern Europe and Central Asia” and “American Influence on Representation, Education and Transformation of Central Asian Women.” The SIG Business meeting and the happy hour were well attended.

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**Middle East (MESIG)**

The MESIG would like to thank the outgoing Co-Chair (2015-2017) Professor Nagwa Megahed for all of her tireless service and commitment. We also welcome Dr. Jason Dorio as newly elected Co-Chair (2017-2019) who will be working closely with current Co-Chair Professor Bassel Akar.

Additionally, the MESIG has posted conference proceedings ([http://ciesmesig.weebly.com](http://ciesmesig.weebly.com)) from CIES 2017. Finally, we thank all presenters who submitted abstracts for CIES 2017. MESIG looks forward to continued participation and interest from current and new members as we begin to plan for Mexico City CIES 2018!
Latin America (LASIG)

During the last CIES Conference we awarded the LASIG Outstanding Dissertation Award to Diana Rodriguez PhD, as well as two travel grants to graduates students Gudrun Klein, and Cristobal Villalobos. In the conference we were honored to collaborate with Mark Ginsburg and Busquedas Investigativas on the José Martin Travel Fund in hosting a session where participants could share their experience with Cuban scholars. The new Board Members for 2017-2018 are: Fernanda Pineda (Co-Chair) and Maria Jesus Rojas (Co-Chair). In the month of May we expect to fully constitute our board with a new Secretary and Media Officer. You can like LASIG on Facebook and check out our new website. Email lasig.cies@gmail.com for further information.

African Diaspora

The CIES African Diaspora SIG is excited to share our progress for 2017! This year we awarded four Inaugural Emerging Scholars representing research in four countries of the African Diaspora, Canada, New Zealand, Trinidad & Tobago, and the US. We also welcomed Dr. Michael Gomez as our Henry M. Levin Lecturer, who delivered a provocative lecture. We are also proud of our Secretary, Rhonesha Blache, who performed spoken word poetry with Dr. Jose Cossa at the closing ceremony. We are especially proud of Dr. Henry M. Levin for receiving an Honorary Fellow Award for his lifelong contribution to the field of comparative and international education!

We grew! Our membership and the number of AD SIG sponsored sessions doubled! Congratulations to each of our presenters and new members! We look forward to working with you throughout the year and seeing you in Mexico City in 2018! Please engage in our discussions on Facebook and/or Twitter. Thank you to those who do!

Contemplative Inquiry and Holistic Education (CIHE)

What’s love got to do with it?

You don’t often find love and education in the same sentence. However, the love between caregiver and child is the foundation of childhood survival, learning, and brain development. It’s also an important foundation for learning later in life: (A General Theory of Love, Lewis, Amini, & Lannon, 2000). Arthur Zajonc, Physics Department, Amherst
College, argues our rational knowledge is partial, and devoid of the truth of our connection to everything. How do we go about bringing love into education? This is the question, among others, that the Contemplative Inquiry and Holistic Education SIG considered at the Atlanta Conference.

Economics and Finance of Education

The Economics and Finance of Education (EFE) SIG took the opportunity to meet and discuss our SIG future directions at the second EFE business meeting at the CIES Conference in Atlanta. We also awarded the EFE Travel Grant (in memory of Joseph Watras) to Dr. Jinusha Panigrahi from New Delhi, India. Jinusha is an Assistant Professor at National University of Educational Planning and Administration—CPRHE, NUEPA. In line with the CIES mission of international participation, the EFE Travel Grant is designed to recognize efforts of an emerging young scholar who needs support for travel to the CIES conference to present the results of scholarly research. Lastly, the EFE SIG is pleased to announce our new board members: Co-Chair Person Elect: Amrit Thapa, Lecturer—University of Pennsylvania; Co-Chair Person Elect: Dr. Jinusha Panigrahi, Assistant Professor—CPRHE, NUEPA; Secretary Elect: Aigul Nurpeissova, Ph.D. Student.

Please visit us at [http://efe-sig.wixsite.com/efe-sig](http://efe-sig.wixsite.com/efe-sig)

Early Childhood Development

The Early Childhood Development SIG welcomed a new co-chair, Katherine A. Merseth, at our business meeting in Atlanta. Katherine is Early Childhood Development Team Leader at RTI International and will serve a two year term. ECD SIG had a great turnout at CIES this year and looks forward to engaging with local researchers and practitioners next year in Mexico City.

Higher Education

The Higher Education SIG recently elected Gustavo Gregorutti as the new Program Co-Chair to join Christina Yao. Gerardo Blanco Ramirez was elected as SIG Co-Chair and has joined Meggan Madden. The HE SIG is incredibly grateful for the contributions of Jorge Enrique Delgado whose term ended this year. The Higher Education SIG has focused on revitalizing its communications strategy, including forthcoming changes to the website, an increased social media presence, and a new issue of *Comparative & International Higher Education*, the official journal of the Higher Education SIG.

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Inclusive Education

The Inclusive Education SIG met for a number of events in CIES Atlanta. Highlighted sessions included ‘Research and Policy in Inclusive Education’ and ‘Falls and Promises of Equal Opportunity in Multicultural Contexts: Critical Educators for Inclusion’. We are happy that all of our sessions were diverse in topics and participants. We also met for a social that was well received and attended, and that tradition will continue into the future. Our business meeting will be held online in the near future, where members will vote on changes to the awards and officer positions. Enquiries and announcements to the Inclusive Education SIG can now be made at inclusive.education.cies@gmail.com.

Large-Scale Cross-National Studies in Education

The Large-Scale Cross-National Studies in Education SIG held its first elections in fall 2016, electing a new co-Chair, Laura Engel to serve a 2 year term, joining existing co-chair, David Rutkowski. The SIG is grateful for the efforts and leadership of co-founder and outgoing co-chair, Oren Pizmony-Levy! In Atlanta, the SIG had two highlighted sessions focused on the uses of international large-scale assessments and cross-national studies for critical questions on inequality and education, including inferences that can be made from international large-scale assessment results for policy. At the SIG meeting, we gave out the first Early Career Best Paper Award to Daniel Miranda for his paper on Young Citizens Participation: An empirical test of a conceptual model. Congratulations, Daniel! We are looking forward to Mexico City where the SIG plans to host a special session focused on Mexico’s use of international large scale assessments.

Language Issues

The Language Issues SIG is excited to announce a new leadership team for the 2017-2019 term. Carol Benson from Teachers College, Columbia University and Kevin Wong from New York University, will serve as co-chairs. Spearheading our Programming Committee, we have Kevin Carroll and Stephen Bahry who, aided by Karla Sarr, Sandra Barros, Jessica Gilway, Tony Burner, Molly Hamm, Bridget Goodman and Yecid Ortega, are planning new and exciting developments that will make our SIG presentations at CIES more linguistically inclusive. We also have Anna Kaiper and Christian Kochon driving our Communications Team, working with Bridget Goodman, Sara Rodriguez, Meagan Hoff, Cassie Puls, Chiara Fuller and Yecid Ortega, to build our prominent, professional, and multilingual membership in CIES. We are also lucky to be able to count on former co-chairs Anna Farrell, serving as Treasurer, and Chris Shepherd, serving as SIG Historian with the help of Bridget Goodman.

Post-Foundational Approaches

The Post-Foundational SIG has held elections in April 2017. We are pleased to introduce Susanne Ress (Humboldt University Berlin) as the acting chair, Chenyu Wang (University of Virginia) as the incoming chair, Jonathan Friedman (NYU) as outgoing chair, and Christopher Kirchgasler (University of Wisconsin-Madison) as the secretary/treasurer for the 2017 term. We wish to thank Daniel Friedrich (TC Columbia), who has served as outgoing chair during the 2016 term, for his generous support and thoughtful advice. For the PfA-SIG’s activities: We are launching an emerging scholars’ writing group, which will start in September 2017. For more information, please contact Chenyu Wang (chenyuwang@virginia.edu). We are also in the process of preparing a series of webinars, in which we will engage in scholarly readings and theoretical discussions surrounding CIE topics. Please stay tuned and refer to our website (http://postfoundational.weebly.com) for more information.
Dialogue and Debate
What is the role of politics, if any, within the CIES?

MARIANNE A. LARSEN, CIES SECRETARY AND EDITOR OF CIES PERSPECTIVES

For the Debate and Dialogue section of this issue, we asked members to respond to the question, “What is the role of politics, if any, within the CIES?” While there are many different definitions of ‘politics,’ most would agree that politics is about the exercise of power, the framing of what is considered a problem (and what is not), and subsequent decision-making. Simply put, politics is the art of influencing people using the means and power that one has to achieve that end.

Over the years, the CIES has engaged in what many would consider ‘political’ activities. A few years ago the CIES Board debated, voted, and made its voice heard on issues such as US membership in UNESCO, and the repatriation of Elian Gonzalez. It contributed an Amicus Curiae (“friend of the court”) legal brief to the Pan American Court of Human Rights on behalf of Dominican children of Haitian ancestry. However, the issue of politics and our society rose to the fore most recently with the election of Donald Trump in the US and the Trump administration’s restrictions on travel to the US of citizens from select Muslim-majority countries. In January, in response the Board of Directors issued a statement strongly denouncing the travel restrictions, and reiterating our society’s longstanding commitment to global engagement, educational and cultural exchanges, free inquiry and mutual understanding, as well as concern about how travel restrictions were incompatible with core US Constitutional guarantees and a threat to international scholarly exchange.

In March, during our annual conference, CIES leaders offered their solidarity and arranged virtual participation for conference registrants from the countries targeted by the restrictions. The CIES leadership advocated for the flow of people and exchange as essential to inquiry and the advancement of educational knowledge and development. Also, a series of activities and events was organized under the heading of CIES Responds, such as highlighting panels on immigration and refugee & immigrant education issues; providing opportunities for partnering with local Atlanta organizations, learning more about political processes, organizing and activism in the US; and expressing oneself locally and globally through art, video, Twitter, and other social media venues.

Politics was the focus of many presentations on other global topics during our Atlanta conference. A search through the conference program using the word ‘politics’ elicited 297 responses including papers and panels on topics such as international testing, inclusion and inequality in education, education in conflict-affected contexts, citizenship education, the education of migrant children, teacher training, the role of the state in educational reform, and politics of textbooks. Paper abstracts referred to political actions, agendas, arenas, attitudes, contexts, control, development, discourses, economy, education, inequality, speeches, systems, theater, thinking, tolerance, and political upheaval and crisis. Thus, we could say that politics was a major focus of our conference and the work that many of us do as comparative and international education researchers.

Following the 2017 conference, board members heard much positive feedback about the CIES Responds activities, including a proposal to institutionalize these kinds of activities by forming a Social/Political Engagement and Action Standing Committee. However, not all members agree that the CIES should be involved in ‘political’ activities, especially those related to critiquing the policies of particular nation-states. Instead, it has been argued, we should set aside our ideological differences and join together around our common mission “to foster cross-cultural understanding, scholarship, academic achievement and societal development through the international study of educational ideas, systems, and practices.” It is important to remind ourselves that the CIES remains steadfastly nonpartisan. Any advocacy is around issues core to our purpose of advancing the field of comparative and international education. As an organization, we do not lobby legislation nor encourage our members to lobby legislators around any specific legislation. And, we place high value on debate and the exchange of different viewpoints.

Politics is exercised not only by governments and political parties (capital ‘p’ Politics), but also by individuals, organizations and institutions (small ‘p’ politics). Contributors to the dialogue were asked to consider the following questions. What does it mean to be political as a nonpartisan organization? Is there a political role to be played by members outside of our annual conference in this newsletter, for example, and other CIES publications such as our journal, the Comparative Education Review? What would that look like? Alternatively, perhaps we need to put politics aside in order to remain a neutral, unbiased scholarly organization. What would it then mean to be apolitical in our work, at our annual conference, through our publications, etc.? How can we provide spaces at our conference, in our newsletter and other publication and communication venues for open and apolitical dialogue where we set aside our differences and come together under a common cause to meet our constitutional mission as an academic society? Why is it important to do so?

Finally, while I am pleased that we have 4 contributors from 3 different countries for the Dialogue and Debate for this issue, I express here my concern about the voices that are unheard in this debate. I encourage those who may have points of view that differ from those expressed here to write to me, the editor, to express those in the next newsletter. There is room for much diversity of opinion within the CIES and the newsletter is your space to articulate your opinions about topics of concern to our society.
What is the role of politics, if any, within CIES? Should CIES as a nonpartisan organization play a role in the global politics of education around the world? During the last few months I have heard many times from my colleagues on the Board of Directors that CIES is a North American organization. These comments came about in opposition to the idea I presented to the Board of organizing CIES 2018 in Mexico City. Other members of the Board of Directors supported my aim to have CIES 2018 in Mexico City. But for an organization whose origins and ongoing scholarly work are rooted in studying the Global South, the question remains whether it is pertinent to hold all of its meetings in the US and Canada. From my perspective, this is a political statement of some members towards demarcating the borders of CIES meetings mostly within the continental US. Can we responsibly study the global politics of education while exclusively maintaining the locus of our organizational interactions within the continental US or in Canada? Is this an isolation strategy? Are we happy to study “others” without engaging them/us from within their/our own perspectives and in their/our own places? Looking to the CIES mission statement, how are we going “to foster cross-cultural understanding...through the international study of educational ideas” if we as an association that values exchange of different viewpoints are not willing to be present in other countries around the world and have a dialogue on an equal footing by confronting the tensions and structural relationships that benefit the Global North?

The 62nd Annual Meeting of CIES will be convened in Mexico City, marking only the third time in the organization’s history that the conference has been held in this location (it was held here previously in 1978 and 1997), and the fourth time during all these years that the conference has been hosted outside of the US and Canada. The fourth conference outside the US or Canada was held in 1993 in Kingston, Jamaica. CIES as an organization comprises not only individual members but also many international consulting organizations that routinely work in countries around the globe on development, literacy, and teacher preparation projects supported primarily by funds from the US government. The reach of the projects and the work that our members do all around the world undergirds our organization’s debates during the annual meetings and in our various publications. By preserving a distinction between the Global South as our field or object of study and North America as the center of our scholarly production, are we not perpetuating the hierarchies of power that many of us seek to interrogate through our work?

The politics of CIES must be connected to the growing presence and the increase in activities related to global capitalism that are impacting the lives of many people in the Global South. Rivers and lands are being polluted and millions are forcibly displaced as a result of mineral and other resource extraction from diverse countries and Indigenous territories. Large tracts of lands are being taken in the name of development from Indigenous people in many places around the world. As an example, within the Americas, extraction industries and large-scale agribusiness act as catalysts in removing people from their ancestral lands and sending them out as forced migrants to the US-Mexican border. Through heroic travels these displaced groups are arriving to our schools here in New York City and increasingly to rural areas across the US. These migratory patterns and the changing nature of transnational communities require educators and policymakers to rethink the form and delivery of social services.

I believe that CIES needs to be more actively engaged in understanding the global politics and policies that are causing real and sometimes dire effects around the world. We need a Political Engagement Committee to be present in the dialogue with our global neighbors, so that we can work to support the diverse languages, cultures, and knowledges that are part of our human heritage.

When you come to Mexico for the CIES 2018 Annual Conference, you will discover the many ways in which the US is present. For your comfort, you will find a Starbucks in the same block as the hotel, and many other amenities. However, I hope you experience the country in its cultural diversity and wealth. This is an opportunity to learn from expanding our knowledge by experiencing directly the daily life and cultures of the many peoples and countries we study.
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What is the role of politics within the CIES? To operate as a group of intellectuals

PROFESSOR ZSUZSA MILLEI, INSTITUTE FOR ADVANCED SOCIAL RESEARCH, UNIVERSITY OF TAMPERE, FINLAND

Marianne Larsen in her call has outlined very persuasively the ways in which the CIES and scientific work presented at its conferences and journal are already political. I further her statement by elaborating on what roles an intellectual and an intellectual group could play in politics with the help of Foucault’s ideas, who eloquently outlined this in regards to the turbulent times of the 1960s and early 1970s.

There are two ways in which academics are involved in politics as intellectuals according to Foucault. First, their involvement springs from their own position in a capitalist society and the ideology they are (re)producing and/or imposing. In this role during the 19th century, ‘the intellectual spoke the truth to those who had yet to see it, in the name of those who were forbidden to speak the truth: he was conscience, consciousness, and eloquence’. In a similar vein, the university was and in some places is still seen to be the critique and act as a conscience of society. Indeed, this is an utterly important role that is diminishing today with universities becoming fully economic enterprises. And, this is the important role Regina Cortina assigns to the prospective Political Engagement Committee, and David Post urges the CIES to take up within the task of a permanent Standing Committee, and the work that I fully support.

The second kind of role can be found in the very discourse of the intellectual, in other words, in the knowledge, discourse and practices of an academic. This discourse is politics ‘to the extent that it revealed a particular truth, that it disclosed political relationships where they were unsuspected’. When a scientific group or researcher – such as the one Karen Robson leads – based on their own particular experience and knowledge - engage with a problem or issue and attempt to understand and make sense of how those effect – governs, regulates, marginalizes, denies voice or power of etc.- groups in society (including themselves as researchers) or society as a whole, the politicization of this issue takes place. This form of politics happens regularly when researchers outline the implications of their work for society in general or for policy making in particular, or that takes place in activist panels and articles that CER and CIES provide such important fora for. This continuous work provides the intellectual foundations for the proposed Committee’s work.

It seems Foucault is right even today when he states that the masses no longer need intellectuals to gain knowledge (but governments still need intellectuals to inform policies) – as described as the intellectual’s first role. Masses do not need intellectuals to tell them ‘the truth’ (a hidden reality). However, he sees the importance of this role in an altered way. That is, to expose the ways in which we, as intellectuals, become instrumentalized and play as (often unwilling or not knowing) agents in power and politics. Foucault explains:

there exists a system of power which blocks, prohibits, and invalidates this discourse and this knowledge (referring to the first role), a power not only found in the manifest authority of censorship, but one that profoundly and subtly penetrates an entire societal network. Intellectuals are themselves agents of this system of power-the idea of their responsibility for ‘consciousness’ and discourse forms part of the system. The intellectual’s role is no longer to place himself somewhat ahead and to the side in order to express the stifled truth of the collectivity; rather, it is to struggle against the forms of power that transform him into its object and instrument in the sphere of “knowledge,” “truth,” “consciousness,” and “discourse.” (Intellectuals and Power)

To see how we play as agents of power and to struggle against this form of (insidious) power, a critically reflective and dialogical space is needed. This is because even with our best of intentions we might act as agents of this system of power and at the same time our reasoning to do so, our moral and desire for justice seem to be laudable.

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How can education research not be political?

KAREN ROBSON, ASSOCIATE PROFESSOR OF SOCIOLOGY, ONTARIO RESEARCH CHAIR IN EDUCATIONAL ACHIEVEMENT AND AT-RISK YOUTH, MCPMASTER UNIVERSITY, CANADA

When I read the call for submissions on the topic of whether comparative education research should be political, I immediately wondered, “How on earth can education research not be political?” I write as a researcher living in Justin Trudeau’s Canada, not in Trump’s America, so my perspective is colored by my experience as a Canadian education researcher, working through our distinct political “regimes” here in my Southern Ontario pocket of this country.

I implore readers to consider what is meant by “political.” It is much more than the talking heads on network news brandishing the latest scandal by elected officials. The very substance of what children, youth, and adults are taught at all levels of education is based on the value system of the society – that is, what is considered “important.” This is inherently political. When Canada was colonized, the British settlers believed education was synonymous with teaching Christianity and loyalty to Britain. Creating the “proper kinds of citizens” – the reason that education as we know it exists – was undertaken as an exercise in moral engineering. Those in positions of power decided the desirable characteristics to comprise a morality and embedded them in the curriculum. Nothing is more political than trying to replicate desired behaviours and values in a given population. And nothing is more political than trying to wipe out entire Indigenous nations through the residential schooling system, the fallout from which Indigenous peoples in Canada will continue to suffer for generations.

We may look back and assume that the obvious moral agenda of our forefathers has been replaced by a kinder, gentler concern for the well-being of children. Absolutely -- approaches to teaching and the content of curriculum have changed, but there is still most definitely a “moral” component to schooling. Debates continue in my country and certainly yours (wherever you are reading this) about the extent to which different sexualities “should” be taught in schools, for example. And as I tell my own university students, anytime the word “should” is invoked in an argument, the question to be asked is “Should according to whom?” Whose moral or political agenda is being challenged or advanced? Because there is no such thing as a morally neutral opinion.

The bulk of the work I lead on my research team concerns examining characteristics of youth either assist or disadvantage them in the transition to from secondary to postsecondary education. My Toronto-based team collaborates with scholars in Chicago, New York, Vancouver, and London to compare how these factors differ by city. And when we find differences – which we always do – we are faced with the challenge of explaining them. How do we explain why Black youth in Toronto are less likely to go on to university than they are in other cities? The data just tell us the differences exist – they aren’t so generous as to tell us why. This is where context becomes so important. And context is political – there is no escaping that reality. We must delve into policies (in other words, rules agreed upon by some political party) and larger social contexts that may help explain why structured inequalities exist and are more detrimental in some places than others. There is no way of doing this without being “political.”

Canada also has a very special case of where politics is required in education research – the topic of race. It is nearly taboo to bring up, impolite to talk about, and widely regarded (although erroneously) as illegal to ask in data collection efforts as a violation of human rights. Our national history of denying race (and framing it as something that is only important in the US) has invariably led us to a place where some groups of racialized students are being left behind. Statistics Canada has preferred to use the substandard indicator of “visible minority” to refer to anyone who is not White or Indigenous, suggesting that such a dichotomy is a valid representation of race in Canada. In matters of education, it is quite clear from volumes of evidence that educational attainment, for example, is not a White/non-White issue. And in cities like Toronto where over half of the population is a “Visible Minority” – what does this even mean? Trying to harness the support of university administrators to collect race data to help in the creation of evidence-based policy is indeed an incredibly political task. Universities don’t want to be seen as passively compliant to issues of structured racism, and not having these data allows them to not have evidence. However, in the increasingly competitive marketplace of postsecondary education, if race is a major determinant of retention, having such information is valuable. Researchers such as myself are increasingly demanding race indicators in data sets, with much push-back, however, some progress is being made. But let me assure you, it is entirely political.

I thank Zsuzsa Millei for highlighting the different roles of intellectuals in two general spheres in terms of the structures of the spaces themselves as well as the discourses that occur within these spaces. I realize that my focus on this debate is fully in the second genre around what kinds of discourses we are willing to engage with as intellectuals. I fully support Regina Cortina and David Post’s comments and suggestions on the roles of committees within the CIES. As a new member of CIES, I have a limited understanding of what has occurred here in the past, but look forward to contributing to the future directions forthwith.

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Organizations do things we can’t accomplish alone. They help their members succeed in the world beyond the organization’s boundaries and membership. They give people purpose for their actions, both by informing them of the outside environment and by identifying what its membership considers worthy goals. In a scholarly association like CIES, our Newsletter tells what is “new” inside the organization and more broadly. This Newsletter identifies CIES values, for example by telling members of recent awards for scholarship. Updates from the Executive Director tell members about job openings. Scholarly articles published in the CER not only interpret education in its comparative context, but also model the value of scholarship. However, in addition to helping members succeed in the outside world, most organizations also try in some way to change it. This takes us to the politics of the CIES.

Everybody tries to reach their goals. Some goals are reached in cooperation with others, but often goals are accomplished in competition with people who have different goals. That is politics. It is also where the idea of “power” comes in. Some goals are internal or personal and affect few. And some organizations spend most of their energy trying to manage themselves. I have to say, as a CIES member since the early 1980s and an elected board member and then CER editor from 1999-2013, most of our organization’s political debates have been directed inward: who becomes CER editor, who gets nominated for office, who is appointed to various committees and, above all, what should be the form and budget of an annual conference where members can talk about their individual projects or research?

My self-critical conclusion: while the world outside of CIES—including the world of educational opportunities—became more desperate, the CIES has responded by channeling ever more membership energy internally, back into the politics of the organization. And some of our political positions were only that: positions meant to signal to one another more than they were aimed effectively to change the world beyond CIES. As a board member I happily signed on to a 2013 statement that the United States ought to pay its dues to UNESCO, and I was also happy the current board came out publically against a proposed travel ban from Muslim-majority countries. I was very happy that Noah Sobe and so many 2016 Atlanta meeting participants created a space for our members to talk to each other about challenges of the current US political environment. And yet, as happy as I am to know I am among colleagues who share my values, I also know there is a big difference between waving a flag and carrying it forward. Without follow-through, our positions can become mere postures.

Today CIES has an opportunity and a challenge. The opportunity is that, after years of internal political debate, CIES has set aside the largest portion of its annual budget to hire an Executive Director and a Managing Director. As I wrote in my campaign platform for the Vice-Presidency, this means that I and other board members can now turn our attention outward to the scholarly field (e.g. by creating a monograph book series) but also outward to the world shaping this field. The challenge for CIES, particularly as the US constituent of the World Council of Comparative Education Societies, and particularly as an organization open to all—but where most members are US citizens—is the challenge of the Trump presidency and its nationalist, nativist philosophy of “America First.”

In class this week my students read the 1966 International Education Act (to explain the “I” placed into the CIES). Go back and look how unabashedly our first Secretary-Treasurer and founder Gerald Read urged his readers to contact members of Congress to promote the IEA. Today, organizations like the AERA and NAFSA have identified legislative and policy goals and they regularly send their officers and directors to Capitol Hill to mobilize the scholarship relevant to decision-making. CIES can start with alliances and goals to promote enlightened debate and exchange of ideas across frontiers.

As most of us were finishing our annual event in Atlanta this past March 9th, Illinois Senator Dick Durbin was on his feet reintroducing (for about the 10th consecutive year) the Paul Simon Study Abroad Act. Much broader than a vehicle for study abroad by US students, this is the fruition of the Lincoln Commission’s attempt to resuscitate the ideas
underpinning the 1966 IEA. Senator Durbin, reading into
the Congressional Record, affirmed that the Simon Act was
based on a belief that “to be truly educated [students] need
to immerse themselves in the beliefs, customs, language, and
environment of a culture other than their own..... At a time
when there are calls from some to shut out immigrants and
refugees and pull away from other parts of the world, these
beliefs are more important than ever.”

Then, what is to be done? We can make CIES more than
an annual event, more even then a great journal we read
quarterly. We should, along with NAFSA and many other
organizations, get out and promote progressive legislation
like the Paul Simon Act, we should support the legal fight
against unconstitutional travel bans, we should focus the
experience of our researchers of education in emergencies
on schools for refugees here in the US and on children trying
to get here safely.

CIES members elect board members to advance core CIES
values of open exchange and to inform progress toward
better and more equitable education for all. We remain
inclusive and respectful to all of our members, but we need
to let Federal and State governments know where we stand
year-round and not just during annual events. I will make
a motion to the board to create a permanent Standing
Committee to develop projects for social engagement and
progressive change. Do I have a second?

P.S. After reading Regina: Thanks for agreeing to second
a motion to the Board of Directors to amend the CIES
Constitution so as to create a permanent “Standing
Committee” that will engage our organization in the national
(and international) political process! Assuming that a majority
of our board members agree, this amendment will be
presented at the next State of the Society meeting in Mexico
City. Subsequently, all CIES members can vote on it sometime
in April or May of 2018. Two-thirds of the voters would need
to approve in order for it to take effect.

PPS. After reading Karen’s assurance that her Canadian social
research is “entirely political.” Yes, sort of. But Karen’s good
work as an individual academic does not seem part of a
larger organizational project, certainly not by the CIES. Nor
does the effort Karen describes engage the urgent challenges
that led our (US – based) CIES to develop part of its Atlanta
meeting as a response to the Muslim travel ban, or that led
Marianne to call for this moderated discussion. Can I mention
a book about late 20th Century intellectual history in the US
that might also resonate in Canada? The Last Intellectuals,
by Russ Jacoby. Before the 1960s, people like me and Karen
and Marianne worked for newspapers, governments, unions,
and organizations that forced us to inform and engage with
a wide readership. After the expansion of higher education
in the 1960s, people like C.Wright Mills (one of the “last
intellectuals”) secured safe havens within institutions where
they (and, now, we) develop professionalized journals and
specialized vocabularies. The intellectuals who once led
public opinion began to write mainly for each other rather
than for their public. Our work became insulated from, and
thus safer for, the status quo. No matter how political we may
wish to assure ourselves we remain.

PPP. After reading Zsuza’s attempt to connect CIES politics
with Michel Foucault’s vision of intellectual work. It is
interesting. But one could question whether Foucault’s advice
is precisely what US intellectuals most urgently need at this
moment. If part of our goal is political engagement with the
public and with our current administration, then perhaps
more relevant and effective sources could be found over
on this side. We could find useful the work of people who
first tried to develop comparative education as a source for
US scholarship and policy, people like Gerald Read, George
Bereday, and Bill Brickman. Or, further back, Tom Paine, or
even Tom Jefferson, whose personal copy of The Koran
was used recently to swear in our first Muslim member of
Congress.
Tell us about some of your recent research and teaching in comparative and international education.
My work examines the influence of home, school, and community contexts on educational access and achievement of children in resource-constrained environments. Through the analysis of diverse, large-scale, national (India), regional (South Asia and Francophone Africa) and cross-national datasets, I explore the role of policy-relevant variables in ensuring equal educational opportunities for disadvantaged children. My most recent work considers the distribution of quality teachers in underserved areas, the impact of the growth of private schools on educational equity, and the factors associated with secondary school access in the cross-national context.

Tell us about your work as a CIES Board Member (responsibilities, challenges, joys, etc.)
To be a member of the CIES BoD is a privilege. And it is perhaps a greater privilege than I had even initially understood it to be. The reason I say this is not because of the important policies and procedures I get to weigh in on as a board member. I say this because of the amazing people I have had the opportunity to know and work with through this process. Board meetings are long, and they involve detailed discussions about a wide range of issues. It is important that members come to the meeting prepared (the OED sends out an extremely well-organized packet of information ahead of time). In each meeting I am impressed with the level of dedication that all members of the board and of OED bring to these discussions. I am always learning something from others’ observations and views. As a society we are lucky to have such a dedicated group of people in this important role. As a member of CIES I am humbled by the opportunity to serve with this outstanding group.

Can you tell us one fun fact about yourself?
Many of you may know Dr. Thomas Luschei, also a former board member. Tom and I have collaborated on several papers, projects and grants over the years (and we continue to work together). A fun fact is that our first collaboration began in 2001, when we did our first homework together in one of the first classes in our PhD program! I am fortunate to have found some amazing friendships through graduate school!

What book(s) are you reading now?
Lately, on most days, I am rereading That is not my Dinosaur or Goodnight Moon with my son. If I am awake after my son is asleep (which is not very often), then I am really enjoying reading this fascinating book by Timothy Ogden, Experimental Conversations: Perspectives on Randomized Trials in Development Economics.

Do you have any words of advice for new scholars in the field?
We are fortunate to be part of a field that is truly nurturing and supportive of junior scholars. Do not hesitate to reach out to a senior scholar or someone whose work you admire or whose work is relevant for your own scholarship. You will be amazed at how willing most people are to extend help and provide support and mentorship.
According to the procedure established by CIES, the transition between its outgoing and incoming representatives to WCCES (World Council of Comparative Education Societies) takes effect at the CIES State of the Society meeting during its annual conference, which for this year, was held from 5-9 March in Atlanta (Georgia). In Atlanta, I was still officially the CIES representative when the two main WCCES meetings were held, before the CIES State of the Society meeting. Thus, the term of Professor Mark Bray, who is the current representative to WCCES, started after the WCCES meetings had been held. Therefore, Professor Bray and I agreed that it would be more appropriate that I write this report to share some information on the WCCES since the last report that appeared in the CIES Newsletter/Perspectives of January 2017.

I would like to first take this opportunity to thank the organizers of the CIES 2017 Annual Conference, especially Professor Noah Sobe, his team and the Office of the Executive Director, for allocating the rooms and time slots for a WCCES leadership meeting and for an information session.

Upon consultation of the WCCES Executive Committee to inquire whether it would like to have its annual meeting during CIES Annual Conference in Atlanta, it was determined that there would not be enough members to warrant a formal Executive Committee meeting with an explicit agenda. Instead, the information session was planned as a meeting open to all the CIES conference attendees who might be interested in any aspect of WCCES and to provide update on the XVII Congress to be held in Cancún (Mexico) in 2019. The WCCES leadership meeting, by invitation, brought together 17 attendees including Executive Committee members and chairs/co-chairs/members of standing committees. The items presented and discussed were:

- The withdrawal of 3 European societies immediately after the election of new officers/the Beijing Congress (August and September 2016);
- Between-Congress activities, noting that this led to development of revamped Newsletter and the creation of a new Journal to be published in six official languages of the United Nations;
- The extensive, in-depth and productive outreach to various societies in different regions via Skype, phone, email, and in-person since the Beijing Congress;
- Details of the 2017 EC meeting to be held in Corsica, France;
- A concept note for the 2018 EC meeting, symposium, and retreat with South Africa as the tentative site;
- extensive volunteer efforts by the Finance Standing Committee Chair, along with the Treasurer, at CIES 2017 to explore funding opportunities with potential donor agencies to improve physical attendance of EC neediest members in EC meetings (instead of resorting to proxies, which limit participation).

A new working group called the Journal and Newsletter Task Force (JNTF) recommended the creation of two new publications: a new peer-reviewed journal named *Global Comparative Education: Journal of the WCCES* and the re-launched newsletter with a new name – *World Voices Nexus of the World Council of Comparative Education Societies (WCCES)*.
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The Global Comparative Education journal is an open-access, peer-reviewed journal that aims to contribute to the comparative education literature by creating spaces to present critical analyses of the differences and commonalities within education worldwide (formal, informal, and non-formal), with an explicit focus on increasing and widening social justice globally. The enhanced Newsletter/World Voice Nexus will include short scholarly articles in addition to covering news from all the constituent societies.

Both Global Comparative Education: Journal of the WCCES (http://wcces-online.org/journal.php) and World Voices Nexus (http://wcces-online.org/newsletter.php) welcome article submissions in the six UN languages: Arabic, Chinese, English, French, Russian, and Spanish.

The inaugural issue of the journal, in preparation, includes my introduction as Editor, the four keynote addresses that were delivered at the XVI World Congress held in Beijing and two additional contributions:

- “The state of the art in Comparative Education and WCCES at a crossroads in the 21st Century” in the six languages of the UN, by Carlos Alberto Torres (University of California at Los Angeles-UCLA; WCCES Past President);
- “The Prospect of Chinese Schools—from the perspective of dialectics” in English and Chinese, by WANG Yingjie (Beijing Normal University-BNU, WCCES Vice-President);
- “Better Skills, Better Jobs, Better Lives” in English by Andreas Schleicher (Organization for Economic Co-operation and Development-OECD, Paris);
- “China in the Center: What Will It Mean for Global Education?”, Synopsis of the keynote address in English and Chinese by Ruth Hayhoe (Past CIES President, University of Toronto);
- An article by Anne Hickling-Hudson (WCCES Past President, University of Queensland); and
- A poem by Aïcha Maherzi (President of Mediterranean Society of Comparative Education, Université de Toulouse, France).

The preparation of the XVII Congress to be held in Cancún (Mexico) in 2019 with the theme “Future of Education” is underway. It is worth reiterating the earlier call to be ready to contribute and participate in it constructively.

Dissertations
Completed by CIES Members

Kevin Wai-Ho Yung
Learning English as a Second Language in Hong Kong: Understanding the SELves of Senior Secondary Students in Shadow Education
The University of Hong Kong
2017

Maren Elfert
University of British Columbia
2016

Anne C. Campbell
International Scholarship Programs and Home Country Economic and Social Development: Comparing Georgian and Moldovan Alumni Experiences of “Giving Back”
University of Minnesota
2016

Autumn Knowlton
Q’eqchi’ Mayas and Defense of Territory: Learning through the Contentious Politics of Land in “Post-Conflict” Guatemala
University of British Columbia
2016
Mary Faith Mount-Cors (2017)

*Global Literacy in Local Learning Contexts: Connecting Home and School*

Based on qualitative research focused on literacy and health from three schools in coastal Kenya, this book examines country, school, and family contexts to develop a dual-generation maternal-child model for literacy learning and to connect local-specific phenomena with national and international policy arenas. In contrast to international development organizations’ educational policies and programs that tend to ignore literacy as a social practice within diverse contexts, the author unpacks the relationship between education and health, and the role of family and mothers in particular, highlighting how mothers are key actors in children’s literacy development and health outcomes.

Karen Robson and David Pevalin (2016)

*Multilevel Modelling in Plain Language*

The book is a beginner’s guide to multilevel modelling, using nontechnical language and drawing upon fully worked examples from the PISA dataset. The examples are demonstrated in Stata but the companion website gives the comparable R code as well.

Carlos Alberto Torres (2017)

*Theoretical and Empirical Foundations of Critical Global Citizenship Education*

The first volume of the Critical Global Citizenship Education series, Torres combines theoretical and empirical research to present an original perspective on global citizenship education (GCE). Considering post-colonial perspectives, political realities, and practical implications, he provides an understanding of how GCE can expand civic education and urges a social justice education framework for a global society to interrupt inequality.

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Massimiliano Tarozzi and Carlos Alberto Torres (2017)

Global Citizenship Education and the Crises of Multiculturalism: Comparative Perspectives

Through a comparative study of the two prevailing approaches – intercultural education within the European Union and multicultural education in the United States – the authors seek what can be learned from each model. The book offers a unifying theoretical framework and a set of policy recommendations aiming to link the two approaches.

Eija Kimonen and Raimo Nevalainen (Eds.) (2017)

Reforming Teaching and Teacher Education: Bright Prospects for Active Schools

The first part of this book focuses on the reform processes in teacher education, the second on the reforms of pedagogics at schools and teacher education institutions, and the third on the processes of reculturing schools. The chapters discuss new prospects for active schools in the United States and Europe, as well as in Japan and China.

Judith Kallick, Mirka Martel, and Rajika Bhandari

Social Justice Leaders in Action: IFP Impacts in Asia (2017)

The second report from our 10-year impact study of the Ford Foundation International Fellowships Program (IFP), Social Justice Leaders in Action provides an in-depth look at the lives and careers of IFP alumni in three Asian countries detailing the different pathways alumni have taken and the ways they have leveraged their skills and networks to affect change.

Kathryn M. Anderson-Levitt, K. and Elsie Rockwell (Eds.) (2017)

Comparing Ethnographies: Local Studies of Education Across the Americas

Crossing borders to compare ethnographic research across the Americas is difficult but imperative. Cross-national comparisons, each co-authored by ethnographers from two nations, offer a fresh look at familiar concepts like “minorities,” “migrants,” and “intercultural/multicultural” education. Includes essays on comparison and a guide to finding unfamiliar literature.
Historian’s Corner

CHRISTOPHER J. FREY, CIES HISTORIAN, BOWLING GREEN STATE UNIVERSITY

Is History a Special Interest in CIE?

One of my interests as CIES Historian is to better understand the place of historical research and scholarship in CIES. Historical scholarship on national education systems, policy developments, ideologies, research methods, and the experiences of minoritized peoples, to name a few, frequently appeared in early CIES publications and conferences. But as CIES has grown, historical scholarship has not grown with it.

A panel at the 2017 Atlanta meeting addressed this directly: History and Philosophy in contemporary comparative education: Or, what knowledge is of most worth? brought together senior scholars on the place of the humanities in CIE. The abstract asked: “What might the owl of Athena be whispering in our ear at this moment? Is she wondering, perhaps, how comparative education became a social science, with history and philosophy reduced to ‘conceptual framework’ and ‘background’ when once comparative education was rooted in the humanities?” These questions paralleled a brief email exchange I recently had about establishing a History Special Interest Group in CIES.

Excited by this idea, I was encouraged, but left wondering – is history a special interest in CIE? More broadly, what does the current composition of committees, Special Interest Groups (SIGs) and other initiatives illustrate about what is core, peripheral, and on the horizon in CIES?

Core-Standing-Special-Periphery

Currently, the Gender and Education Standing Committee and Under-Represented Ethnic and Ability Standing Committees demonstrate our Society’s commitment to engaging membership, research and scholarship that have been historically – and remain – underrepresented in CIES, the academy, governmental and other organizations. The establishment of Special Interest Groups in CIES over a decade ago have coalesced and developed new avenues of inquiry and action in our Society around a wide variety of regional and topical interests.

The development of regional SIGs reflects interest and anxiety in CIE, and helps demarcate our field’s core, standing, special, and peripheral interests. I am most familiar with the East Asia SIG, established in 2008 as the Japan SIG, the first and likely last country-specific SIG. Its establishment recognized Japan as a center of research and scholarship about education and development, and reflected the now waning US insecurity about Japan’s economic and educational strengths. The (re-) emergence of China and Korea as global economic and educational powerhouses, and sites of knowledge production, prompted the change to an East Asia SIG.

While nearly every region of the globe is covered by a CIES SIG, those that are absent are telling: Anglo North America, Western Europe, Oceania, and Southeast Asia. If Standing Committees and SIGs ‘mark’ our Society’s standing and special interests, the unmarked regions of Western Europe and the Anglophone settler colonies likely straddle an ambiguous space between core—Western centers of knowledge production—and peripheral, given our Society’s longstanding focus on development, Third World, periphery. American interest in Southeast Asia rapidly declined after the American-Vietnam War, and even with Obama’s Pivot to Asia, it remains on the edge of US geopolitical interests.

Turning to the topical SIGs, and back to history, there are few SIGs with a decidedly disciplinary focus. The Economics and Finance of Education, Post-Foundational, Religion and Education, and Language Issues draw most clearly from academic disciplines: economics, cultural and critical studies, religion, and linguistics respectively. But most of the disciplinary foundations of CIE – sociology, anthropology, political science, psychology, philosophy, history, like North America, remain unmarked. Which of these are core, woven into the fabric of our field? As the panelists pondered, have the humanities – philosophy and history in particular – become so peripheral that they are now a special interest?

There are, of course, no firm answers to these queries. As CIES SIGs continue to expand, rich discussions will continue flow as proposals emerge to identify new or resurgent interests in our field, including, perhaps historical studies.
Just over a year ago, I spotted an interesting call in the weekly CIES email. Soka University in Tokyo was looking for university faculty to apply as Visiting Professors of Education for a term. As a professor teaching international and comparative education, I was immediately interested, so I sent my proposal and sample syllabus. Some time later, I received a letter stating that I was the education faculty’s top choice! I had several terms to choose from, and I selected the spring/summer 2017 term, which began the first week of April and concludes the last week of July.

Located about 45 kilometers outside Tokyo city center, Soka is a beautiful campus, especially during Hanami (cherry blossom season), which coincides with the first week of the spring term. I am teaching a course on Global Issues in Education, advising a graduate student on her thesis about refugee students in Malaysia, and conducting my own research on Japan’s pilot programs to resettle refugees. The luxury of teaching only one course this term will also provide me time to work on two books – one edited and one monograph – that I am currently editing and writing, both on refugee resettlement and the education of resettled refugee students. Soka has provided a large office and spacious apartment in its guesthouse for visitors on campus. My faculty mentor is readily available to explain the various appliances and technology that have Japanese-only script for instructions, as is one of the administrative assistants who speaks good English.

As I had a year to prepare, I did learn some conversational Japanese, but not the characters, so reading is a challenge. I bought a bag of salt, thinking it was sugar; and the “milk” I thought I purchased curdled my tea – it is some kind of vanilla-tasting drink. These are the kinds of experiences I wish on all of my US students so they could become more empathetic to migrants and refugees in their midst and better realize the challenges of navigating a different culture, language, and system.

Soka has been designated one of Japan’s “global universities,” promoting global society and knowledge. The institution offers scholarships for international students, and over 700 international students study at Soka, coming from over 40 countries worldwide. Approximately 200 of Soka’s students attend a semester or year abroad at one of over 180 universities in 54 countries around the world. The largest building on campus is Global Square, which houses the Faculty of International Liberal Arts (FILA), TESOL courses, and informal opportunities for students to practice English (and for international students to practice Japanese). Over half of the FILA faculty are from other countries. The FILA degree is taught exclusively in English, and all FILA students are required to complete one year of study abroad.

Although a secular institution, Soka’s founding derives from Buddhist principles and values. Soka’s mission is to “value creation, to nurture the creative, life-enhancing potential of each student and to inspire students to employ that potential for the greater benefit of humanity.” To that end, its founding principles are as follows:

- Be the highest seat of learning for humanistic education.
- Be a cradle of a new culture.
- Be a fortress for the peace of humankind.

The university’s emphasis on creativity, global understanding, and peace is a welcome relief from the typical workforce messages and accountability standards typical of US universities.
On October 26-27 2017, join renowned scholars, researchers and practitioners for a 2-day symposium on Interrogating and Innovating CIE Research. Co-organized by the Center for International Education at George Mason University, the CIES Gender and Education Committee, and the CIES South Asia SIG, this two-day event will be held in Arlington, VA just a few minutes outside Washington, DC.

Anchoring this symposium is the notion that how comparative and international education phenomena are studied, the questions we ask, the tools we use and the epistemological, ontological, and ideological orientations they reflect, shape the nature of the knowledge produced, the value placed on that knowledge, and of critical importance, its pedagogy and implications for practice in diverse societies globally. Moreover, that from both within and beyond the field of Comparative and International Education (CIE), scholars and practitioners have raised concerns about the colonial and neocolonial practices and dynamics that have been reproduced and/or have characterized (in part) the history of CIE.

Through distinguished plenary speakers, breakout sessions, concurrent paper sessions, workshops, and more, we will provide spaces and resources for students, junior and senior scholars, practitioners and policymakers to not only interrogate and challenge existing practice, but to learn and develop new ways of thinking about and doing CIE research. Confirmed speakers include Lesley Bartlett, Emily Bent, Gerardo Blanco Ramirez, Peter Demerath, Ameena Ghaffar-Kucher, Shenila Khooja-Moolji, Huma Kidwai, Shabnam Koirala-Azad, Patricia Parker, Leigh Patel, Oren Pizmony-Levy Drezner, Lilliana Saldana, Riyad Shahjahan, Fran Vavrus, and Dan Wagner, with more names to be confirmed soon. This event promises to be a provocative and generative event that we hope will help support greater inclusivity and safety in the knowledge production processes and application practices of the CIE community. You can email Supriya Baily at sbaily1@gmu.edu for further information.
The 45th Annual Conference of the Oceania Comparative and International Education Society (OCIES) is being convened by the Laboratoire interdisciplinaire de recherche en éducation (LIRE) at the Université Nouvelle-Calédonie (UNC) in Nouméa, New Caledonia, from the 7th to 10th of November, 2017. The theme of OCIES 2017, “Education and Sustainable Development in Oceania and Beyond” has been selected because of our belief that, two years into implementation, it is timely to consider the educational implications of the current global development agenda at regional and national levels.

The twofold aim of the conference is to enhance critical dialogue about the relationship between education and sustainable development, in all its complexities, and to strengthen research relationships within and beyond our region. We are hopeful that the conference will both build on and challenge existing Comparative and International Education (CIE) knowledge and methodology, and work toward the production of new knowledge and practice.

Researchers and practitioners in the field of Comparative & International Education see education as at the heart of sustainable development and underpinning each of the SDGs. Of specific interest is how Goal 4, “To ensure inclusive and quality education for all and promote life-long learning”, and its set of targets might inform education development for Oceania. A key concern that might arise is to question the extent to which the international development community has universalised the notion of “sustainable development” and shaped a global discourse towards it, and how this could influence education policy and practice in Oceania. Also significant for Oceania, given both its cultural diversity and the importance of maintaining and enhancing indigenous knowledge and ways of living within the region, is that SDG 4 recognises both culture’s contribution to sustainable development and the importance of respecting and learning from indigenous communities in order to promote sustainable lifeways.

OCIES invites proposals – in French or English – from researchers, policymakers and practitioners from throughout the region and beyond. We see this conference as a significant opportunity to listen to and learn from each other, to both disseminate and explore high quality academic research and share and analyse experiences of how things work in applied educational settings.

We are interested in presentations that explore the implications of sustainable development for education structures and processes (curriculum, pedagogy, assessment, management) at all levels (early childhood through to adult education) and of all types (formal, non-formal, informal). Also of interest will be proposals that connect education to any or all of the three dimensions of sustainable development – environmental, social, and economic. For more information, please visit www.ocies.org
For many centuries, maps have been used to understand the world. Besides delineating geographic boundaries, maps have been marked by borders and hierarchies of knowledge and power – between Old World and New World, East and West, North and South, and between & within nation-states.

In a similar way, comparative and international education as a field has reflected divisions between what have been characterized as developed and developing nations, and by notions about where and by whom knowledge is generated and exchanged. The knowledge exchange has often been a monologue in which the “experts” of the North speak to and study the South. Yet, as global forces increasingly connect local actors across divisions and borders, opportunities arise to remap intellectual boundaries and reshape the flow of global knowledge production and exchange in education.

The theme of CIES 2018, “Re-mapping Global Education,” aims to shift the traditional starting point of research to a greater extent toward the global South. This shift not only enables South-North dialogue, but also enhances North-South dialogue and the expansion of South-South collaboration. The new map requires us as scholars and practitioners to expand our awareness of the voices, actors and knowledge producers that have historically been marginalized in educational research and institutions. Taking advantage of the widening epistemological parameters of our field, we will focus the conversation on theories and methodologies produced in the global South, with a view toward exploring new voices around the globe. This perspective impels us to forge commitments with greater dedication more than ever across all kinds of borders and to re-envision possibilities for cooperation and mutual support in advancing education research and practice.

CIES invites proposals for papers, panel sessions, roundtables, and poster sessions that build on the expansion of the parameters of knowledge production and educational practice along these lines within the field of comparative and international education.

CIES 2018 will also feature a set of highlighted sessions around sub-themes related to the conference's main theme. Submitters are invited, but not required, to address one or more of the following issues:

- Southern Theories and Methodologies
- South-South Collaboration, Theories and Practice
- Rethinking North-South Dichotomies
- Indigenous Epistemologies
- Education Initiatives for and by Aboriginals, Indigenous Peoples and First Nations
- Poststructural Theories, Research and Practice
- Global Inequalities in Knowledge Production and Exchange

For more information, please visit the CIES 2018 website, or contact the CIES 2018 Conference Planning Committee at cies2018@cies.us with any questions, suggestions or requests.
Blogs and New Media

Number Zero of the Global Commons Review (GCR) is now out! The GCR is published by the Paulo Freire Institute-UCLA. It is produced by the UNESCO-UCLA Chair in Global Learning and Global Citizenship Education. In each issue, there will be articles about topics highly relevant to the work of UNESCO.

In Number Zero, for example, Lynette Shultz writes on UNESCO Associated Schools (ASPnet) and Daniel Schugurensky writes on the Global Citizenship Education Network. Nazli Choucri writes on the complexities of cyber security, a regular topic in the magazine. Peter Mayo and Jason Dorio write on higher education. Benno Werlen, Susan Wiksten, and Greg Misiaszek write on critical issues of Global Citizenship and Global Understanding.

GCR is online at http://unesco.gseis.ucla.edu, and can be reached at pfi-gce@gseis.ucla.edu