Welcome entry ‘gate’ made by children at Laessogade School in Aarhus, Denmark for Diversity Festival (photo taken by M. Larsen, Editor)

drought, children go hungry: UNICEF and U.N. urges action to avert famine threatening 20 million people [in Yemen, Somalia, South Sudan and north-eastern Nigeria]. The list of threats so many in the world today face, including natural disasters, terrorism, famine, war and civil strife, goes on and on.

Why start an editorial for the CIES Perspectives newsletter with a list of gloom and doom newspaper headlines? It does not take much to see both how education (or lack thereof) is related to these crises and the possibility of education to avert or, at the very least, minimize such global crises. Here is not the time or place to go into details about the role (and potential) of education in creating a more socially and ecologically just, equitable, and safe world. Plenty has been written about that.

I have also been thinking about the recent controversy surrounding the journal Third World Quarterly, in which a viewpoint essay entitled “The case for colonialism” by Bruce Gilley was recently published. As a result, a petition calling for the article’s retraction garnered over 10,700 signatures, and 15 members of the journal’s editorial board resigned, stating that the article arguing in favour of colonialism lacked rigor, as it failed to provide reliable findings, misrepresented (and ignored) the vast literature on the devastating impact of colonization, and failed to pass the peer review process. Despite the derogatory connotations of the term ‘third world,’ the journal’s history provides insight into the progressive and anti-colonial mandate of the journal. In Third World Quarterly Row, former-editorial board member Vijay Prashad reviews the history of the journal dating back to the late 1970s when Pakistani journalist Altaf Gauhar set up a series of reviews and journals to stimulate debate around the Third World’s anti-imperialist agenda. The journal, Gauhar wrote, aimed to encourage “an open-minded and sympathetic search for establishing an international order based on justice.”

Despite the many imperfections of academia and the constant challenges we face from current pressures to privilege ‘clicks’ and sensational headlines, it is well worth remembering the importance of scholarly work that is academically rigorous, backed up with solid, empirical evidence, and reviewed by expert scholars. Our scholarly work matters (or at least, it should) and remains, I would argue, an important tool in the struggle against militarism, climate change, racism and other forms of xenophobia, civil war and famine. And even more importantly, educational practices in general matter a great deal in those same struggles. That is why I have included the photo above to show the work being done in the school in Denmark my son is now attending, to educate children about the importance of valuing diversity and inclusion.

Now, not everyone will agree with what I’ve written above and that is absolutely fine. See the following Letter to the Editor from David Turner, for example, in which he discusses his anger with that Professor Turner has written, what is more important to me (as editor) is that CIES Perspectives remain a forum for open, respectful and scholarly discussion and debate amongst members. Defending free speech does not mean, however, that we need abandon standards set within our profession for our respective fields of research. Indeed, both the upcoming 2017 CIES fall symposium on ‘Interrogating and Innovating CIE Research’ and our 2018 Conference on ‘Re-Mapping Global Education, North-South Dialogue,’ which you can read about in this issue, aim to push us to think critically about the standards of our work, the geopolitics of knowledge production including whose voices are heard and valued in academia (and whose are not), and the continuing significance of the comparative and international education work that we engage in.

Finally, I am delighted to introduce you to our new editorial assistant, Bahia Simons-Lane, a graduate student at Florida International University, who has worked incredibly hard to put this issue together. Thank you, Bahia, for all of your work for the journal.
Letter to the Editor

DAVID A. TURNER, BEIJING NORMAL UNIVERSITY, BEIJING

I found myself reading the Dialogue and Debate Section of the Spring Newsletter with growing anger. By the time I had finished reading, I was not only fuming, I was going over a possible response. What could there have been in a scholarly debate between colleagues to make me so angry?

Well, there was the obligatory and irrelevant reference to Foucault. That is irritating, but not really a surprise to anybody who has been in the field of comparative education for any time. So it was hardly likely to provoke anger. Then there was the comment by Professor Cortina that, “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.” Now Estados Unidos de Mexico is a country entirely on the continent of North America, and Mexico City is its capital. I have been a member of CIES long enough to have attended a CIES Annual Meeting there. So I can only infer from Professor Cortina’s remark that there are those on the Board of Directors – among those who wish to represent me through political action – who have short memories and only the haziest grasp of geography. That might be slightly worrying, but it is not exactly news.

It was not those things that angered me. It was partly a failure to be precise about what was intended by political action. All action, we are told, is political, but that does not mean that all political actions are equal. There is a world of difference between conducting a study of people engaged in politics, as would be necessary to present a paper on politics at the CIES conference, and lobbying for a particular legislative outcome. A similar gulf exists between Gerald Read inviting colleagues to take political action on their own behalf, and Gerald Read volunteering to take political action on their behalf.

Any act of speech can be political, of course, and I recognise the politics of language. Professor Robson asks, “How on earth can education research not be political?” And she goes on, “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... 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.

How many generations? I wonder. Ninety years after Canada achieved de facto self-government, eighty years after Canada formally gained independence, and thirty five years after the Canadian Constitution was repatriated – How much longer can we go on blaming the British for educational outcomes, when they have not been responsible for education in Canada for decades? How about if all reference to “British settlers” be expunged and replaced with “Our Canadian forebearers?” After all, those British settlers and their descendants have long since become the mainstream of Canadian society, the Canadian establishment.

North American scholars show a remarkable tendency to position themselves as victims. Each year at the annual meeting we are treated to the sight of hyphenated Americans emphasizing how hyphenated they are – how they are part of the downtrodden of the Earth, the oppressed, the disenfranchised – while completely ignoring that they are American, which is to say part of the richest, most hegemonic, and, yes, oppressive nation the world has ever known. What could be more ridiculous, more hypocritical, than a privileged professor who lives and works at a prestigious US university, claiming to speak for the disenfranchised of the global South?

The assumption that North America speaks for the world was clear in the arguments presented. Professor Larsen set the context for the discussion in terms of the election of a President of the US, and Professor Post gave concrete examples, also US-based. I think that we need to consider what political action means in the context of an organisation. A small group of people – the executive, the party caucus, the elite – claim additional legitimacy for their views, on the grounds that they represent a larger membership. In the case of CIES, that would mean that a group around the Board of Directors, who by accident of geography and opportunity are mostly US citizens, would claim additional importance because they represent a larger organization, many of whose members are not US citizens. US citizens have plenty of ways to take political action if they choose, through their trade unions, political parties, the ballot box, and community groups. They do not need, and do not deserve, the endorsement that they might claim as spokespersons of international scholarly organisation.

I do not have a vote in the process that selects the “leader of the free world.” I do not choose to give him or her legitimacy by letting it be thought that his or her political decisions are my primary concern. President Trump seems to be of the opinion that the World Trade Organization is a mechanism for depressing the US economy. Scholarly opinion in the rest of the world seems to see it as a mechanism for US hegemony by spreading neo-liberalism. As a researcher and curious observer, I reserve the right to suspend judgement, and to wait and see who benefits as the US gradually withdraws from its various international treaty obligations. I do not feel the need to intervene.

I accept that doing nothing is political, too, and that is my choice. I have opinions about sanctions against North Korea, tension in the South China Sea, bombing Syria, and US bases in Okinawa, Qatar and Cuba, but I choose to keep them to myself. If I choose to make them known, I will choose when and how I do it. I do not need somebody to express my opinions for me, especially if they do not know what those opinions are. When Professor Post was busy lobbying the
US Government to pay its dues to UNESCO. I was busy lobbying the UK Government to pay its dues. To me, it is as unjust that I should have two bites at the cherry because I am a member of CIES, as that Professor Post should have two bites at the cherry because I am a member of CIES.

Actions have consequences. If CIES is to take a political stance, it will change the organisation. Of course, CIES has taken a stance in the past. Eating halal food in Atlanta to show solidarity with the Moslem world was a laughable piece of gesture politics, but harmless. Making a stand on the Human Rights of Dominican children of Haitian ancestry was clear-cut, and few members of CIES would fail to associate themselves with such a cause. But these are exceptional cases. If political action becomes routine, there are bound to be more contentious cases in the future. CIES will need to establish new ways of polling the opinions of members. Or if they do not find new mechanisms, members will use the old mechanisms for a new purpose. Elections of presidents and vice-presidents will no longer be about finding excellent scholars who are able to provide scholarly leadership, and will become about who voices most accurately the political views that are held by the majority of members. Members of CIES who are in favour of unplanned and largely unwanted change in the Society should support the establishment of a Standing Committee on Political Engagement.

I am sure that it will be objected that I can avoid being represented by withdrawing from the Society. But since membership is mandatory for attendance at the annual conference, I will actually face a different choice: Is the indignity of being misrepresented in and through political action a price worth paying for the professional and scholarly benefits that I derive from attending the Annual Conference and/or Regional Meetings.

My anger, then, was that the Spring Newsletter provided evidence of a growing consensus around the logic that Tyrrell Burgess used to describe as the ‘silly syllogism’ of political action: We must do something; This is something; Therefore, we must do this.

It is with these reflections in mind that I propose three amendments to the motion:

1) The Standing Committee on Political Engagement will (i) establish mechanisms to evaluate the feelings and intentions of the whole membership of the Society on particular lines of political action before such action is taken, and (ii) find modes of political action that give full expression to the variety of views held by the members of the Society.

2) Members of the Society have the right to opt out from being represented in and through political action. Members exercising this right will pay a reduced membership fee to reflect the fact that they do not require the service of political representation.

3) Membership of the Society will not be a requirement for attending the Annual Conference or Regional Meetings of the Society. There will be no financial penalty, for example by having a differential conference fee for non-members, to penalise those who choose not to be members of the Society.

Now, is there a second?
Letter from the President

NOAH W. SOBE, PRESIDENT, CIES (2017-18)

As our concern goes out to CIES members and communities in North America and the Caribbean that have been affected by recent natural disasters, many of us also pause to reflect on the escalation of racial tensions and xenophobia in the United States and beyond. International tensions and uncertainties add additional stress – but also importance – to the work we collectively do as researchers, students, policymakers and practitioners in the area of comparative and international education. Against ethnocentrism, intolerance and exploitation CIES affirms its founding and enduring commitments to global engagement, educational and cultural exchanges, free inquiry, and mutual understanding.

In the coming month CIES members will be finalizing their research proposals for our 2018 conference in Mexico City. Many of us will also be attending the CIES Fall Symposium at George Mason University on Interrogating and Innovating CIE Research. Our SIGs continue their extraordinary work of organizing webinars, preparing publications and strengthening our professional networks. Alongside our journal, the Comparative Education Review, which continues its inspired work of advancing research knowledge across the many domains of our field, we expect to be launching a CIES monograph book series shortly. And, our awards and nominations committees will be busy recognizing the achievements and talents of our members. We are a society at work! – work, that to me seems more and more important.

At the end of October the CIES Board of Directors will be meeting for a strategic planning retreat where we will be taking a careful look at the Society’s accomplishments and opportunities. I would eagerly invite any members with thoughts on areas of strength and areas of growth to reach out to me (nsobe@luc.edu) or to any board members with their ideas and input.
¡Saludos! from the CIES Office of the Executive Director (OED):

Just as the school year has begun for all of us in the education world, making our campuses abuzz with activity, so have our operations at the CIES OED gone full speed ahead—as we get ready for the second CIES Symposium at the end of October 2017 and for the 62nd Annual Meeting in March 2018. Despite the challenges of preparing for and recovering from a few natural disasters, the OED team is now back in the office and working in overdrive. In all seriousness, we continue to extend the sentiments from our official statements released after the earthquake in Central Mexico as well as Hurricanes Harvey, Irma, and Maria—and offer our deepest sympathies to those affected by these events and still working to recover.

On the upside, we remain on schedule in terms of conference planning for CIES 2018 Mexico City. The registration system has opened, and the October 11 deadline for proposal submission is approaching soon. What’s more, we just completed our final site visit at the upcoming conference venue, the Hilton Reforma Hotel. A highlight of our visit included a highly productive meeting with representatives from Mexican educational institutions, spearheaded by CIES President-Elect Regina Cortina and her CIES 2018 Program Committee. We look forward to all the collaboration opportunities that next year’s conference is sure to bring. Visit the official conference website, cies2018.org, for the latest information.

We would also like to ask all of you to do your part in helping us make CIES 2018 Mexico City a success: Submit your proposal in response to the conference theme, Re-mapping Global Education: South-North Dialogue; publicize CIES 2018 Mexico City at your institutions and within your networks; register early to reserve your space; and, drive forward the conversation by interacting with the CIES community on social media—but don’t forget to tag your posts with our CIES 2018 hashtags!

In the next issue, we will have more updates about our conference preparations and introduce you to the new personnel who have joined us here at OED headquarters at Florida International University (You can flip to the front of this issue to meet our new Perspectives Editorial Assistant, Bahia Simons-Lane). We just need to squeeze in some time to pose for a new group photo...

Wishing all of you an energizing and productive fall semester.
The current Editorial Team’s tenure is coming to a close, and there is a call for proposals for a new five years of service. Retrospectively, as editors, the obvious questions we have in mind, are “What could we have done better?” and “What will we do better if we’re selected for a new tenure?” Each editorial team member has their own answer – and the team is selected for their complementarity in methodology, topical interest and theoretical perspective. As editor, some of my own thoughts are outlined below.

Surely, we have had procedural challenges, e.g., problems in finding peer reviewers for some manuscripts for which the processes of review and decision-making have taken too long. We are always working on improving the pace of processing manuscripts. Further, the communication between coeditors, the training of new coeditors and managing editors could be improved, as could communication with the CER advisory board. My hope is to secure CIES and University funding to facilitate these projects.

Then there are the topical blindspots, and we would like to see more research from under-represented territories. We would like to be at the cutting edge of knowledge production related to new societal phenomena: for example, we would like to publish research on how compensated dating affects education. We would like to understand how shadow education – or private tutoring – increases inequality. We would like to see how the aid industry and short-term development projects affect long-term educational planning.

Likewise, we notice many practical challenges with the submissions: we reject many manuscripts because of methodological errors, and have written an editorial on the topic, to be published in the November 2017 issue. At the same time, we are committed to increasing the representation of diverse methodologies in our journal.

Sexual Diversity, Marginalization, and the Comparative Education Review

BJORN H. NORDTVEIT, EDITOR

One particular topic that we rarely cover and that would like to see, is the issue of sexual diversity. Manuscripts often discuss girls’ education, the marginalization of girls, child marriage, and gender and development. These are relevant and important issues. However, not one submitted, let alone published manuscript has, to my knowledge, discussed sexual minorities and educational access and/or marginalization. I have seen no studies on educational marginalization where homosexuality is illegal or socially unacceptable, or its relationship to fundamentalist expressions of diverse cultural and religious hegemonies. Other examples of sexual (and thereby educational) marginalization include those belonging to the “third gender,” for example the hijra in South Asia, who have a longstanding story of being excluded from education. I have personally experienced the sadness of individual stories when I worked in ethnic minority communities in Laos. For example, I was told that “Miss X” did not come to class the day I visited one school, because she was ashamed of not being a “real” girl; in Hong Kong, a friend of a friend committed suicide: she was a teacher who had been ostracized for not being a “real woman.”

Photo by Ludovic Bertron

CONTINUED ON NEXT PAGE
It is perhaps not always necessary to dwell on negative reiterations: there are so many positive achievements, and a need to be re-mapping and revitalizing the field of comparative and international education to help address and create opportunities for sexual minorities and educational access. Success stories include the 1996 volleyball championship in Thailand, in which a team composed mainly of gay and transgender athletes won the national championship (see for example the Thai movie The Iron Ladies – สตรีเหล็ก). Every year in China, Shanghai Pride is a weeklong celebration of sexual diversity, and the first transgender school in India opened in Kerala in 2017.

Diverse sexualities are not new emerging phenomenon. Instead it is a topic of inquiry that has been systematically silenced to conform to heteronormative ideas of gender binaries. In 676–651 BCE, a Chinese historian recorded the story of Mi Zixia (彌子瑕) sharing a tasty peach with his lover the Duke Ling of Wei (衛靈公). The educational morale of the story could be dwelled upon: couldn’t these classical stories bring an educational message of sexual inclusiveness and acceptance? Wouldn’t the visibility of these counter-narratives help in debunking the heteromaniacs’ agenda that often plagues academia?

Not only are the bipolar gendered vision present in the CER’s procedures and in the topics of the manuscripts submitted and published, but it is also a methodological phenomenon. We publish many manuscripts using feminist methodologies, which undoubtedly represented a huge progress from former mainstream research methodologies. However, in their own way, these feminist theories and methodologies are presenting a dual worldview, that of the male vs the female, and thereby they are at risk of excluding many sexual – and oft-marginalized – groups. So, as an editor of the CER, I would hope to see more manuscripts using queer methodologies and theories, studying sexual marginalized groups and their educational experiences.

I would like to extend this greater inclusiveness to editorial processes. Every year I report on how many female and male authors have submitted manuscripts, and/or been published in our journal. We have two gender options: male and female. It is as if other possibilities simply do not exist, or is silenced by the absence of any other category. Surely, there is a way of being more inclusive in our reporting and data gathering?

Finally, in reviewing the Special Interest Groups (SIGs) of CIES, it seems as if there is no one related to sexual diversity: the issue of sexual diversity appears to remain invisible. It is my intention and hope, as the current editor of the CER – and as a member of CIES – to promote studies on the topic of sexual diversity, marginalization, and international and comparative education. And in the short time left of my tenure as an editor during this term, I seek to address some of the procedural issues mentioned above, and also encourage submissions on this theme to the CER. Should we who are interested in this topic join forces during our annual meeting in 2018 – this time in Mexico – and seek to establish a Special Interest Group – to promote and enhance the inclusiveness for which CIES is already known?
Rejoinder: Will We Achieve EFA and the Education SDG?

STEVEN J. KLEES, UNIVERSITY OF MARYLAND

In the May issue of Comparative Education Review, I wrote an essay reviewing UNESCO’s 2016 Global Education Monitoring Report (GEMR) and the report by International Commission on Financing Global Education Opportunity, aka the Education Commission (henceforth ECR). In the August issue of CER, there were two responses: one by Aaron Benavot, Director of the GEMR, and the other by Liesbet Steer and Justin W. van Fleet, Co-Directors of the Education Commission. This rejoinder to their responses is best read subsequent to these works, but I will try to give enough background to make this understandable on its own.

Reply to Benavot

This will be shorter than my other reply since I agreed with many of Benavot’s points. He faulted me for emphasizing my critique over the GEMR’s positive contributions. This is true for both reports due to space limitations. I initially had a much longer essay that elaborated their contributions but this had to be cut.

I was dismayed that the GEMR said that one of the important SDG targets, universal secondary education, was “unattainable.” Benavot’s response that the GEMR was simply saying “business as usual will not do” is not accurate. The Report argued that universal secondary education was unattainable under their most optimistic projection scenario. My point was and is that this is based on an assumption, not fact, and that we should not start the SDG era by presuming that a key target is not possible.

Benavot objected to my saying that the education SDG is competing with the 16 other SDGs. He rightly pointed out that education is extremely important to attaining most or all of the other SDGs. Nonetheless, in terms of financing, there is sharp competition between the 17 goals. Benavot also correctly argued I neglected the GEMR discussion of financing. The main goal of the ECR was solving the finance issue, so I focused on that. UNESCO’s global education monitoring reports have been a leader in making the cost projections on which the ECR’s financing recommendations are based. Nonetheless, the GEMR has only 2 pages (137-139) on international aid, which was my main focus.

In my essay, I argued that the chances of achieving any of the SDGs under neoliberal capitalism are slim. The GEMR made repeated calls for: “massive social and economic transformation” (381); “revolutionary changes in lifestyle” (24); a “rethinking” of the “conventional development paradigm” (52); and an overall “paradigm shift” that is “on a par…with the industrial revolution” (42). I thought these calls signaled some agreement with my argument for the need for structural change but was disappointed that the GEMR never elaborated what they really meant. In his response, Benavot argues that they reported on lots of small scale changes in places like Medellin, Colombia or Curitiba, Brazil. These examples, while interesting and useful, seem to fall far short of the language in the GEMR and of what I meant by “social transformation.”

Reply to Steer and van Fleet

The ECR reneges on the education SDG by postponing the attainment of many targets from 2030 to 2040. In
their reply, Steer and van Fleet argue this is “evidence-based,” relying on “careful analysis by world-class researchers.” To the contrary, this is not based on evidence at all, but on a single assumption on what is the feasible rate of education expansion. I believe that it was incumbent on the Commission to say how the 2030 goals – agreed upon by the entire U.N. – could be achieved, not to assume they could not.

Steer and van Fleet say that I claim “the report overemphasizes results at the expense of inputs, while at the same time questions all the 20 illustrative good practices, almost all of which are inputs.” This misses the point. Of course, the so-called “good practices,” like ability grouping and computer-assisted instruction, involve inputs. My point is that these practices were selected as “good” based on research that focuses on their impact on narrow measures of results – and, moreover, research that cannot validly measure their impact even on the narrow results used. As I said, “what works” is hotly debated, and there are no valid global guidelines. The ECR joins the bandwagon that only results matter (usually defined narrowly as literacy and numeracy), and gives short shrift to whether needed inputs are being delivered – like trained teachers, learning materials, reasonable class sizes, etc.

Steer and van Fleet are correct in saying that I have a “strongly negative view” of their proposal for an International Finance Facility for Education (IFFEd), which is receiving a lot of current attention. IFFEd would be spearheaded by the World Bank, who, along with the regional development banks, would borrow in the capital markets to substantially increase their investment in education from $3.5bn today to $10bn/year by 2020 and to $20bn by 2030.

The principal problem with IFFEd is that the World Bank has no business spearheading education reform. It has been misdirecting education reform in developing countries for the past three decades as research by myself and many others has made clear (Klees, Samoff, and Stromquist, 2012). Its ideologically-based, market fundamentalist views have pushed the privatization of education and a very narrow view of educational outcomes and accountability based on excessive testing.

In this sense, in education (and other sectors), the World Bank resembles right-wing think tanks like the Cato Institute or the Heritage Foundation. However, it differs in two important ways. First, everyone realizes Cato and Heritage are partisan. The World Bank, on the other hand, makes a pretense of objectivity and inclusiveness. Second, Cato and Heritage are private institutions with limited influence. The World Bank is a public institution, financed by taxes, which gives grants, loans, and advice around the world, yielding vast global influence. Future generations will look back aghast at how we have given banks such vast power to determine educational and other priorities. The World Bank is already the 500-pound gorilla of the aid establishment. IFFEd is the World Bank on steroids. What we really need is a new Bretton Woods conference to revamp the World Bank and the IMF to make them more democratic and less ideological.

Moreover, IFFEd contributes to making coordinated aid to education an administrative nightmare. We already have one multilateral organization devoted to aid to education, the Global Partnership for Education (GPE). This was joined last year by another, the Education Cannot Wait (ECW) fund. GPE is supposed to focus on low-income countries, ECW on countries with humanitarian emergencies or in crisis, and IFFEd on lower middle income countries.

Having three multilateral aid agencies for education makes no administrative sense and, right now, all three are destructively competing with each other for funding. Jeffrey Sachs (2015) has long been calling for one Global Fund for Education to strive to attain the education SDG. This is desperately needed, and can be accomplished under the auspices of GPE. GPE has its problems: chiefly, it is still too tied to the World Bank – 80% of its grants are still administered by the World Bank. But this can be changed. Moreover, GPE has a much more democratic structure than the World Bank, with equal representatives from donor and recipient countries and strong participation by civil society organizations. IFFEd decision-making will be dominated by donors, even more so than is the case with the World Bank.
CONTINUED FROM PAGE 10

Steer and van Fleet say that I condemn IFFEd “mainly on ideological grounds.” They ask, more generally, whether my advice is based on “evidence or opinion” and whether it is “objective or biased.” Ideology is a complicated topic, but I freely admit that I take a strong position on all these issues. I believe that my position is based on evidence and analysis of that evidence. What I object to is that Bank staff, the Commissioners, Steer and van Fleet, most economists today, and many others do not believe that they have an a priori ideological commitment but are simply being “rational,” following “evidence-based,” “objective” analysis to make “logical” recommendations. All of these terms are problematic, all reside mostly in the eye of the beholder, and it is too rarely recognized how they are all embedded in today’s neoliberal ideology. Most economists today, certainly in the U.S., do not even recognize the existence of the neoliberal ideology within which these recommendations are made. As long as neoliberalism is not even seen, alternatives to it will be given short shrift.

I propose alternatives to IFFEd in my essay, based on a report I actually did for the Education Commission (Cobham and Klees, 2016). One alternative is for the wealthy countries to fulfill their commitment to spend 0.7% of their GDP on ODA. The ECR lets them off the hook, recommending a very slow increase from 0.3% today to 0.5% between now and 2030. Steer and van Fleet say that the 0.7% target is “currently infeasible,” but if we are serious about the SDGs, it should not be. The other recommendation is to enable the U.N. to take a global approach to taxation – going after the avoidance and evasion of corporate taxes (Stiglitz, 2015) and instituting a tax on wealthy individuals (Piketty, 2014). Steer and van Fleet call a wealth tax a “non-starter,” but if the weight of the Commissioners had been put behind some of these alternatives instead of IFFEd, we could be on our way to financing all the SDGs.

REFERENCES


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

Last year, I had the privilege of directing a ten-country action research project that paired novice researchers in the US, with master teachers around the world. The book on the research, *Experiments in Agency: A Global Partnership to Transform Teacher Research* came out in March 2017 and highlights how local knowledge, research capacity building, and global partnerships can be effective collaborations to oftentimes transform teacher practice and student learning. The project paired PhD. students at George Mason University, with teachers who had participated in the Teaching Excellence and Achievement (TEA) program funded by the US State Department and IREX. From Yemen to China, and Kazakhstan to Bangladesh, this book provides case studies in Action Research, alongside chapters that focus on the ethics of educational research and global partnerships as well as the transformative power of action research.

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

I have been the CIES treasurer for two and a half years and have enjoyed it tremendously. I have had a professional career prior to academia that dealt with finances and budgets so this was right up my alley. Over the past two years, I have helped ensure the fidelity of our finances, overseen the budget preparation and annual audit, as well as provide some oversight on our investments. CIES has had a few transitions with management companies over the past few years, and that has been a challenge, but we have settled on the new Office of the Executive Director making things a lot easier. One of the joys has be a voice to ensure that we are using our membership funds carefully, because we have a responsibility to make sure that the finances of the society are safe and are well-spent.

3) Can you tell us one fun fact about yourself?

My first paid job was with *The Times of India*, a national newspaper in India. I was a “workshop consultant” and got to travel from school to school, using the newspaper as a “living textbook.” The topics I focused on with students was the United Nations and Human Rights. In one academic year, I probably went to over 35-40 schools in the city, and taught classes from grades 4-10. I was 19 and the experience has stayed with me ever since.

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

On my desk right now, I have a blend of methods texts, gender-related research and a few novels that never got read over the summer. I am currently re-reading Edward Said’s *Representations of the Intellectual*, which seems prescient in this day and age. I am also reading *The Dry Grass of August* which I found in a public space at the Outer Banks, NC this summer that was a traveling book through the [Book Crossing program](https://cehd.gmu.edu/people/faculty/sbaily1/) - which I had never heard about before.

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

In 2017, I realized I had been coming on and off to CIES for fifteen years, and for ten consecutive years. Everyone is a new scholar at some point! I would encourage new scholars to build a network among their peers so they have people to bounce ideas off of, engage intellectually between conferences, and to remember that they will, one day, not be the new scholars, but when they are not - they will have a network of peers to count on to build really amazing collaborations.
1) Tell us about some of your recent research and teaching in comparative and international education.

I just spent the last 3 months in South Africa working on a book project that examines the unique challenges and contexts of teaching and learning rural classrooms across three countries in Africa (Uganda, South Africa, and Kenya). The South African research is really the culmination of longitudinal project with teachers in several schools and with local NGOs serving rural communities within the Eastern Cape and Limpopo Provinces. It builds on nearly twenty years of relationships that were formed while conducting ethnographic research studying teacher’s lives and work as they grappled with sweeping social and political changes that occurred in South Africa in the post-apartheid period. Previous research demonstrated that early education reforms were driven primarily by technical and procedural changes to schooling and emphasized “equality of inputs” (such as the distribution of common learning materials and a national cascade model for teacher training); instead of addressing the local infrastructure or the specific needs and capacities of rural and underserved school communities, particularly the needs of rural teachers. Through this most recent part of the research I differentially conceptualize rural teachers’ experiences under twenty years of educational reform, and document the unique challenges (and successes!) teachers have faced in transforming their practices to meet the global and local demands.

In terms of my teaching in Comparative and International Education, I find the recent current events around our political and cultural divides have increasingly moved to the center of my classroom. As an educator (and particularly someone concerned with rights and social justice) being silent about the events in Charlottesville, rescinding DACA, dismantling LGBTQ rights, the growing Islamophobia, Fascism, Racism and anti-Immigrant, anti-Semitic attitudes is not an option. I work very hard at creating respectful and safe learning spaces, where students can discuss, debate and disagree, but where they are also confronted with some blunt realities and ideas that challenge discrimination particularly racism, sexism and xenophobia. Rather than comparing us versus them, I’m concerned with how education can be used for social transformation, addressing inequities (including global), and teaching about sustainable ways of living and growing together.

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

I decided to run for and join the Board because I feel strongly that CIES is not just an annual meeting, it is a Society. As a Society with members from around the world and a focus on comparative and international education it should contribute to and broaden our understanding of the purpose of education; as a US-based Society it should also inform policy and practice in the US (which has generally been very domestic and insular with little reference to other countries). There haven’t been strong connections with US policymakers, Schools of Education (despite where many of us are located) or ways that we influence or inform conversations here. As a Society we should hold events, encourage debates, make statements against injustices (e.g. attacks on scholars in countries, threats and intimidation of researchers studying controversial issues), weigh in on issues and concerns that impact our members. Since I’ve been on the Board, I chaired the committee to put into place an Executive Director, comprised of professionals in our field who know the issues, topics, currents and directions of our field (instead of a private company that merely runs conferences...
for companies and organizations). In chairing this committee and looking at how we were growing I felt strongly that having an academic institution at the helm in assisting the Board and more specifically the President and President-elect in, not only running a conference, but having consistency and knowledgeable staff in our operations across years was important as we grow as a Society and community. We had great applications from academic institutions and felt really pleased with the outcome. I also served on the committee to initiate the first ever topical CIES Symposium which met in Arizona in November and was instrumental in identifying the topic of looking at learning metrics. I have been involved in several international meetings where measuring learning outcomes and identifying metrics has been fetishized by policymakers and the donor community as the way to measure quality. I felt opportunities for CIES scholars to come together with the specific purpose of examining how prioritizing measuring learning outcomes over other issues such as adequately resourcing schools or supporting teaching needs to better analyzed and called into question. I thought the November symposium with Guatavo Fischman and Iveta Silova at the University of Arizona was an excellent bringing together of different scholars to discuss these issues and a great way to engage several CIES members in a focused topical way with current issues. I’ve also served on numerous other committees as a member of the Board (and in many years prior) and have always been very much aware of the many contributions of so many wonderful colleagues to our society and the excellent work they do. It’s been a tremendous pleasure to serve alongside so many thoughtful, committed and passionate friends and colleagues.

3) Can you tell us one fun fact about yourself?
I love to sing. I was dragged into a karaoke bar in Tokyo by one of our Japanese CIES colleagues about 20 years ago, and I’ve been hooked on karaoke ever since. I studied opera, musical theater and did lots of community theater when I was growing up. I think the arts and particularly music are essential parts of my life—as a form of artistic expression, to fill the soul, and even as a space of political engagement and protest.

4) What book(s) are you reading now?
Since I’ve been “on break” I’m taking time and reading lots of good novels and books—currently doing a tour of John Berger’s books - Hold Everything Dear, To the Wedding, Art and Revolution, Ways of Seeing, Confabulations, etc. He just died and it’s an incredible loss— he is a tremendous artist, literary critic, poet, and political commentator. His loss is terrible to contemplate, especially right now when there is so much cynicism and political despair. He made a brilliant film “The Spectre of Hope” with Sebastiao Salgado (former World Bank economist) on global migrations using art and imagery—I often use it in my globalization class. It’s beautifully eerie and moving and hopeful, and puts a human face on globalization. One of my students just gave me his recent book on landscapes, which reminds us of the beauty in nature around us, so looking forward to that too. I’ve also been deep into Rebbecca Solnit’s Hope in the Dark and Encyclopedia of Trouble and Spaciousness. She’s a treasure: part reporter, part political commentator and also grounded activist—it helps put the world into perspective for me.

5) Do you have any words of advice for new scholars in the field?
Find your creative and intellectual space, and hold on to it. Follow your heart and find people who believe in the world you want to see and go out and create it together. Our field and world are constantly changing, so don’t hang on worrying so much about what the rules are (they will change anyway), make your own way and do what is important to you. Along the way you might have to ask for forgiveness rather than permission.
Standing Committee Reports

Gender and Education Standing Committee

PAYAL SHAH, UNIVERSITY OF SOUTH CAROLINA, CIES GEC CHAIR

The CIES Gender and Education Committee (GEC) has been busy starting to plan for some exciting and intellectually stimulating events at CIES 2018 in Mexico City.

As part of our organizational efforts, we have updated our contact information and launched several new social media initiatives. Our email gender@cies.us is once again operational and we encourage anybody with questions, suggestions or an interest in getting involved in the GEC to contact us there. We are also establishing a new Facebook page and Twitter account that will soon be active in sharing out communications about the GEC, promoting gender and education research and issues more broadly, and acting as spaces for GEC members to come together and exchange knowledge and ideas during and in between CIES conferences and symposiums. Finally, we will be reviving our regular newsletters so as to effectively share information with the GEC community throughout the year.

The GEC has also been very busy co-organizing the Fall CIES Symposium on Interrogating and Innovating Research in CIE. The symposium will be held Oct 26-27 at George Mason University (see page 22 for details). 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. Registration is currently open for the conference.

In addition to this fall symposium, the GEC will also host its annual Symposium as part of CIES 2018 in Mexico City. The 2018 CIES Gender and Education Symposium will honor the legacy of Jackie Kirk, who was killed in Afghanistan 10 years ago this August 2018, during a girl’s education project trip. Jackie left behind an enormous legacy of work, with prolific writing in the fields of education in emergencies, the experiences of women teachers, menstrual hygiene management in education, the use and role of visual images and methodologies in relation to girlhood, and many others. Developed in partnership with Marni Sommer (Columbia), Claudia Mitchell (McGill), Cathryn Magno (University of Fribourg in Switzerland) and Karen Monkman (DePaul), the GEC Symposium will feature a panel representing many of the key areas of Jackie’s expertise. Panel members will speak to the legacy of Jackie’s work, and how research and practice in Jackie’s various areas of focus have evolved over the last ten years. The panel will be followed by breakout group discussions in which participants will be able to discuss both the evolution of her legacy, and the work that remains to be done. A special issue in the journal Studies in Social Justice will commemorate the 10th anniversary of losing Jackie Kirk, with the aim of reflecting on the contemporary value of Kirk’s ground-breaking contributions.

Finally, the GEC is pleased to be sponsoring a pre-conference workshop for CIES 2018 in Mexico City. We will be soliciting a call for proposals shortly. The GEC also plans to showcase two highlighted sessions for the 2018 conference.

We welcome all members of CIES to our events and look forward to your participation. For further details on any of the information mentioned above, and to join our list serve, please contact us at gender@cies.us.
Latin America (LASIG)
The 2017-2018 LASIG Board includes: Fernanda Pineda (Co-Chair), Maria Jesus Rojas (Co-Chair), and Kevin Spence (Secretary). In preparation for the upcoming CIES Annual Conference, LASIG is building three central committees that will be responsible for reviewing and selecting the SIG’s (1) recipient of the Outstanding Dissertation Award 2018 (2) and awards for outstanding proposals to be presented in Mexico. In the coming months LASIG will be collaborating in the process to award outstanding Cuban scholars with a travel grant to assist the conference provided by the José Martí Travel Fund. For further information join and like our Facebook page, visit our website, or write to us at lasig.cies@gmail.com.

Early Childhood Development SIG
The ECD SIG is pleased to announce that it will be subsidizing conference registration fees for five CIES 2018 attendees. To qualify for this award, applicants must be ECD practitioners or researchers presenting at CIES in Mexico City. Preference will be given to early career professionals (including graduate students) and applicants from low and middle income countries. Awardees will be expected to attend the SIG business meeting to take advantage of networking opportunities. The SIG is excited about this opportunity to make it possible for more ECD scholars to attend CIES.

Education, Conflict, and Emergencies SIG
The Education, Conflict, and Emergencies (ECE) SIG was founded in 2015 to support knowledge sharing, networking, and collaborations across scholars and practitioners in the field of education in conflict and emergencies. We are excited to welcome our 2017-2018 leadership team: S. Garnett Russell will continue as co-chair and will be joined by Diana Rodriguez-Gomez, as co-chair and Elisheva Cohen as secretariat. At CIES 2017, the ECE SIG sponsored 32 panels, including 2 highlighted panels, and hosted a mentoring workshop on academic publishing. At CIES 2018, we will also offer a travel award for one participant from an underrepresented country. For more information about the SIG, visit ecesig.wixsite.com/ece-sig.
Language Issues SIG

The Language Issues SIG is preparing for Mexico City by inviting proposals for presentations in Spanish and/or English that enable South-North and expand South-South dialogue while highlighting issues of bi-/multilingualism and social justice in education for speakers of non-dominant languages or varieties. We will inspire other SIGs to collaborate on joint panels and promote multilingual conference activities that do not stop after Mexico City. Interestingly, the Bilingual Education Research SIG at AERA is inviting papers for 2018 in Mandarin, Spanish and English, which suggests that our proposal is timely and consistent with international trends toward multilingualism and inclusion in academia.

Large Scale Cross National Studies in Education SIG

Dr. Andres Sandoval Hernandez was elected to a two year term as co-chair of the Large Scale Cross National Studies in Education SIG.

Peace Education SIG

On behalf of the CIES Peace Education SIG, our co-chair team (Maria Hantzopoulos, Tina Robiolle and Marios Antoniou) invite your participation in this year’s international conference and our Peace Education highlighted panels. Our SIG announces the offering of a Student Travel Award that aims to help defray the conference participation costs for our student members. For more information, join our Facebook group, PEACE EDUCATION - Special Interest Group, where you can find and share information related to news, job announcements, articles and publications related to our field.

Post-foundational Approaches to CIE SIG

The Post-foundational SIG is happy to announce a number of activities in Fall 2017.

1. We encouraged PfA-SIG members and followers to share topics of interest for CIES 2018 to facilitate collaborations via google.doc.

2. On September 29, 2017 we held our 1st PfA-Webinar Discussing Comics and Notions of the Human on September 29, 2017. We have posted the webinar on our website (http://postfoundational.weebly.com/pfa-2017-18-webinars.html).

3. On September 13, 2017 the PfA-Writing Group virtually “met” for the first time. We circulated work in progress for feedback and discussion. Please let us know if you wish to participate as an author and/or a reader.

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

We wish all CIE colleagues a wonderful fall and a great start into the new semester!

Religion and Education

R&E SIG consists of an international group of scholars who comparatively explore the links between education and religion across national, historical, and civilizational contexts.

Our key areas of focus include:
• Religion in Secular Schools;
• Religion in Religious Schools;
• Security and Religious Extremism; and,
• Religious Education Curriculum around the World.

The Religion & Education Special Interest Group (R&E SIG) invites proposals for the Comparative & International Education Society 2018 Annual Conference, Re-Mapping Global Education, North-South Dialogue. We invite paper and panel proposals reflecting our key areas. In particular, reflecting the particular issues that the 2018 conference is focusing on,
and the regional context (Mexico and Mexico City) within which the conference will be held, we invite proposals examining such topics as:

• The influence of religion on Southern theories and methodologies
• Religiously inspired and linked social justice movements addressing inequalities in knowledge production and exchange, including such things as liberation theology and its links to critical pedagogy
• The influence of religion in indigenous epistemologies
• The influence of religion in South-South collaboration, theories and practice
• The influence and effect of religion on re-thinking North-South dichotomies

Please select the Religion & Education Special Interest Group (R&E SIG) when completing your online submission.

Further questions regarding the Religion & Education Special Interest Group (R&E SIG) may be directed to Co-Chairs Dr. Bruce Collet (colleba@bgsu.edu) and Alice Chan (alice.chan@mail.mcgill.ca)

Teaching Comparative Education SIG

The Teaching Comparative Education SIG is surveying active and prospective SIG members for feedback on upcoming events at CIES 2018. Please see the survey at http://bit.ly/2vKCVtj.

In addition, we will host a SIG meet-up in Mexico City. It will include short highlights in the form of 3-Minute Teaches, featuring experienced and novice educators of comparative education who will share one insight into their pedagogy.

If you are interested in participating, please email Anne Campbell (accampbell@miis.edu) with a 1-2 sentence summary proposal. Additional information and registration is forthcoming, as are calls for formal academic papers related to the teaching of comparative education.

We look forward to seeing you in Mexico City.
Upon the request of the current Immediate Past President of CIES serving as its representative to the World Council of Comparative Education Societies (WCCES), Professor Mark Bray, I am pleased to share with the readers of CIES Perspectives the latest update about the Council.

The idea of new academic publications that was discussed a few months ago is in the process of being implemented:

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

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

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

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

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

The preparation for the XVII World Congress scheduled in Cancún, Mexico on May 20-24, 2019, is in progress.
New BOOKS
Published by CIES Members

Henry M. Levin, Patrick J. McEwan, Clive R. Belfield, A. Brooks Bowden, & Robert D. Shand

Sage Publications

This is a thoroughly revised edition of the only book-length treatment on how to formulate, measure, and apply cost-effectiveness analysis and benefit-cost analysis to the evaluation of educational alternatives. It links the use of these types of analyses in educational decision-making and policy and presents their methods as well as case studies and illustrations. The presentation encompasses the latest innovations including available software that has been developed to estimate costs.

Kathy Bickmore, Ruth Hayhoe, Caroline Manion, Karen Mundy, Robyn Read

Comparative and International Education: Issues for Teachers, 2nd Ed.
Canadian Scholars’ Press, 2017

The updated, expanded second edition draws on research from the Americas, Australia, Africa, Asia, Europe, and the Middle East. It overviews the history of comparative and international development education, exploring issues of social justice, human rights, gender equality, and indigenous knowledge. Order from Canadian Scholars’ Press at a newly reduced price, with an e-book option, or through local bookstores.

Maren Elfert

UNESCO’s utopia of lifelong learning: An intellectual history.
Routledge, 2018

This book examines the shifts that UNESCO’s concept of lifelong learning has undergone in reaction to historical pressures and dilemmas since 1945. Elfert sheds light on the tensions between UNESCO’s humanistic worldview and the pressures placed on the organization that have forced UNESCO to depart from its utopian vision of lifelong learning, while still claiming continuity.

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**DISSERTATIONS**
Completed by CIES Members

**Rashed Al-Haque**  
The Relationship between Federal Citizenship and Immigration Policies and the Internationalization of Higher Education in Canada  
University of Western Ontario, 2017

**Jonathan Friedman**  
Global Distinction: Social Status, Organizational Change and the Internationalization of American and British Universities  
New York University, 2017

**Christopher Kirchgasler**  
Building Bridges and Colonial Residues: Transnational School Reforms and the Making of Human Kinds  
University of Wisconsin-Madison, 2017

**John Martin Knipe**  
Translingualism and Second Language Acquisition: Language Ideologies of Gaelic Medium Education Teachers in a Linguistically Liminal Setting  
George Mason University, 2017

**Ky Phuoc Le**  
Factors affecting student persistence at public research universities in Oklahoma  
Oklahoma State University, 2016

**Rita Locatelli**  
Education as a public and common good: Revisiting the role of the State in a context of growing marketization  
University of Bergamo, Italy, 2017

**Yeukai A. Mlambo**  
Michigan State University, 2017

**Clara I. Tascon**  
Knowledge Production in International Research Collaboration: A Comparative Study of Canadian and Colombian Research Networks  
University of Western Ontario, 2017

**Carolyne Pierre Marie Verret**  
How do educational leaders in small, fragile, and developing countries translate their understandings of student learning and achievement into leadership practices? A case-study about leadership in Haitian urban schools  
University of Western Ontario, 2017
CIES Symposium 2017: INTERROGATING AND INNOVATING CIE RESEARCH

On October 26-27th 2017, come to Arlington, VA and join renowned scholars, researchers and practitioners for a 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.

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 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.

We have an exciting line up of speakers from both within and beyond the field of CIE, with plenary panelists including, Anjali Adukia, Lesley Bartlett, Emily Bent, Gerardo Blanco Ramírez, Peter Demerath, Barbara Dennis, Ameena Ghaffar-Kucher, Shenila Khooja-Moolji, Huma Kidwai, Patricia Parker, Leigh Patel, Oren Pizmony-Levy Drezner, Liliiana Saldaña, Riyad Shahjahan, Fran Vavrus, Dan Wagner. Through plenary panels, concurrent paper sessions, group panels, and more, our goal is to provide multiple 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.

This event promises to be a provocative and generative one, that we hope will help support greater inclusivity and safety in the knowledge production processes and application practices of the CIE community.

It’s not too late to register!
Please visit the symposium website for more details: [https://cehd.gmu.edu/2017symposium/registration](https://cehd.gmu.edu/2017symposium/registration)

Registration rates are reasonable and include access to all symposium events, two lunches, coffee/tea breaks, and the Donuts and Dialogue reception. We hope to see you there!
The Comparative & International Education Society 2018 Annual Conference, Re-Mapping Global Education; North-South Dialogue will take place from March 25-29 in Mexico City, Mexico. You can find information about the conference here: https://cies2018.org

CIES 2018: Featured Presidential Speakers and Sessions

REGINA CORTINA, CIES PRESIDENT-ELECT AND CIES 2018 PROGRAM CHAIR
PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

There are many exciting things in store for those who plan to attend the CIES 2018 Mexico City conference this upcoming March: we will be bringing our Annual Meeting back to Mexico for the third time in the Society’s history, we are pleased to invite presenters to present bilingually in Spanish and English, and – something the CIES 2018 Program Committee and I are especially thrilled about – we will be welcoming a distinguished group of keynote speakers and invited panelists who will surely spark critical thinking and debate around the conference theme of “Re-Mapping Global Education: South-North Dialogue.”

One of the main goals we have had in mind while conceiving of and planning for CIES 2018 is to be able to create a meeting space for the field of comparative and international education in which we can begin to upend some of the taken for granted hierarchies embedded into our scholarly and professional structures, such as the dominance of English in our educational institutions and journals and the imbalances of knowledge production and power that that dominance generates. While we hope that everyone will bring their own perspectives and meanings to our conference theme of “Re-Mapping,” for our Program Committee a necessary element of re-thinking our literal and more metaphorical maps of global education is to bring the voices and knowledges of the global South to the foreground of our focus. For this reason the “South” leads the “North” not just in the title of CIES 2018 but also in the theorizing and program planning behind it.

Photo: Zócalo, Mexico City. Looking south to both of the Federal District buildings. Far right is the former Portal de Mercaderes. Photo by Uwebart.

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To highlight voices from the global South, particularly of Latin America - the home of CIES 2018 - March’s conference will feature presidential panel sessions on Monday through Thursday of the conference at 10 am. Among the keynote speakers of these panels will be Abadio Green Stocel, Marcelo Suárez-Orozco, and Sylvia Schmelkes, who will address such issues as theories and epistemologies of the South, Indigenous knowledges, (im)migration and its cross-border educational implications, interculturality and intercultural possibilities for education, and the priorities of comparative education from Latin American perspectives. These speakers will be scheduled during plenary sessions so that all conference participants may prioritize attendance at these talks, after which there will be a featured presidential panel session after each one of the invited speakers who will help to generate dialogue and debate around their ideas.

Included among these presidential panel sessions will be a conversation around “Postcolonial Dialogues: The Role of History in Comparative and International Education,” led by Dr. Keita Takayama of the University of New England; on “Incorporating Indigenous Knowledges into the Latin American University: A discussion” with Dr. Luis Enrique López of German Technical Assistance (GIZ); on the “Implications of (Un)Recognized Status on Students” led by Carola Suárez-Orozco of UCLA; on “Where is Latin America Headed? A Long-Term Perspective” led by Martin Carnoy of Stanford University; and on “The Blossoming of Educational Reforms in Latin America” with Carlos Ornelas of the Universidad Autónoma Metropolitana of Mexico.

As you submit your proposals for the conference responding to our general call and the special SIG and Standing Committee calls for papers, please reflect on what “Re-Mapping Global Education” might mean for the communities in which you work and study and also the ways that we might bring the voices of the global South into the spotlight of our academic and practice-related conversations. We look forward to welcoming you to Mexico City in March!
Reports

Global Partnership for Education (GPE) Research

GPE works to raise funds and strengthen basic education in developing countries. It includes developing countries, donors, international organizations, civil society, teacher organizations, the private sector and private foundations. It has adopted a strategic plan for the next five years to promote inclusive, equitable education for all by 2030.

GPE recently published their first results report on their website, which outlines the partnership's progress towards this plan. The Results Report 2015/16 highlights progress made during 2016, the first year of GPE's results framework as outlined in GPE 2020, the partnership's strategic plan. Overall, GPE achieved 16 out of 19 milestones set for 2016. More children in GPE partner countries are in school and completing school, particularly girls and children living in fragile and conflict-affected context - and there are more trained teachers. GPE partner countries have also shown strong initial results in domestic resource mobilization for education and GPE also continues to be the largest international funder of comprehensive, evidence based sector analysis and planning in education – all of which lays the foundation for strong policies and effective education systems. The report also shows that more progress is necessary in getting children enrolled in pre-primary education, ensuring that girls are not disproportionately affected being out of school and better alignment of GPE grants with national systems.

The full report can be found here: [http://www.globalpartnership.org/content/2016-results-report](http://www.globalpartnership.org/content/2016-results-report)

Blogs and New Media

Ishkay Yachay

[http://ishkayachay.blogspot.com](http://ishkayachay.blogspot.com)

Ishkay Yachay is a blog created under a Fulbright grant in Ecuador. It covers indigenous identity, bilingual education, and cultural exchange in Latin America. It seeks to create a platform of exchange and dialogue around educational and societal issues while highlighting the wonders of Latin America.

Scholarship Program Research Network

[https://www.acu.ac.uk/about-us/blog/scholarship-program-research-network](https://www.acu.ac.uk/about-us/blog/scholarship-program-research-network)

This blog post describes the Scholarship Program Research Network (SPRN), an informal virtual community that brings together individuals who study and evaluate scholarship programmes (both international and domestic). The purpose of the SPRN is to connect individuals and organisations across sectoral and geographic divides, share resources, and facilitate opportunities for future exchange and collaboration. We have started a group on LinkedIn ([http://bit.ly/scholarships-linkedin](http://bit.ly/scholarships-linkedin)) and have opened a shared bibliography ([http://bit.ly/sprn-bibliography](http://bit.ly/sprn-bibliography) and [http://bit.ly/sprn-zotero](http://bit.ly/sprn-zotero)). We invite members of CIES interested in research and evaluate scholarship programs to join the SRPN.
MAKE SURE TO CHECK OUT THE CIES YOUTUBE CHANNEL
where you will find close to two dozen videos, including the Presidential Highlighted Sessions and George C. Kneller lecture from the CIES 2017 “Problematizing (In)Equality” conference in Atlanta.

www.youtube.com/c/CIESus