

CIES Perspectives



October-November 2011 - Issue 157

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"School is the Answer": Reflections on Beginning Fieldwork in Cambodia

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On a hot day in August 2011, in a geographic space where the air feels thick and heavy with rain at this time of year, I stumbled out of a car onto the crowded and hectic city streets of Siem Reap in Northern Cambodia. My colleague and I had just been transported to the city from the dusty border town of Poipet, a port of entry for people traveling over land to Cambodia from Thailand. We were scheduled to begin a pilot ethnographic research project on educational interventions and the politics of post-conflict reconstruction and to lay the groundwork for expanding a study abroad program for our students at The New School University. As I gathered my belongings, somewhat weary from the long journey and the chaos of the border crossing, I attempted to ground myself in my new surroundings. I put my backpack down on the red dirt road and glanced around at the mangy dogs moving in packs looking for scraps of food, construction sites loaded with tools and rubble, bamboo structures lining broken dirt alleyways and haphazard power lines crossing in the heavens. I watched as bicycles, scooters, pedestrians, tuk

tuks, and cars competed for limited space on the heavily potholed road, children meandered in school uniforms, and monks colorfully robed, clutched books and walked barefoot through it all with a projection of ease. I listened to the sounds of horns beeping and cars accelerating and braking, greetings in Khmer, and vendors soliciting business from those of us who obviously looked like outsiders. I inhaled the distinct smell of open fires cooking, pungent waste waiting to be collected, and the sweet scent of frangipani flowers falling from the trees. And then, as if I needed some sort of cosmic reminder about the purpose of my trip, I turned around to come face to face with the rear of a tuk tuk displaying the words, "School is the Answer."

In many ways, my collision with the backside of a tuk tuk professing the power of formal schooling to rebuild this nation whilst in the middle of my sensory experience of the street was indicative of the path my research would take over the next several weeks. As my colleague and I began to try to piece together a local lexicon and conceptual map for what education and formal schooling means in a country contending with four decades of violence that included a secret bombing campaign by the United States (1969-1975), the ascendancy of the Khmer Rouge and a xenophobic genocide that eliminated a quarter of the Cambodian population (1975-1979), occupation by the Vietnamese (1979-1989), a multibillion dollar United Nations electoral intervention (1990s), precarious peace under Hun Sen's dominance, and contemporary challenges in the areas of poverty reduction, the management of infectious diseases, low literacy, and the creation of economic opportunities for youth making up close to half of Cambodia's population (Ayer, 2000), I became acutely aware of the complexity and heterogeneity of the social issues I had come to explore under the broad rubric of 'education and post-conflict reconstruction'. Moreover, as I listened to the narratives about the role of education in

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“rebuilding” Cambodia from numerous constituents across different social locations and institutional spaces (governmental officials, parents, community leaders, teachers, administrators, donors, representatives from non-governmental organizations, students, researchers, and religious leaders) I began to wonder how the courses I was exploring on the linkages and incongruities between education, development, globalization, and social transformation (contested concepts themselves) – would begin to account for this complexity and multivocality. How was I going to represent ideas about education that were socially embedded in the history, culture, politics, and everyday life of the people living in this country and the various perceptions of educational interventions held by different actors involved in reconstruction efforts? How might the narratives I would take from the beginning stages of my fieldwork be translated into interpretative accounts-- accounts that have crossed political and cultural lines and traveled through time, space, power relations, and geography to land in my classroom—for my students back in New York? And, how would I frame these accounts alongside the familiar and widely circulated UN concepts of enrollment targets, millennium goals, and human rights?

As a scholar and educator in the field of international education, these questions are extremely relevant. Reflecting on this experience has prompted me to think more systematically and comprehensively about how researchers might draw on their own experiences of fieldwork to assist students in bringing conceptual ideas and theories into conversation with everyday lived realities on the ground--a particularly complicated challenge when the ground exists on the other side of the world but is deeply intertwined with the politics and power of “here”. Nonetheless, I would argue that these grounded realities provide accounts of history, power, culture, epistemology, and place that inform the way notions of education and development become mediated and shaped by contextual factors. Further, these realities are central to elucidating social meaning that is locally derived and, in turn, expands the possibilities for social research to become more

responsive to concrete problems. As a professor who views teaching as an opportunity to blend scholarship and practice, these experiences also raises the question of how I can provide more meaningful academic and cross-cultural experiences that push my students to engage more rigorously and reflexively with the issues and concepts they seek to understand. While still in the nascent stages of assembling a pedagogic strategy through which this may be accomplished (part of which involves conceptualizing a critical study abroad program), it seems a worthy endeavor if one wants to demonstrate to students in the classroom the theoretical and empirical import of cross-cultural work, as well as its material stakes. This process augurs a practical engagement with international education that moves beyond purely rhetorical debates that make academic discussions feel remote from the “real world”. Thinking through these questions also reduces the likelihood of producing myopic and potentially dangerous notions of what education and development mean in the context of post-conflict reconstruction, and, ultimately, serves as an opening to consider how students can become more thoughtful and critically engaged researchers, practitioners, and future leaders in the field.

REFERENCE

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FROM THE EDITOR... By Kevin Kinser

In this issue of the CIES newsletter our cover story on fieldwork turns what many of us experience merely as a methodology for data collection into a reflective opportunity to consider teaching and learning in the academy. It led me to consider the implications of our international travel for research as an instructive device for our students back home, as well as for the broader internationalization goals that infuse many of the universities in which we work.

For some outside observers, international fieldwork can seem to be just another faculty boondoggle, with the research a convenient excuse to justify a few days or weeks in an exotic locale. Others might have more appreciation for its scholarly necessity, but still think of the travel as pleasant leisure. Many don't see the work and challenges that go into a successful international field experience, and view the results as esoteric specialization with limited relevance to a domestic audience.

But it's important to acknowledge and articulate how international work helps to develop a global perspective on issues facing education and educators no matter where they are located, and link it to internationalization within the university that has become such an important and widely-debated topic. The contribution we make is not just to our own scholarly development and furthering the field of comparative education, but it is also to the building of globally relevant organizations that develop students as globally informed citizens.

This, perhaps, is an obvious point. But it's one that I'm happy to emphasize in this issue.

CIES Goes to Puerto Rico Are We Going Green?

After travelling north to Montreal in 2011, CIES 2012 is heading south to San Juan, capital of the Caribbean island of Puerto Rico. Puerto Rico, 100 miles long and 35 miles wide, is a vibrant, modern, and multicultural society, with a mixture of Native American Taino, Spanish, African, and U.S. influences. San Juan is the oldest settlement in Puerto Rico, and was colonized by the Spanish in the 16th century. Old San Juan is full of historic fortifications that have been designated World Heritage Sites by UNESCO. A Spanish colony for 400 years, Puerto Rico was ceded to the US after the Spanish-American war in 1898, marking the beginning of its relationship with the U.S.

Although its status and relationship to the U.S. continues to be a political debate on the island, Puerto Rico has been recognized as a U.S. commonwealth since 1952. Once an agricultural society, PR is now urbanized and densely populated. Thanks to its status as a U.S. commonwealth, the island's four million residents elect their own government, while enjoying close economic ties to the U.S. Currently, Puerto Rico's currency is the U.S. dollar, its citizens are entitled to U.S. passports, and the U.S. controls the borders of the island. For CIES, this means that international students and scholars already in the U.S. need no additional visa for travel to Puerto Rico.

Given this rich and complex history, Puerto Rico will be an intellectually stimulating setting in which comparative and international education scholars can share and exchange knowledge. We look forward to welcoming new and returning CIES members to participate in the learning experience in San Juan.



A Reflection on Education for Sustainable Development at the 2011 CIES meeting

Katie A. Bucher, Oren Pizmony-Levy and Yimin Wang

Indiana University, Bloomington

Education for Sustainable Development (ESD) is an evolving field and a curricular movement that gained traction in the early 1990s after the Earth Summit in Río de Janeiro, Brazil. The key-premise of ESD is that through transformation in education (i.e., structure, content, and process) societies can achieve sustainable development – “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (UN 1987, p.2.1). Therefore, ESD considers local environmental, economic, and societal conditions. By 2002 ESD had enough momentum that the United Nations declared a United Nations Decade for Education for Sustainable Development (2005-2014) with UNESCO as the lead organization.

Over the last few years we have also seen increasing attention to ESD within the Comparative and International Education Society. For example, the number of presentations on ESD that are included in the annual meeting program has increased from 5 in 2008 to 38 in 2011. Also, in 2009, a group of society members established a Special Interest Group dedicated to ESD, and *Comparative Education Review* published a call for papers titled “Educators and the Environment: World Lessons for a Sustainable World.” These developments suggest that ESD is becoming an accepted area of inquiry in the field of comparative education, creating an opportune moment to reflect on ways in which scholars in the Society are engaging with ESD. To do so, we have identified individual presentations in CIES 2011 Program that dealt with ESD, contacted authors, and asked for full papers and/or presentation materials. This article is based on information provided by 12 presenters.

The first theme emerging from conference presentations on ESD is the interaction of

the global and local, which is a central issue in CIE literature. Although histories of ESD document the role of global actors in the development of the field, ESD is often presented as a reaction to environmental degradation and its consequences. For example, Lin and Oxford's presentation on their newly published book—“Transformative Eco-Education for Human and Planetary Survival”—emphasizes the current need to transform education and schools worldwide given the “ever-increasing ecological crisis.” Other presentations discuss ESD in the context of “educational transfer.” Wang and Ross's research at a green school built by an international NGO in a post-earthquake area in China exemplifies how international assistance coupled with a global agenda (i.e., ESD) have been enacted locally. In her comparative study, Murphy illustrates how core competencies for sustainable development practice have been enacted differently in Millennium Villages in Malawi, Kenya, and Uganda. Her work provides insight into how global “best practices” are appropriated on the ground. In her paper on farmer and community preparedness for climate change, Chavva explores the global-local interaction through a focus on how identity is “created, negotiated and possibly transformed” through interactions between farmers and trainers in rural India. Overall, ESD provides an informative domain for further exploration of global/local dynamics in education. In addition, CIE scholars can offer useful perspectives to improve the implementation and practice of ESD.

The second theme is a broad definition of education and what counts as educational research. Walter explores community-based tourism in southern Thailand to show how (environmental) learning is taking place outside schools: villagers learn about approaches to ecotourism and visitors learn (from villagers) about livelihood, culture and indigenous knowledge. Salathong investigates the media coverage of ESD in Thailand's newspapers, providing a “window” to the role of media in educating the public – out of school – on global environmental issues such as climate change. Other presenters argue that ESD is not only teaching *about* sustainable development, it also involves modeling/practicing day-to-day sustainable lifestyle and behaviors (i.e. whole school approach). Gough, Tsang and Gough examine the Hong Kong Green School Awards Program, which requires schools to change their environmental management (e.g., reducing consumption

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parents to practice sustainable behaviors. Overall, these papers demonstrate an extensive approach to education – inside and outside schools.

The third theme is using a lens of social and/or environmental justice for researching and understanding ESD. In her presentation on a teacher education course at a Canadian university, Aitken discusses how pre-service teachers commonly viewed global concerns as only impacting “unfortunate others,” and she offers ideas about how a focus on sustainability can encourage future teachers to critically link their own actions with global issues. In his presentation on the environmental educators in Brazil, Argentina, and the Appalachia region of the United States, Misiaszek shows how educators use eco-pedagogy as a way to encourage critical thinking about and awareness of “oppressive social, political and economic structures.” In her paper on garden education in Philadelphia, U.S. and Havana, Cuba, Bucher addresses how teachers conceptualize an ecological school project as socially transformative, illustrating that approaches to such a goal reflect local needs and pedagogical aspirations. Roberts uses the concept of “food sovereignty” to understand how cultivation programs in Tanzanian schools give attention to the politics and economics of hunger. In her paper on rural schooling in China, Lou explores the reflections of students about their countryside and school under the impact of industrialization, townization, and migration, highlighting how differentiated “ecologies” shape the experiences of students. These papers situate issues of justice and inequality within the broader context of environmental, economic, and societal conditions, demonstrating the potential leverage of ESD as an integrative framework for exploring education/schooling.

This reflective essay based on papers presented at the 2011 CIES Annual Meeting shows not only a growing interest in ESD within CIES, but also ways in which ESD and CIE scholarship intersect and advance one another. Nonetheless, there is much room and need for moving forward a collective conversation about how to enhance that mutual partnership. One way to do that is to foster collaborations within CIES by drawing on existing networks such as: Citizenship and Democratic Education (e.g., what are the implications of ESD to civic education and vice versa?), Globalization and Education (e.g., how education is/was constructed for sustainable development?) and Peace Education (e.g., how can we address conflicts between ideas of development and sustainability in the curriculum?). As for networks outside the Society, collaborations could be fostered with environmental education groups worldwide (e.g., Environmental Education Association of Southern Africa, North American Association for Environmental Education and the World Environmental Education Congress) and science education scholars that have been exploring the impact of globalization on science education (i.e., Martin 2010). We invite you to join the ride!



International Conferences in Comparative and International Education

CEDEFOP, the European Centre for the Development of Vocational Training, located in Thessaloniki Greece, organised two international workshops in 2009 and 2011 to encourage debate about curricular innovation and policy reform for vocational education and training (VET) and for lifelong learning. Experts from more than 20 European countries attended. Additional details on these conferences and associated papers can be found at <http://www.cedefop.europa.eu>.

Participants examined how the on-going shift from subject-based curricula to outcome-oriented curricula can support learning and benefit learners (see Box 1). They also looked at examples of good practice for the design and delivery of outcome-oriented curricula in different learning environments.

Box 1: The distinctive features of learning outcome-based curriculum

Learning outcomes are statements of what an individual learner knows, is able to do and understand following completion of a learning process. An advantage of a learning outcome-based curriculum is its ability to accommodate different learning rhythms and paths. In some countries—e.g., Germany and the Netherlands—the term ‘competence’ is used instead of learning outcomes. Distinctive features of learning outcome-based curriculum is its ability to accommodate different learning rhythms and paths. In some countries—e.g., Germany and the Netherlands—the term ‘competence’ is used instead of learning outcomes. Distinctive features of learning outcome-based curricula focus on:

- learning that combines knowledge and skills with personal and sociocultural competences;
- context-situated and interdisciplinary knowledge;
- future labour market positions and employment needs; and
- a view of learning that occurs in a wide range of locations and by different methods.

Compared to subject-based curricula, learning outcome-based curricula are thought to be more comprehensive and flexible. This is often achieved by organising curricula into modules and granting autonomy to teachers to develop and deliver them. These curricula also aim to be more inclusive of, and more motivating for learners, in part by giving them the opportunity to shape their learning process and build individual learning paths.

Developments in countries such as Lithuania, Malta, the Netherlands and Finland suggest that learning outcome-based curricula can increase learner motivation (reducing drop-out rates and encouraging people to further their studies) and improve labour market integration.

In 2010, CEDEFOP published a research paper, Learning outcomes approaches in VET curricula, which examined recent trends and related challenges in outcome-oriented vocational education and training curricula in nine European countries. (continued on page 5)

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Introducing learning outcome approaches in VET curricula raises many design-related issues. These include: the relative emphasis to be given to different kinds of learning outcomes; balancing work-related outcomes with the social and personal skills and competences needed in modern work settings; and the identification, definition and combination of skills and competences at curriculum level. While different methods and approaches to outcome-oriented curricula are present in European countries, two conditions appear to be crucial:

- consistency in using learning outcomes;
- proper alignment of intended learning outcomes and the methods used to assess the extent to which they have been achieved.

Whether the design of the curriculum occurs at the national, sector or school level, it is important to build consensus among the relevant actors concerning the concepts used and the purposes learning outcomes are meant to serve. Inconsistently defined and introduced learning outcomes may undermine transparency and credibility and raise questions about the validity and reliability of the assessed outcomes.

To establish a common language and understanding of learning outcomes, evidence shows that terminology used in European tools is increasingly used by EU Member States (Box 2). The European qualifications framework is one example (see: http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm).

Box 2: Definition of learning outcomes as a set of knowledge, skills and competences

Knowledge

Outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of work or study.

Skills

Ability to apply knowledge and use know-how to complete tasks and solve problems . . . skills are described as cognitive (involving use of logical, intuitive and creative thinking) or practical (involving manual dexterity and use of methods, materials, tools and instruments)

Competence

Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Independent of the methods used to identify and define learning outcomes in curricula, quality assurance in curriculum development is crucial. Quality assurance requires the participation of both education specialists and employers. In many cases, learners have also played an active role in curriculum design.

The introduction and use of outcome-oriented curricula have required a rethink of traditional assessment tools in many Eu-

ropean countries. Slovenia and Spain, for example, have developed special tools to assess ‘soft skills’. Finland utilizes self-assessment methods, which creates a more positive assessment culture both for teachers and learners. Most European countries use formative assessment to provide learners with substantial, regular and meaningful feedback and to inform teachers of the progress being made and if any changes to the learning process are needed.

CEDEFOP analyses indicate that implementing outcome-oriented curricula depends on several factors, including:

- well-trained teachers who apply appropriate pedagogic practices; and
- linking learning environments in school with the workplace.

Teaching outcome-based curricula successfully requires teachers that have not only the right knowledge and skills, but also the appropriate attitudes to bring about curriculum change. And, apart from delivering new curricula successfully, teachers also have to evaluate whether the expected learning outcomes, generic skills and key competences have been achieved by learners. Measuring these skills, competences and attitudes is complex, and involves understanding workplace requirements and expectations.

Today, the movement away from traditional teaching practices is evident in more and more VET institutions in Europe. New forms of teaching such as independent learning and integrated learning, project work, group work, peer learning and action learning aim to develop critical thinking. For example, Greece is using transformative learning that questions assumptions and expectations and aesthetic experience to encourage reflections on art, culture and nature.

Learning outcome-based curricula are more effectively taught in learning environments sensitive to individual differences. These differences may concern a learner’s background, prior knowledge and abilities. Learning environments should be designed to make learning a social and often collaborative experience. They need to be highly attuned to learners’ motivation and the importance of emotions. In VET, information technology is being increasingly used to create virtual environments and simulate real working conditions.

In conclusion, learning outcome-based curricula can promote learner-centred and inclusive teaching and learning practices. They can be important tools in the hands of teachers to develop autonomous and active citizens who think critically. But these developments require systematic upskilling for teachers in new pedagogy and assessment methods, and close cooperation between teachers in schools and trainers in companies. The conditions for implementing curricula have to be the right ones if their potential is to be realized.



Call for Proposals

Comparative Education Review Editor Search

The Comparative and International Education Society (CIES), through the Standing Committee on Publications, calls for proposals for an editor and editorial team for the *Comparative Education Review*. The new editor will assume a five-year term, beginning on July 1, 2013, and with responsibility for CER issues beginning in February 2014.

Proposals from the prospective editor are encouraged to address: Her/his vision for the future of CER and its intellectual support of CIES membership and comparative and international research on education in general. A proposal should also present the editor's ideas for special issues, forums, debates, and innovative ways to disseminate the journal's content, as well as strategies further to increase CER's scholarly impact. The proposal should include a description of the proposed editorial team and explain how it will ensure diversity of intellectual perspectives in the field, maintain the methodological strength of CIES scholarship, and support representation of current and emerging content areas and regions of the world.

The Editor provides leadership to the journal by overseeing a double-blind peer review process involving intensive communications with both authors and reviewers. The Editor reports annually to the CIES Board of Directors and submits a yearly budget. For details on the work of the current editor and coeditors, prospective applicants should read the sample of editorial correspondence that is posted on the CER website under the "for authors" tab. The editor works with the editorial team to process manuscript submissions and reviews in a timely manner, and receives input from an advisory editorial board on such matters as moderated discussions, special issue topics, and style. The editor works closely with the publisher to ensure submission, five months in advance, of clear, clean, copy for the paper and electronic versions of CER. With support from the editorial team, the CER editor works with authors to ensure that submitted material adheres to the Chicago Manual of Style.



While the CIES provides partial financial support for the journal office, applicants are expected to obtain at least matching support from their institutional homes. Such support should include some teaching release time

for the editor, funding for a graduate assistant to match support from CIES, travel to annual CIES meetings, and adequate space and equipment. The prospective editor should have colleagues and students available on site or as part of a close collaborative network to assist the work of the editorship. Further details on the current CER budget, and an overview of the work involved, can be found in the annual reports of the CER, which are posted on the CIES website. Interested applicants may also direct questions regarding the operation of the journal to the current editor, David Post (post@psu.edu), or to past editor, Erwin Epstein (eepestin@luc.edu). Questions regarding the application procedure can be directed to the Chair of the Standing Committee on Publications, Carlos Ornelas (Carlos.Ornelas10@gmail.com)

The CIES Standing Committee on Publications seeks prospective candidates who bring a proven track record of scholarship in comparative and international education, who have demonstrated leadership in the field, and who have the capacity and judgment to carry out the varied roles of editor. The application should include a narrative of no more than 6,000 words, plus supporting documentation. Narratives should include a statement of the goals and rationale for editing the journal, explaining the prospective editor's plans to lead the journal over the next five-year term. Supporting documentation should include letters of institutional support, complete CVs of anticipated editorial colleagues, and a proposed budget. The deadline for applications is July 1, 2012. Applications should be e-mailed to: CIES Secretary, Dr. Jason Lane (secretariat@cies.us).

Members of the Standing Committee are: Carlos Ornelas (Chair), Monisha Bajaj, Erwin Epstein (ex officio), Ruth Hayhoe, Steven Klees, David Post (ex officio), and Alex Wiseman.

Citizenship and Democratic Education SIG

by Anatoli Rapport

Assistant Professor of Curriculum and Instruction, Purdue University

Various aspects of citizenship education and democratic education have been in the focus of CIES members' scholarship since the organization was founded in 1956. Therefore, it is fitting that Citizenship and Democratic Education Special Interest Group (CANDE SIG) was among first SIGs created in CIES. Since its inception, CANDE SIG has been an open forum for opinion exchange and collaboration in international citizenship and democratic education. The Citizenship and Democratic Education SIG aims to: (a) foster cooperation and collaboration between scholars and practitioners in the areas of citizenship and democratic education, (b) provide maximum opportunities for new scholars to have their voices heard and their scholarly efforts noticed, and (c) identify, support, and promote outstanding scholarships and practical projects in citizenship and democratic education internationally. In 2011, Citizenship and Democratic Education SIG was one of the largest in CIES with 63 current paying members and 221 recipients of CANDE SIG's newsletter.

One of the most important tasks of CANDE SIG is to attract new perspective scholars in the areas of citizenship education and democratic education. As part of this effort, the *Dr. Judith Torney-Purta Outstanding Paper Award in Citizenship and Democratic Education* was announced in 2008. The award is in honor of Dr. Judith Torney-Purta's lifelong contributions to the fields of citizenship and international

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education. The award is based on the premise that graduate students' research is an important part of scholarship in comparative citizenship and democratic education. Through this award the CANDE SIG recognizes graduate students' contribution to the development of comparative inquiry in education and encourages new research in the areas of citizenship and democratic education.

The award winner is announced at the CANDE SIG business meeting at the annual CIES conference. The award includes a diploma and an honorarium. Eligible contestants are graduate students who are CIES members and whose doctoral candidacy status has been declared by the time of application or nomination. Contestants may apply for the award or they can be nominated by a CIES member. Our first winner of the Dr. Judith Torney-Purta Outstanding Award was Yongling Zhang (University of Minnesota). The title of the winning paper was *Civic Knowledge, Skill, and Attitude of Australian Students: A Multi-level Modeling Approach Comparing Immigrant and Non-immigrant Students*.

The 2011 Award winner was Heidi Biseth (Oslo University College) in the paper *Citizenship Education in Scandinavian Multicultural Schools: A Comparative Study of Students' and Teachers' Perceptions*. The recipients of Honorable Mention - 2011 were Lisa Y. Faden (The University of Western Ontario) for the paper *History Teachers Imagining the Nation: Narratives of Citizenship in Wartime Canada and the United States* and Dierdre Williams (University of Maryland at College Park) for the paper *Promoting Citizenship in a Postcolonial State: Secondary Teachers' Perceptions in Jamaica*. The 2010 Award winner was Oren Pizmony-Levy (Indiana University) for the paper *A Multilevel Approach to the Study of Global Curricula Script: The Case of Environmental Education*; the 2010 Honorable Mention recipient was Laura Quaynor (Emory University) for the paper *Reimagining Citizenship Education in the Post-conflict Moment: A Case Study of a Liberian Classroom*. Both Yongling Zhang and Laura Quaynor also received special Certificates of Participation in 2011. This year, Professor Ian Davies, the Editor of *Citizenship Teaching and Learning*, one of the primary journals in citizenship education, made a generous offer to publish the Dr. Judith Torney-Purta Award winning paper in his journal.

SIG newsletter *CANDE BAR* plays an important role in providing an opportunity for all members, current and past, to network, to collaborate, and to share information. The first newsletter came out in 2007. It was edited by Doyle Stevick, who was the SIG

Chair, and Fernanda Astiz. Since 2007, the SIG has distributed 8 newsletters. Besides traditional rubrics, such as *Conference Announcements* or *Members' Updates*, *CANDE BAR* published analytical articles by Peter Levine (*Civic Education without Constraints*, #2), Doyle Stevick (*Young, Local, Non-neutral: A Vision of Engaged Citizenship Education*, #2), Judith Torney-Purta, Greg Fairbrother, and David Grossman (*Dialogue about Civic Education*, #3); and Karen Hendershot (*Tips for First Presenters* #4). Editors of several scholarly journals were invited to present their publications in the *Journal Rack* rubric.

My tenure as CANDE SIG Chair expires this year but I am sure that under new leadership our Special Interest Group will still be one of the most dynamic and productive groups in CIES.

International Travel Award for Distinguished Service in Education Reform

We are pleased to announce the 2012 CIES International Travel Award for Distinguished Service in Educational Reform. The travel award was established through an endowment from George Soros and the Open Society Institute (OSI) to encourage distinguished researchers and practitioners from developing countries to participate in CIES conferences. Launched at the 2009 CIES conference, the endowment seeks to facilitate the participation of international education experts who serve in countries where international projects are implemented.

We are extraordinarily pleased to announce that a total of fifteen (15) grants of \$1,000 each will be awarded this year for the 2012 conference in San Juan, Puerto Rico. Conference participants from developing countries with at least five (5) years of professional experience in educational development are eligible to apply. Applicants must have submitted their CIES conference presentation abstract by the submission deadline (October 31, 2011) through the conference online submission system. Applicants who are selected for the travel award will receive \$1,000 provided that their proposal has been accepted for presentation at the conference. The application deadline is January 5, 2012 and awardees will be notified by January 20, 2012. Awardees will be announced on the conference website as well as in the CIES Newsletter.

The 56th Annual Conference of the Comparative and International Education Society marks the twenty-third anniversary of the fall of the Berlin Wall and the beginning of a new era in education and development.

Arguably, OSI was the largest and most influential NGO in the post-socialist region and has left a deep mark on educational developments in these thirty and more countries. In 1992, the OSI funded travel and accommodation for 15 ministers of education from the newly established countries in the Commonwealth of Independent States as well as from Eastern Europe.

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Since this historic moment, OSI has provided numerous scholarships and travel grants for residents from the post-socialist region and, more recently, from other countries that are dependent on external financial assistance.

For information on how to apply for an International Travel Award and to access the application form please visit: <http://www.cies.us/home.htm> or <http://www.cies2012.psu.edu/cies---awards.html>.

For more information about the 56th annual meeting of the CIES, please go to <http://www.cies2012.psu.edu/index.html>. Questions about the 2012 International Travel Award can be directed to cies.travel.award@gmail.com.

UREAG Travel Grant CIES 2012 San Juan, Puerto Rico "The Worldwide Education Revolution"



We invite you to apply for the UREAG-CIES Travel Grant. Each year CIES Board makes available a limited stipend for awards to UREAG-CIES members presenting papers at the annual conference. All

awards are made on a basis of merit. The criteria and amounts for each award are described below.

Award Criteria:

Award decisions are influenced by the following criteria: merit of applicant's conference presentation, the nature of the applicant's participation in UREAG, impact and potential value to the philosophy and goals of UREAG, value for the development of the applicant's potential, appropriateness of submitted budget, need, and proof of external support. Key factors in the award decisions are merit of acceptance of proposal for conference presentation. The awards range from US\$200 to US\$400. The application form may be obtained on the UREAG website or from Lesley Graybeal, UREAG Secretary, at ureag@cies.us or lgraybeal@gmail.com.

To apply, please email your completed application to the UREAG Travel Grant Committee at ureagtravelgrant@gmail.com. The last date to submit applications is January 15th, 2012. Please direct any questions about the travel grant to ureag@cies.us.

The committee will review all applications and notification will take place by February 15th, 2012.

Membership is a requirement for travel grant eligibility. If you would like to become a member of UREAG, please send an email

with your request to ureag@cies.us with the subject line "UREAG Membership Request."

Regards,

UREAG Leadership Team
Kelly McFaden, Chair
Emefa Amoako, Vice-Chair
Lesley Graybeal, Secretary

Invitation for Nominations for the Joyce Cain Award for Distinguished Research on African Descendants

Each year, CIES recognizes an outstanding scholarly article that explores themes related to people of African descent, with its Joyce Cain Award. This Award was created in 2000 to honor the memory of Joyce Lynn Cain, a colleague whose scholarship on African descendants reflected her dedication to introducing individuals across ethnic boundaries to African culture.

The Award is conferred on an outstanding scholarly article that:

- explores themes related to people of African descent; the article may report research concerning Africans in any part of Africa, or in the Diaspora (African descendants in the Americas, Europe, and other venues), in contemporary or historical contexts;
- fulfills the requirements of academic excellence, namely originality, methodological, theoretical, and empirical rigor; and
- reflects the scholarly purpose of the Society—comparative, cross-cultural, interdisciplinary, and international/global studies contributing to the interpretation of developments in education in broad and interrelated economic, political, and social contexts.

To be eligible for the Award, articles must be written by a member of CIES. Articles must be published in a refereed journal during the calendar year January 1, 2011 – December 31, 2011; articles slated for publication in the final months of 2011 may be submitted in manuscript form with a letter from the journal editor stating the intended publication schedule.

The deadline for submissions is December 1st, 2011. Nominations and self-nominations are welcome. Send articles with a cover letter requesting consideration for the Joyce Cain Award directly to the subcommittee Chair, Dr. Kassie Freeman, at the following address: freekassie@yahoo.com, and copy Vicky Murray at: vickey_murray@sus.edu.

Thank you,
Kassie Freeman, SUS, Chair

Committee Members:
Ailie Cleghorn
Isabela Cabral Felix de Sousa
Ethan Johnson
Edith Omwami
Clancie Wilson

New Publications in CIE

Susan Gelber Cannon, eds. (2011) *Think, Care, Act: Teaching for a Peaceful Future*. Information Age Publishing Inc. 246pp.

Committed to teaching for peace and justice, the author brings to life a teaching approach that empowers youth:

- to think critically and creatively about historical, current, and future issues,
- to care about classmates and neighbors as well as the global community,
- to act—locally and globally—for the greater good.

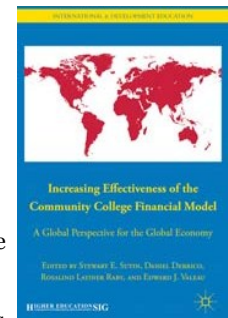
Think, Care, Act: Teaching for a Peaceful Future is readable, practical, conversational, and intimate. It will inspire readers to build a just and peaceful world. It depicts the daily successes and struggles a peace educator undergoes in encouraging students to envision peace and gain tools to build a culture of peace. The author uses three imperatives—think, care, act—to infuse required curricula with peace, character, and multicultural concepts in daily activities throughout the year.

Chapters address critical and creative thinking; media and political literacy; compassionate classroom and school climate; explorations of racism, gender issues, civil discourse, global citizenship, war, and peace; and school, community, and global social-action projects. Chapters include rationales, lesson expectations, and classroom “play-by-play.” Students’ feedback about the impact of lessons is also featured. With its combination of theory and practice *Think, Care, Act* is unique. It will motivate teachers, education students, and scholars to employ “think, care, act” frameworks to empower students to build a peaceful future.



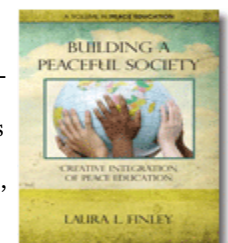
Stewart E. Sutin, Daniel Derrico, Rosalind Latiner Raby, and Edward J. Valeau, eds. (2011) *Increasing Effectiveness of the Community College Financial Model: A Global Perspective for the Global Economy*. Palgrave Macmillan. 320 pp.

This book depicts the challenges and responses of community college financing in an era where funding has declined and so too has the opportunity to provide quality education for the citizenry nationally and internationally. The theoretically based chapters that are largely written by practitioner-for-practitioner, highlight issues of leadership, governance, and financing models for institutional change. The case studies profile success stories from community colleges around the world. The prevailing community college financial model was not designed for an environment in which demands and expectations for their services continue to rise while funding appropriations from traditional governmental resources decline dramatically. *Increasing Effectiveness of the Community College Financial Model: A Global Perspective for the Global Economy* examines the causal factors behind an eroding financial model, comments on existing challenges at hand, proposes remedies, and offers case studies of community colleges and their global counterparts who have adopted creative and responsive solutions for change. The book appeals to all community college stakeholders and those interested in and committed to strengthening and sustaining the financial conditions of the community colleges and their global counterparts. This book offers new perspectives about ways that community colleges can and do develop cultures of financial self-reliance in an era of declining government appropriations and worries about affordable tuition for our students. Moreover, this is one of the few books dedicated to the topic of community college finance and is the first book that examines this issue in a variety of community college global counterparts around the world including Canada; China; Uganda and Wales.



Laura Finley, eds. (2011) *Building a Peaceful Society: Creative Integration of Peace Education*. Information Age Publishing Inc. 216 pp.

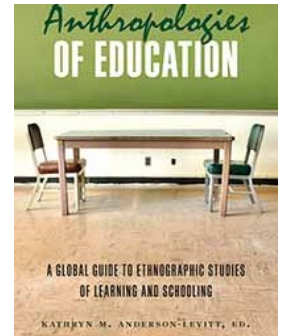
To truly move toward a more peaceful society, it is imperative that peace education better address structural and institutional violence. This requires that it be integrated into institutions outside of schools and universities. Doing so will be challenging, as many of these institutions are structured on domination and control, not on partnership and shared power. In particular, U.S. criminal justice, social services and prevention programs, and sport have tended to be dominator-modeled. This book offers analysis and suggestions for overcoming these challenges and for integrating peace education into important social institutions. Creativity will be one of the most useful assets in moving peace education from schools to other institutions. This book argues that with creative visioning, collaboration, and implementation, peace education can be integrated into the most challenging situations and provide hope for holistic changes in our society.



New Publications in CIE

Kathryn M. Anderson-Levitt, eds. (2011) *Anthropologies of Education: A Global Guide to Ethnographic Studies of Learning and Schooling*. Bergabn Books. 362 pp.

Despite international congresses and international journals, anthropologies of education differ significantly around the world. Linguistic barriers constrain the flow of ideas, which results in a vast amount of research on educational anthropology that is not published in English or is difficult for international readers to find. This volume responds to the call to attend to educational research outside the United States and to break out of “metropolitan provincialism.” A guide to the anthropologies and ethnographies of learning and schooling published in German, French, Spanish, Portuguese, Italian, Slavic languages, Japanese, and English as a second language, it shows how scholars in Latin America, Japan, and elsewhere adapt European, American, and other approaches to create new traditions. As the contributors show, educators draw on different foundational research and different theoretical discussions. Thus, this global survey raises new questions and casts a new light on what has become a too-familiar discipline in the United States.



CIES Newsletter Call for Contributions

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

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

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