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To All 2005 CIES Conference Participants:

Welcome to Stanford University! It is an honor for us to host the 49th annual CIES conference, and we hope that you will enjoy both the intellectual and the esthetic attractions of our wonderful campus and of the Bay Area.

Stanford is proud of its deep commitment to research on the international dimensions of the environment, security issues, health, and, of course, education. We have important area studies programs in Africa, Latin America, Asia, the Slavic countries, and Europe. The Institute of International Studies is a leading center for research on international security and the environment. Our School of Education is a major force in international education research.

Stanford is also dedicated to the international education of our students. Our Overseas Studies program provides opportunities for study abroad in Europe, China, Japan, Latin America, and Africa.

We at Stanford are acutely aware that the world is shrinking and that education is fundamental to the survival and progress of humankind. CIES can and should play an important role in helping us understand how to achieve these goals. We hope that your conference will move us a step forward in meeting this challenge.

Sincerely,

John L. Hennessy

Office of the President
Building 30, Main Quad, Stanford, CA 94305-2100  T 650/723-3481  F 650/723-6847
March 22, 2005

Dear CIES Participants:

I would like to welcome you to the School of Education at Stanford University. We are honored that you have chosen to have the 49th annual meeting of the Society at SUSE. I wish you an intellectually stimulating and most enjoyable conference.

The School of Education at Stanford has long been at the forefront of educational research and graduate training. We have a small but superb teacher education program. This year the program is expanding from secondary education to begin training teachers in elementary education. We have important programs in curriculum, educational psychology, measurement and statistical methods, the economics and sociology of education, organizations and leadership, educational policy analysis, and, of course, international and comparative education.

More than one-third of our Ph.D. recipients end up in academia, the highest of any School of Education in the country. However, we are not just an ivory tower. Our faculty and students are deeply involved in schools, working hands on with teachers and administrators to improve learning, especially among low-income children.

We are extremely proud of the International and Comparative Education program at SUSE, which has been at the forefront of the field for the past forty years. Many of the leaders of CIES have been students in the program. The last time the CIES was at Stanford was exactly twenty years ago, in 1985. This close relationship between Stanford and CIES has been beneficial to all of us.

I hope that the annual meeting this year will be a tremendous success. On behalf of the School of Education, I assure you that we will do everything we can to make sure that it is.

Sincerely,

Deborah Stipek
Dean, School of Education
Greetings!

Following the tradition of great annual meetings you are in for a real treat this year at CIES 2005. I am pleased to join conference planners in welcoming you to this year’s meeting on the campus of my alma mater, Stanford University. The natural and man-made beauties of our Stanford surroundings, the quality of the presentations, and most of all your friendly, collegial presence here will assure another successful meeting of the Comparative and International Education Society.

I urge you to attend as many sessions as possible, to stay with us throughout the entire conference, to take the opportunity to make new friends and acquaintances, to volunteer for tasks as needed and to enjoy yourselves. I believe the annual meeting is the single most significant CIES activity for most of you. Consequently we are looking for ways to improve and expand the range and quality of activities offered in connection with the meeting. If you are new to CIES may I also invite you to attend our business meeting. There you will come to understand issues confronting CIES and participate in discussions for their solution.

Thanks for making the effort to attend CIES 2005 in Stanford, California. I wish you an enjoyable time and happy returns on your investment of time and money.

Donald B. Holsinger
President
March 22, 2005

Dear CIES 2004 Conference Participant:

Welcome to the 49th Annual Meeting of the Comparative and International Education Society (CIES). Stanford University School of Education’s International and Comparative Education Program is your host. We hope that you enjoy your stay with us.

This year’s meeting is organized around the theme, Beyond Dichotomies. Comparative and International Education is loaded with conflicting conceptions about education, language, the role of gender in education, notions of teaching and teacher education, and how to do meaningful research. We have urged all of you to explore these conflicting approaches in your papers and panels. In order to stimulate the discussion further, we have organized a series of invited panels. Hopefully, you will be able to attend at least one of these.

The Eggerston Lecture will be given by Nelly Stromquist, a long-time member of the Society and former President. Her lecture, on girls’ education, will be part of the Gender Symposium, which will take place on Wednesday, March 23, from 10:30 AM to 3 PM, and will include the luncheon address. The 2005 Kneller Lecture will be given by Weifang Min, Provost at the University of Beijing. Professor Min is a leading force in China’s educational reforms. He specializes in higher education, where major changes are taking place in educational policies. His talk is titled, “The Economic Transition and Higher Education Reform in China.”

The Meeting is being held in three different buildings on the Stanford campus—the two buildings of the School of Education and the Wallenberg Building, a space constructed to facilitate the use of new technologies in university teaching. During the conference we will have a videoconference with South Africa, using the excellent conferencing facilities in the Wallenberg Building.

Again, we welcome you to fair California. Enjoy the Conference, enjoy the Bay Area, and enjoy challenging the paradigms of our intellectual field. Remember, one good new idea makes the trip worthwhile.

Sincerely,

Martin Carnoy, President-Elect
The Comparative and International Education Society (CIES) was founded in 1956 to foster cross-cultural understanding, scholarship, academic achievement and societal development through the international study of educational ideas, systems, and practices. The Society’s members include more than 1200 academics, practitioners, and students from around the world.

Their professional work is built on cross-disciplinary interests and expertise as historians, sociologists, economists, psychologists, anthropologists, and educators. The Society also includes approximately 1300 institutional members, primarily academic libraries and international organizations. The official website is sponsored by the Comparative and International Education Society (CIES).

Over the last four decades, the activities of the Society’s members have strengthened the theoretical basis of comparative studies and increasingly applied those understandings to policy and implementation issues in developing countries and cross-cultural settings. The membership has increased global understanding and public awareness of education issues, and has informed both domestic and international education policy debate. The Society works in collaboration with other international and comparative education organizations to advance the field and its objectives.

The principal Society vehicles for member activities are:
• Comparative Education Review—a professional, refereed journal published quarterly (February, May, August and November) by the University of Chicago Press
• CIES Newsletter—an information document produced three times a year (January, May and September) by the CIES Secretariat containing news updates, announcements, committee reports and editorials
• CIES Website—a virtual community containing conference rooms, private real time written and voice chats, discussion boards, online newsletter, Edupress, documents retrieval and other web services
• CIES Annual Conference—a gathering of Society members and interested public usually held in March of each year and which is devoted to scholarly and practical exchange, debate and networking. Also, the CIES Annual Regional Conferences usually held in November of each year.
• Standing and Ad Hoc Committees—appointed and voluntary groups focused on promoting specific professional interests of the Society, strengthening its voice in policy and intellectual debate, liaising with counterpart organizations, and ensuring full and equal representation to its diverse membership.

As a registered non-profit [501(c)3] organization in the United States, the Comparative and International Education Society supports the activities of its members to:
1. promote understanding of the many roles that education plays in the shaping and perpetuation of cultures, the development of nations, and in influencing the lives of individuals
2. improve opportunities for the citizens of the world by fostering an understanding of how education policies and programs enhance social and economic development
3. increase cross-cultural and cross-national understanding through educational processes and by the study and critique of educational theories, policies and practices that affect individual and social well being.
CIES Executive Committee and Board of Directors

Executive Committee

President
President-elect
Vice-President
Past President
Secretary
Treasurer
Journal Editors
Historian

Donald Holsinger, Brigham Young University
Martin Carnoy, Stanford University
Victor Kobayashi, University of Hawaii
Kassie Freeman, Dillard University
Lynn Ilon, Florida International University
Hilary Landorf, Florida International University
Mark Ginsburg, University of Pittsburgh
David M. Post, Penn State University
Elizabeth Sherman Swing, St. Joseph’s University

Board of Directors

David Chapman (2005) University of Minnesota
Reitumetsu Obakeng Mabokela (2007) Michigan State University
Carlos Ornelas (2005) Universidad Autonoma Metropolitana
Vilma Seeberg (2006) Kent State University
Sandra Stacki (2006) Hofstra University
Ernesto Trevino (2006) Harvard Graduate School of Education
Joseph Zajda (2007) Trescowthick School of Education

CIES 2005 Planning Committee

President-Elect
Martin Carnoy

Stanford University School of Education, International Comparative Education Program

Francisco O. Ramirez (Professor)
Keiko Inoue (Director)
Amita Chudgar (Doctoral Candidate)
Namita Gupta (Doctoral Candidate)
Jong-Seon Kim (Doctoral Candidate)
Tom Luschei (Doctoral Candidate)
Sandra Stackis (Doctoral Candidate)
Frank Adamson (Doctoral Student)
Tara Betelle (Doctoral Student)
Illiana Brodziak de los Reyes (Doctoral Student)
Prashant Loyalka (Doctoral Student)
Rennie Moon (Doctoral Student)
Brooke Weddle Ricalde (Doctoral Student)

Stanford University School of Education

Ona Andre (Facilities Services Administrator)
Tanya Brugh (Manager, Annual Fund and Donor Relations)
Tanya Chamberlain (Administrative Associate)
Sarah Deighton (Director, Career Services and Alumni Relations)
Aaron Johnson (Undergraduate Student)
Elayne Weissler-Martello (Administrative Associate)

Stanford University Conference Services

Phil Davies (Database Applications Coordinator)
Cynthia Delacruz (Conference Coordinator)
Chong Johnson (Conference Coordinator)
Susan Muroshige (Conference Coordinator)
Sue Nunan (Conference Coordinator)
Laura Tibbitts (Conference Coordinator)
### CIES Presidents

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2005</td>
<td>Martin Carnoy</td>
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<tr>
<td>2004</td>
<td>Donald B. Holsinger</td>
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<td>2003</td>
<td>Kassie Freeman</td>
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<td>Karen Biraimah</td>
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<td>Heidi Ross</td>
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<td>Robert Amove</td>
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<td>William K. Cummings</td>
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<td>Carlos Alberto Torres</td>
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<td>Gary L. Theisen</td>
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<td>Noel McGinn</td>
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<td>1994</td>
<td>Nelly Stromquist</td>
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<td>1993</td>
<td>David Wilson</td>
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<td>1992</td>
<td>Stephen Heyneman</td>
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<td>Mark B. Ginsburg</td>
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<td>Val P. Rust</td>
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<td>1989</td>
<td>Vandra L. Masemann</td>
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<td>1988</td>
<td>Beverly Lindsay</td>
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<td>1987</td>
<td>Peter Hackett</td>
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<td>Gail P. Kelly*</td>
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<td>R. Murray Thomas</td>
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<td>John N. Hawkins</td>
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<td>1983</td>
<td>Barbara A. Yates</td>
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<tr>
<td>1981</td>
<td>Erwin H. Epstein</td>
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<td>Thomas J. LaBelle</td>
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<td>1979</td>
<td>George A. Male</td>
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<td>Mathew Zachariah</td>
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<td>1977</td>
<td>Joseph P. Farrell</td>
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<td>1976</td>
<td>Susanne M. Shafer*</td>
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<td>1975</td>
<td>Rolland G. Paulston</td>
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<td>1974</td>
<td>Robert F. Lawson</td>
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<td>Harold J. Noah</td>
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<tr>
<td>1972</td>
<td>Cole S. Brembeck*</td>
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<td>1971</td>
<td>Andreas Kazamias</td>
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<td>1970</td>
<td>Philip J. Foster</td>
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<td>Reginald Edwards*</td>
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<td>1968</td>
<td>Stewart E. Fraser</td>
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<td>William W. Brickman*</td>
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<td>1966</td>
<td>David G. Scanlon</td>
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<td>Donald K. Adams</td>
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<td>R. Freeman Butts</td>
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<td>1963</td>
<td>Claude Eggertsen*</td>
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<td>1962</td>
<td>C. Arnold Anderson*</td>
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<tr>
<td>1961</td>
<td>Joseph Katz*</td>
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<tr>
<td>1959-60</td>
<td>William H. E. Johnson*</td>
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<td>1957-58</td>
<td>William W. Brickman*</td>
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*Deceased

### CIES Honorary Fellows

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<tr>
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<tr>
<td>2003</td>
<td>Robert Arnove</td>
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<tr>
<td>2002</td>
<td>Mathew Zadataria</td>
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<td>Norma Tarrow</td>
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<td>Elizabeth Sherman Swing</td>
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<td>Mary Jean Bowman (d.)</td>
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<td>R. Murray Thomas</td>
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<td>1985</td>
<td>C. Arnold Anderson (d.)</td>
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*Deceased
Outstanding Dissertation

2004  

2003  

2002  

2001  

2000  

1999  

1998  
**Gustavo Fischman,** for his thesis: *The Dilemma of the Second Mothers’ Teaching: Gender and Struggle over Teachers’ Education in Argentina*, University of California at Los Angeles, 1997.

1997  

1996  

1995  

1994  
Best Article in the *Comparative Education Review*


Distinguished Research on African Descendants


Dean Deborah J. Stipek

Deborah J. Stipek, Ph.D. is the James Quillen Dean and Professor of Education at Stanford University. Her doctorate is from Yale University in developmental psychology. Her scholarship concerns instructional effects on children’s achievement motivation, early childhood education, elementary education and school reform. In addition to her scholarship, she served for five years on the Board on Children, Youth, and Families of the National Academy of Sciences and chaired the National Academy of Sciences Committee on Increasing High School Students’ Engagement & Motivation to Learn. Dr. Stipek served 10 of her 23 years at UCLA as Director of the Corinne Seeds University Elementary School and the Urban Education Studies Center. She joined the Stanford School of Education as Dean and Professor of Education in January 2001. She is a member of the National Academy of Education.

Jeff Wachtel

Jeff Wachtel was named to the newly created position of senior assistant to the president of Stanford University in November of 2001. In this position, he provides advice and counsel to President John Hennessy and represents the President’s Office to individuals and organizations both within and outside the university. His duties include gathering information, recommending action or resolving issues as required. He works on a broad range of issues involving faculty, students, staff, trustees, and the community.

In April of 2003, Mr. Wachtel was appointed secretary to the Board of Trustees in addition to his role as the president’s assistant. As secretary, he supports the leadership of the Board of Trustees in the creation, evaluation, and promulgation of University policies; institutional governance; long-term planning; and program development.

Mr. Wachtel began his career at Stanford in 1985 as a deputy director in the faculty/staff housing area. He has been managing director for real estate programs; associate dean and administrative director for the Continuing Studies Program/Summer Session; associate director for academic affairs at the Institute for International Studies; and a special adviser for faculty and staff housing.

Mr. Wachtel holds a bachelor’s degree in urban studies and psychology from Stanford, a master’s degree in city planning from the University of California-Berkeley and a J.D. from UC-San Francisco, Hastings College of the Law.
Nelly Stromquist

Nelly Stromquist is a leading scholar on issues of gender and education. She is the author of a dozen books and more than fifty articles on girls’ education and globalization and culture, gender and literacy, and comparative education more generally. Some of her works include: “Poverty and Schooling in the Lives of Girls in Latin America,” “Globalization, the I, and the Other,” “Gender Studies: A Global Perspective of their Evolution and challenges to Comparative Higher Education,” The Institutionalization of Gender and Its Impact on Educational Policy,” “While Gender Sleeps: Neoliberalism’s Impact on Educational Policies in Latin America,” Increasing Girls’ Participation in Basic Education, Education in a Globalized World. The Connectivity of Economic Power, Technology, and Knowledge, and, most recently, Género, educación y política en América Latina.

Professor Stromquist has taught at the School of Education of the University of Southern California since 1987. She is also affiliated faculty of the Center for Feminist Research and Gender Studies Program at USC, and affiliated faculty of the Program in American Studies and Ethnicity. She has been a visiting professor at a number of other universities, including the Catholic University in Lima, Peru, her country of birth, Harvard University, the Federal University of Bahia, Brazil, Florida State University, and UCLA. She also worked at Stanford, and at IDRC in Canada.

She has had many honors. She is the recipient of the Best Teacher Award in the School of Education at USC, 1992-93. She is past president of CIES (1993-1994), and has long been active in our Society. She was on the Board of CIES in 1987-1990, chair of the awards committee in 1988-89, chair of the gender and education committee, 1989-92, and associate editor of the Comparative Education Review in 1998-2003.

Perhaps more than any other person in the field of comparative education, Nelly Stromquist has contributed to our awareness and understanding of the inequalities faced by girls and women in reaching their full potential through educational and social access. She continues to be a leader in this work. The Eggerston Lecture this year is intended as a tribute both to her leadership and to the continuing challenge that education faces worldwide in overcoming widening gaps between the haves and have-nots.
Min Weifang

This year’s Kneller Award goes to Min Weifang, Executive Vice President of one of China’s leading educational institutions, Peking University. He is also Chairman of the Peking University Council. He has been responsible for a wide range of management functions at the university since 1995. These have included academic affairs, personnel, faculty development, finance, university high-tech industry programs, and the overall coordination of university operations.

Min Weifang is also a faculty member in the economics of education at Peking University. He received his Ph.D. in Economics of Education from Stanford University in 1987, and then did post-doctoral work on higher education finance and planning at the University of Texas in Austin. He joined the faculty of Peking University in 1988. He is currently serving as Director and Professor of the Institute of Higher Education at Peking University. Concurrently, Dr. Min serves as the President of the China National Society for Research on Study Abroad, is Vice President of China Higher Education Research Association, and is Senior Research Fellow of National Education Development Research Center of the Ministry of Education of China.

For eight years, he was the Chairman of the Expert Panel for the Implementation of World Bank Education Development in Poor Provinces Project in China (1992-2000). The project covered 114 Chinese counties with schools, colleges and universities for teacher and management training, construction, equipment, and computerized education management information system development. Dr. Min worked full-time at the World Bank in Washington DC during 1991-92 as a higher education specialist. He has been on more than 30 World Bank Missions to East Europe, South Asia, Southeast Asia and China since the early 1990s.

Dr. Min lived and worked in China both during the periods of the centrally planned economy and the so-called “cultural revolution,” when he spent five years as a coal miner. He also went through the whole period of China’s economic reforms and her opening up to the outside world. He has had broad international experience, including study and work in the U.S. and Japan and for international agencies such as the World Bank and UNESCO. He is the UNESCO Chair Professor in Higher Education in the Asia-Pacific. He was a member of the Editorial Advisory Board of the international journal Higher Education.

As a leading educator in China, Dr. Min has been a major force for change. He has initiated and implemented a series of reforms at Peking University in overall operations, in financing higher education, in curriculum and teaching and learning, in personnel policy and in faculty development. These reforms have had a far-reaching impact on education in China.

Dr. Min was granted a Fulbright Scholarship for graduate studies at Stanford in 1983. He was granted another Fulbright Award for the US-China Fulbright Program Twentieth Anniversary Distinguished Lecturer in 1999. He was awarded First Prize for Excellence in Social Science Research in 1991. In 1992, he received the Award for Distinguished Contribution to the Country as an Expert in Education, and received a National Award for Excellence in Teaching in China in 1995.
Don Holsinger

Don Holsinger, President of CIES in 2004, is a Professor of Education in the Department of Education Leadership and Foundations at Brigham Young University in Provo, Utah. Don got his B.A. degree at Brigham Young in Hispanic American Studies in 1966, his M.A. in Latin American Studies at the University of Wisconsin in 1967, his M.S. degree in Rural Sociology, also at the University of Wisconsin two years later, and his Ph.D. at Stanford in Sociology of Education in 1972. In the 30 years since he left graduate school, he has taught at four universities, served in the ministries of education of Ethiopia and Indonesia, and spent 13 years with the World Bank in Washington, D.C. He was the chief policy advisor to the Ethiopian Ministry of Education for three years in the mid-1990s. In 1997, he was named Director of the David M. Kennedy Center of International Studies at BYU, a post he held until 2002. Since entering the Education Leadership program, he spent almost a year in Vietnam on a Fulbright Scholarship at the Institute for Educational Research in Ho Chi Minh City, received another Fulbright in 2004, was the Donor Coordination Advisor at UNICEF in Cambodia (2004), and is currently serving as Senior Basic Education Advisor, USAID in Cairo.

In an interview in 1997, Don noted that he believed that education brings higher levels of democratic rights, and nations with higher levels of education tend to be more politically stable, which in turn facilitates higher levels of foreign investment. No accident, then, that the relationship between democracy and education was the theme of last year’s CIES annual meeting.

Don has been a committed member of the CIES community for many years, and continues to remain committed to helping low-income countries improve their economies and social structures through improving education. No ivory tower academic, he believes in a hands-on, action approach, and his service in the field is clear evidence of both his approach and his commitment to change.
The CIES GENDER COMMITTEE invites you to a three-part Gender Symposium on

PROMOTING AND DECONSTRUCTING GENDER EQUALITY IN EDUCATION IN 2005: ISSUES AND CHALLENGES

Wednesday, March 23, 2005, 10:30 am – 3:00 pm

The goals of Education for All (EFA) adopted in Dakar 2000 and the Millennium Development Goals (MDG) established 2005 as the first target date for achieving gender parity in education. Building on the unique convergence of higher education and development agency expertise at CIES, the Gender Symposium will explore and critique the ways in which international agencies, governments, and civil society organizations promote gender parity and gender equality in education discourse, policy, and practice.

PART ONE (10:30 am – 12:00 pm): LOCATION CERAS 100B

“Promoting Gender Equality through the UNGEI: Successes and Challenges”

Dr. Cream Wright
Education Section Chief, UNICEF

“Promoting Gender Equality through USAID Programming”

Dr. Christina Rawley
USAID/WID EQUATE Project Director

“Deconstructing Gender Rhetoric in EFA and MDG Documents”

Dr. Mary Ann Maslak
Former CIES Gender Committee Chair
Assistant Professor, St. John’s University

“Deconstructing Gender Equality in Development Discourse”

Dr. Beth Goldstein
Professor, University of Kentucky

PART TWO (12:00 pm – 1:30 pm): LOCATION CUBBERLEY AUDITORIUM

THE EGGERTSEN LECTURE

DR. NELLY STROMQUIST
Professor, University of Southern California

PART THREE (1:30 pm – 3:00 pm): LOCATION CERAS 100B

Roundtable Discussion: Panelists, Eggertsen Lecturer, and Discussants
Chair: Dr. Heidi Ross, Indiana University
Rapporteur: Dr. Suzanne Grant Lewis, Harvard University

The $20 fee for the Gender Symposium includes the Eggertsen lecture brown bag lunch and refreshments during symposium sessions.
Be sure to visit the...

** CIES 2005 Book Display **

*Wednesday, March 23 ~ Saturday, March 26*

CERAS 204

Featuring:

American Institutes for Research (AIR)

Catholic Relief Services

Comparative Education Research Centre (CERC)
of the University of Hong Kong

Creative Associates International, Inc.

Routledge T&F Group

Scholars Choice

Symposium Books

WestEd

Stanford University Press

…and MORE!
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>Monday, March 21</strong></td>
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<tr>
<td>1:30 p.m.-5:30 p.m.</td>
<td>CIES executive committee meeting</td>
<td>CERAS 218</td>
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<tr>
<td><strong>Tuesday, March 22</strong></td>
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<tr>
<td>8:00 a.m. -2:00 p.m.</td>
<td>CIES board meeting</td>
<td>CUBB 115</td>
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<tr>
<td>8:30 a.m. – 5:00 p.m.</td>
<td>Doctoral candidates workshop</td>
<td>CERAS 204</td>
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<tr>
<td>9:30 a.m.-11:45 a.m.</td>
<td>WCCES board meeting</td>
<td>CUBB 114</td>
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<tr>
<td>11:00 a.m. -5:00 p.m.</td>
<td>Registration</td>
<td>CERAS lobby</td>
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<tr>
<td>1:30 p.m. - 3:00 p.m.</td>
<td>Concurrent sessions</td>
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<tr>
<td>3:30 p.m. - 5:00 p.m.</td>
<td>Concurrent sessions</td>
<td>CUBB lobby</td>
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<tr>
<td>5:00 p.m. - 6:00 p.m.</td>
<td>Wine &amp; cheese reception</td>
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<td>6:00 p.m. -7:00 p.m.</td>
<td>Opening ceremony</td>
<td>CUBB auditorium</td>
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<tr>
<td><strong>Wednesday, March 23</strong></td>
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<tr>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>Registration</td>
<td>CERAS lobby</td>
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<tr>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>Book exhibit &amp; displays</td>
<td>CERAS 204</td>
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<tr>
<td>8:30 a.m. - 10:00 a.m.</td>
<td>Concurrent sessions</td>
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<tr>
<td>10:30 a.m. - 12:00 noon</td>
<td>Gender symposium – Part I</td>
<td>CERAS 100B</td>
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<tr>
<td>10:30 a.m. - 12:00 noon</td>
<td>Concurrent sessions</td>
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<tr>
<td>12:15 a.m. - 1:15 p.m.</td>
<td>Eggertsen lecture luncheon</td>
<td>CUBB auditorium</td>
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<tr>
<td>1:30 p.m. - 3:00 p.m.</td>
<td>Gender symposium – Part III</td>
<td>CERAS 100B</td>
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<tr>
<td>1:30 p.m. - 3:00 p.m.</td>
<td>Concurrent sessions</td>
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<tr>
<td>3:30 p.m. - 5:00 p.m.</td>
<td>Concurrent sessions</td>
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<tr>
<td>5:30 p.m. - 7:30PM</td>
<td>Institutional and sponsored receptions</td>
<td><em>All CIES members invited</em></td>
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<td>Harvard, Humboldt, &amp; Teachers College, Columbia University</td>
<td>CUBB lobby</td>
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<td>Loyola &amp; Penn State University</td>
<td>CERAS lobby</td>
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**Thursday, March 24**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>Registration</td>
<td>CERAS lobby</td>
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<tr>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>Book exhibit &amp; displays</td>
<td>CERAS 204</td>
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<tr>
<td>8:30 a.m. - 10:00 a.m.</td>
<td>Decade of democracy in South Africa: Beyond quantitative &amp; qualitative dichotomies in educational research.</td>
<td>Bldg. 160- Wallenberg Hall</td>
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<tr>
<td>8:30 a.m. - 10:00 a.m.</td>
<td>Concurrent sessions</td>
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<tr>
<td>10:30 a.m. - 12:00 noon</td>
<td>Concurrent sessions</td>
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<tr>
<td>12:00 noon - 1:30 p.m.</td>
<td>CER advisory board meeting</td>
<td>CUBB 114</td>
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<tr>
<td>12:00 noon - 1:30 p.m.</td>
<td>UREAG business meeting</td>
<td>CUBB 115</td>
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<tr>
<td>12:00 noon - 1:30 p.m.</td>
<td>Comparative study of globalisation and education;</td>
<td>CUBB 206</td>
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<td>CIES-SIG organizational meeting</td>
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<td><em>Open to all CIES members</em></td>
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<tr>
<td>12:00 noon - 1:30 p.m.</td>
<td>Language issues group in international comparative education meeting</td>
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<td><em>All interested in language education, policies, and practices are invited to attend</em></td>
<td>CUBB 128</td>
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<tr>
<td>12:00 noon - 1:30 p.m.</td>
<td>CANDE-SIG organizational meeting</td>
<td>CUBB 130</td>
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<tr>
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<td><em>Open to all CIES members</em></td>
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<tr>
<td>1:30 p.m. - 3:00 p.m.</td>
<td>Concurrent sessions</td>
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<tr>
<td>3:30 p.m. - 5:00 p.m.</td>
<td>Concurrent sessions</td>
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<tr>
<td>5:30 p.m. - 7:00 p.m.</td>
<td>Kneller lecture</td>
<td>CUBB auditorium</td>
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<tr>
<td>7:00 p.m. - 9:00 p.m.</td>
<td>Institutional and sponsored receptions * All CIES members invited *</td>
<td>Open Society Institute</td>
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<td>Open Society Institute</td>
<td>CUBB lobby</td>
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### Friday, March 25

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<tbody>
<tr>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>Registration</td>
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<tr>
<td>3:30 p.m. - 5:00 p.m.</td>
<td>Concurrent sessions</td>
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<tr>
<td>5:15 p.m. - 6:45 p.m.</td>
<td>CIES General Assembly/Business Meeting, Presidential address &amp; Awards ceremony</td>
<td>CUBB auditorium</td>
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<tr>
<td>7:30 p.m. – 12:00 midnight</td>
<td>Gala celebration</td>
<td>McCaw Hall, Arrillaga</td>
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### Saturday, March 26

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<thead>
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<tr>
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<td>Book exhibit &amp; displays</td>
<td>CERAS 204</td>
</tr>
<tr>
<td>8:30 a.m. -10:30 p.m.</td>
<td>New CIES Board of Directors meeting</td>
<td>CUBB 114</td>
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<tr>
<td>8:30 a.m. - 10:00 a.m.</td>
<td>Concurrent sessions</td>
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<tr>
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Monday, March 21

1:30 - 5:30 PM
CERAS 218  CIES executive committee meeting

Tuesday, March 22

8:00 AM - 2:00 PM
CUBB 115  CIES board meeting

8:30 AM - 5:00 PM
CERAS 204  Doctoral candidates workshop

9:30 - 11:45 AM
CUBB 114  WCCES board meeting

1:30 - 3:00 PM
Ceras 100B  Invited Panel: Beyond Dichotomies: Teacher Content Knowledge vs. Pedagogical Skill

David Grossman (Chair), Hong Kong Institute of Education

Cristian Cox, National Coordinator of Curriculum and Evaluation, Chile
Susanna Loeb, Stanford University
Modernizing and Assessing the Teaching Force in Vietnam
Luis Benveniste, World Bank

Bldg. 160-314  A Cross-National Examination of National Identity, Socialization and Schooling

Hilary Landorf (Discussant), Florida International University

Mexico-U.S. Migration, Transnational Identity and Schooling
Adriana Alcántara, New York University
Moving Beyond Dichotomies of National Identity in the Teaching of History in Moldova
Elizabeth A. Anderson, New York University
School Authority and Socialization in China
Julia Kaufman, New York University
On the Outside/On the Inside: Generation 1.5 Students in the American Education System
Kevin Hinkle, New York University
Beyond Dichotomies of National Identity: Educating for Coexistence in Israel/Palestine
Merav Ben-Nun, New York University
**Bldg. 160-315**  
A Healthy Child in a Healthy School Environment: The CHANGES Program in Zambia  

Nancy Keith (Chair), Creative Associates International, Inc.  
Integrating Education and Health: A Community Perspective  
Josiás Zulu, Creative Associates International, Inc.  
The Impact of De-worming and Micronutrients on Cognitive Ability: Conclusive Findings  
Lesley Drake, Partnership for Child Development  
Implementing Integrated Health and Education Programs  
Paul J. Freund, Creative Associates International, Inc.

**Bldg. 160-317**  
Academy at Stake: Critical Perspectives of Evaluation and Accreditation  

Armando Alcantara (Chair), National Autonomous University of Mexico  
Brian Pusser, University of Virginia  
Science in Mexico: unequal and centralized development  
Humberto Munoz, National Autonomous University of Mexico  
Maria Herlinda Suarez, National Autonomous University of Mexico  
Markets in Academia  
Imanol Ordorika, National Autonomous University of Mexico-University of Virginia  
Accreditation: phoenix of higher education?  
Roberto Rodriguez, National Autonomous University of Mexico

**Bldg. 160-318**  
An Untrodden Dichotomy: Education as Opposition of Normal-Abnormal  

Ignoring the Existence of “Other” within the Expression of Normal: Discursive Construction of Difference in Education  
Mustafa Sever, University at Buffalo  
Legitimating the ‘Abnormal’: An Analysis of Boys’ Schooling in Mongolia  
Rachel Fix, University at Buffalo  
Normalization as Governmentality: Education and the New Imperial Frontier  
Sami Hanna, University at Buffalo

**Bldg. 160-319**  
Institutional Capacity Building in and Environment of Uncertainty: A Missing Piece in the Education Development Puzzle in New Sudan  

Sharon Wright, Education Support Network/Sudan Basic Education Program (SBEP)  
Tassew Zeewdie, Education Support Network/Sudan Basic Education Program (SBEP)  
Alfred Lokuji, Secretariat of Education, Sudan  
George Mogga, Secretariat of Education, Sudan  
Kosti Manibe, Secretariat of Education, Sudan

**Bldg. 160-321**  
‘Beating the odds’: Addressing Key Challenges in Latin American Education with Evidence from Brazil, Nicaragua, and Honduras  

“If I stop studying, I won’t be anyone tomorrow:” Schooled Identity and Engagement in Secondary School  
Caroline E. Parker, Education Development Center  
“Para Seguir Adelante:” Getting Ahead through Innovative Secondary School in Rural Honduras  
Erin Murphy-Graham, Harvard University  
Racial Inequalities in Brazilian Primary Education: how race and fracasso escolar interrelate with student's gender, family background, and region of residence  
Paula Louzano, Harvard University
Bldg. 160-322  The Local, the National, and the Global (Part I)

Glocalization in Urban Education Governance: The Dialectics of State and Civil Society and the Governance of Complexity
Hanne B. Mawhinney, University of Maryland, College Park
Performance-based Assessments: Making Use of Local Context
Kerry Sherman Headington, WestEd
Problematicizing the “Global” Educator: Deconstructing the Global-Local Dichotomy
Patricia K. Kubow, Bowling Green State University
Paul Fossum, University of Michigan-Dearborn
‘Bottom-up’ and ‘Top-down’ Initiatives: The Case of the Academia Regional Quechua de Cajamarca, Peru
Yina Rivera Brios, OISE, University of Toronto
German Echegaray Niezen, Universidad Nacional de Cajamarca, Peru (not presenting)

Bldg. 160-323  Across Countries and Cultures: Processes of Globalization (Part I)

Knowledge Transfer, Transnational Corporations and National Development: The Contrasting Cases of Mexico and South Korea
Mark Hanson, University of California, Riverside
Globalisation forces and Islamic education: Education Reform in the Context of Globalisation and in Afghanistan
Pia Karlsson, Stockholm University
Winds of change: Who is blowing them?
Reza Arjmand, Stockholm University

Bldg. 160-325  From Reform to Assessment: Case Studies from Asia (Part I)

Rong-Rian Thai: The Need to Explore Autochthonous Definitions of, and Attitudes Towards, Education and Knowledge in Thailand
Gabriel A Molieri, University of Hawaii
Can The Banks Make A Difference? : Learning from experiences of the Third Elementary Educational Program (TEEP) in the Philippines
Lin Kobayashi, Stanford University
Alternative Perspectives on Education and Entrepreneurship in the Asia-Pacific Region
Misao Makino, Mejiro University
Osamitsu Yamada, Japan Entrepreneurs Association
Gerald Fry, University of Minnesota
Narantuya Sanjaa, Graduate Fellow from Mongolia

Bldg. 160-326  Education, Citizenship, and Education for Citizenship (Part I)

A critique of the pedagogy of empire: The new imperialism and ‘America’s Army’
Adam Davidson-Harden, University of Western Ontario
Allan Pitman
The development of active political citizenship and political leadership
Andreas Schroer, Stanford University
Politics, Ideology, and Democratic Citizenship Education: The Pedagogy of Politically Active Teachers in Porto Alegre, Brazil and Toronto, Canada
John P. Myers, University of Pittsburgh
Bldg. 160-328  Neoliberalism and Education

On State and Elementary Education in India
Anugula Narender Reddy, National Institute of Educational Planning and Administration (NIEPA)

Neo-liberalism and Education – Present, Past, and Future
John C. Weidman, University of Pittsburg
Brian L. Yode, University of Pittsburg

Neoliberal Reform Women and Higher Education in Thailand: The Landscape of Change and Possibility
Pierre Walter, University of British Columbia

Bldg. 160-329  NGOs and Non-Formal Education

Forming a New Normality: The Role of NGO Education in the Conflict of the Democratic Republic of Congo
Joanna Sun, University of Southern California

Strategies for Strengthening professional non-for profit organizations in developing countries
Linda Ulqini, International Reading Association

Reciprocity in Transformative Learning: An analysis of two change-oriented non-formal learning programs
Michael Silverman, University of Southern California
Rob Filback, University of Southern California

Nonformal Education as Emancipatory Learning: Building Grassroots Strategies from the Bottom-of-the-Pyramid
Warner Woodworth, Brigham Young University

Bldg. 160-330  Ethnic Identity in Cross-Cultural Perspectives (Part I)

An Ethnographic Analysis of Chinese, Japanese, and Mexican Communities in Watsonville: Historical, Cultural and Social Undercurrents of Ethnic Identity
Anne Rios, University of California, Santa Cruz

Hear my Voice: A Product of the Educational System
Clancie Mavello Wilson, Roger Williams University

Education of Culturally Robust Minorities: Romany Youth in the Czech Republic
Gwen Willems, University of Minnesota

Bldg. 160-331  Basic Education in Africa

The Paradox of Implementing Advanced Educational Theory in a Developing Country as seen through the Benin National Student-Centered Curricular Reform
Emmanuel David-Gnahou, Ministry of Primary and Secondary Education, Benin

School enrollment among urban non-slum, slum and rural children in Kenya using multiple indicator cluster survey data
Frederick Mugisha, African Population and Research Center

Sustaining Free Primary Education And Enrollment In Kenya
George Ombado, AB2000 (AIDS Beyond 2000)
Bldg. 160-332  
**Emerging Issues in Language Teaching and Learning (Part I)**

Can a Nation Watch TV and Learn to Read a Newspaper?  
*Brij Kothari, Ravi J. Mathai Centre for Educational Innovation, IIM Ahmedabad*

The Role of the Mother Tongue in the Acquisition of Knowledge: the global versus the local  
*Halla B. Holmarsdottir, University of Oslo*

Native English Speaking Teachers Versus Non-native English Speaking Teachers in Team teaching: Collaboration or Confrontation?  
*Pei-pei Lin, University of Nevada-Reno*

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**CUBB 128  Analysis of Alternative Approaches for Reaching EFA Goals in Underserved Areas**

Organizing and managing education initiatives for EFA in underserved areas: Policy options within sector programs  
*Ash Hartwell, Education Development Center*

Costs and Cost Effectiveness of Complementary Approaches  
*Audrey-Marie Schuh Moore, Academy for Educational Development*

The Roles of Non-Governmental Actors in Extending Education to Underserved Areas  
*Jane Benbow, American Institutes for Research*

Meeting EFA: Lessons from Complementary Approaches  
*Joe DeStefano, Center for Collaboration and the Future of Schooling*

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**CUBB 130  Anthropology and Comparative Education: Bridging Dichotomies**

Vandra Masemann (Discussant), OISE, University of Toronto

Comparative Ethnography  
*Lesley Bartlett, Columbia University*

The Development of the Individual across Educational Contexts  
*Peter Demerath, Ohio State University*

“The Civilized” Approach To Education: Nineteenth Century First Nations and American Indian Educational Policy and Practice in Canada and the United States  
*Roxanne Beckman, University of Wisconsin-Madison*
3:30 - 5:00 PM

CERAS 100B Invited Panel: Beyond Dichotomies: Government vs. Non-Government (Part I)

Bob Arno (Chair), Indiana University

The Reconstruction and Reconstitution of Afghanistan’s Higher Education System
Atifa Rawn, University of Arizona

Many ways to make a school: achieving EFA in an era of decentralization
Chloe O’Gara, Director of Education, Save the Children

Educational Research and Policy Making in Mexico
José Pescador Osuna, Former Minister of Education, Mexico

Kílemi Mwiria, Assistant Minister of Education, Science & Technology; Kenya

Richard Navarro, Cal Poly Pomona; Former-Chief of Education, Afghanistan, Unicef

Bldg. 160-314 Beyond Limitations: Empowering the Disadvantaged – Educating Women, Indigenous Peoples and Immigrants

Women’s International Leadership: Developing an Effective Educational Foundation
Anisa Newman, Harvard University

Mayan Education and the Fight Against the Three Sins of the Guatemalan State (Authoritarianism, Ethnocentrism and Centralization)
Juan de Dios Simon, Harvard University

Beyond Cultural Dichotomy: Education of Newly-Arrived Chinese Immigrants in the US
Qin Jiang, Harvard University

Bldg. 160-315 Border Crossings: Teaching about the Third World to First World Undergraduates

Gustavo Fischman (Discussant), Arizona State University

Sangeeta Kamat (Chair and Discussant), University of Massachusetts, Amherst
Jennifer Cannon, University of Massachusetts, Amherst
Majid Khan, University of Massachusetts, Amherst
Manaslu Gurung, University of Massachusetts, Amherst

The contributions and hazards of using orientalism and critical-pedagogy to overcome dichotomies in teaching international education to a large undergraduate class
Peter Tamas, University of Massachusetts, Amherst

Bldg. 160-317 Study Abroad and the Freshman Survey

Study Abroad as a Means of Student Involvement
Cathryn Dhanatya, UCLA

Study Abroad and Social Class
Linda Furuto, UCLA

Characteristics of Freshmen Students Intending to Study Abroad
Omid Kheiltash, UCLA

Study Abroad and the American University
Val Rust, UCLA

Chris Wheeler (Discussant), Michigan State University

Scaling Up Girls’ Education Interventions for Gender Parity in the Era of SWAps (Sector Wide Approaches)
Carol Watson, UNICEF/New York
Implementing Effective Projects and Preparing the Conditions for Scaling Up: Political and Practical Tensions
Joan DeJaeghere, University of Minnesota
Scaling Up Girls’ Education: A Framework to Advance the Goals of Education for All
Shirley J. Miske, Miske Witt & Associates, Inc.

Bldg. 160-319 Understanding and Improving School Performance in Uganda: Perspectives from GIS, Network Analysis, School Effectiveness, and National Examinations

Steven J. Hite (Chair), Brigham Young University

Understanding the Relationship between School Level Characteristics and National Examinations: A Case Study of Mukono District Uganda 2000-2003
Steven J. Hite, Julie M. Hite, Christopher Mugimu, Joshua Rew, Brigham Young University
Julie M. Hite, Steven J. Hite, Joshua Rew, James Jacob, Christopher Mugimu, Brigham Young University
Exploring the Relationship between School Resources and Performance of Secondary Schools of Mukono Uganda: A Resource-Based View Approach
Steven J. Hite, Julie M. Hite, Christopher Mugimu, Joshua Rew, Brigham Young University
School Location and School Performance: What Education Planners Need to Know
Steven J. Hite, Julie M. Hite, James Jacob, Joshua Rew, Christopher Mugimu, Brigham Young University
Julie M. Hite, Brigham Young University; James Jacob, UCLA; Christopher Mugimu, Brigham Young University

Bldg. 160-321 Native American Schooling, Language, and Culture

No Longer a Dichotomy: Using Technology to Maintain Native American Culture and to Prosper in the Innovation Age
Jayson W. Richardson, University of Minnesota
Beyond Formal and Informal Education: Can Schools Be Primary Places for Maintaining Native American Languages and Cultures?
Nobuaki Kawakami, Harvard University
Indigenization And Civilization:
Formal vs Informal Knowledge Systems
William Koomson, Pennsylvania State University

Bldg. 160-322 The Local, the National, and the Global (Part II)

School Leadership beyond Dichotomies
Hanja Hansen, University of Applied Science in Education, Zurich
Self and other: towards an ethics of engagement in education in global times
Pam Christie, The University of Queensland
Globalization and Democracy in Education: Implications for School Leadership Preparation
Re Saravanabahavan, Howard University
Sheila Saravanabahavan, Virginia State University, School of Liberal Arts and Education
Elizabeth Kozleski, University of North Colorado, School of Education
Bldg. 160-323  Education and the Human Rights Challenge

Cosmopolitan Liberalism and Universal Educational Rights  
Brian Burtt, University of Pittsburgh
Beyond Majority Rights and Minority Protection: Achieving Reflective Citizenship Through Multicultural Education in the Great Lakes Region of Africa  
Elavie Ndura, University of Nevada  
Michael Dornoo, University of Nevada
Eric Kramon, Stanford University
Political/Ideological/Moral Education of Mainland China and Human Rights Education: Different Foundations and Similar Aims  
Scott E. Graham, University of Northern British Columbia

Bldg. 160-325  From Reform to Assessment: Case Studies from Asia (Part II)

Social class and educational achievement in Vietnam  
Phuong Lan Nguyen, University of Washington
Implementation of reform policies: The need for both structural and cultural elements at work  
Suseela Malakolunthu, University of Malaya
Attempts for Aid Coordination in Education Sector in Vietnam  
Takao Kamibeppu, Tokyo Jogakkan College

Bldg. 160-326  European Union and Higher Educational Change

Entrepreneurial Universities in Europe: Examples of Transformation in the East and West  
Aljona Sandgren, University of London
From Academics to Entrepreneurs? A comparative study of changing conditions for academics and academic work in Sweden and the UK  
Gorel Stromqvist, Stockholm University
What happened to the Nordic Model of Higher Education in the Context of the Bologna Process and Globalization? A Study of Recent Change in Denmark, Finland, Iceland, Norway, and Sweden  
Ingemar Fagerlind, University of Stockholm  
Gorel Stromqvist, University of Stockholm

Bldg. 160-328  Beyond Familiar Dichotomies in Debates on the Integration of Immigrants

Beyond Dichotomies: The Schooling of Mexican Immigrants from a Binational Perspective  
Adam Sawyer, Harvard University
Accessing Opportunity: A Study of Parental Involvement and School Achievement in the context of an Oaxacan Transnational Community  
Emily Flynn, Stanford University
Americanization and Educational Outcomes in an Ethnic-Status Community: Keralites and Gujaratis in Los Angeles  
George P. Alexander, Biola University
How Far Is It To The Success Of New Immigrants? A comparative study of IMG programs in BC and ON  
Hong Tao, University of British Columbia
Acculturation, Familism and Personality Traits as Correlates of Achievement Motivation among Latino Students at CSU Fresno  
Manuel Figueroa, California State University, Fresno
Bldg. 160-329  Broad Implications of Technology in International Comparative Education

School Surf: The Visual and Textual Messages in US and Canadian Department of Education Homepages
Cheryl Aman, University of British Columbia
Comparing Cultural Uses and Applications of Wireless Internet Learning Devices in Classrooms
Heidy Maldonado, Stanford University
Internationalizing Curriculum: The LASER (Latin America School & Educational Resources) Website Project
Kristin Anne Janka, Michigan State University
The Reform of Comparative Education Courses: Using Technology to Create Authentic Worldwide Classrooms
Rosita Tormala, University of the Netherlands, Antilles; University of Wisconsin, Milwaukee

Bldg. 160-330  Ethnic Identity in Cross-Cultural Perspectives (Part II)

Persistence and fluidity: Choice, reflection, and identity formation in recent immigrant children
Ramona Fruja, Michigan State University
Citizenship, Education, and Identity: A Study of Ethnic Koreans in China
Sheena Choi, Indiana University-Purdue University Fort Wayne
Religion and ethnicity: The case of Cyprus and Northern Ireland
Simoni Photiou, Pennsylvania State University


International scholars in the larger context of American academic culture: A qualitative study aiming to find out what kind of role international scholars play in the shaping of today’s American academic culture
Casandra Culcer, University of Toledo
Knocking on the Imperial Doors: International Students and U.S. Border Security
David A. Urias, Texas A&M University
Nancy O’Brien, University of Minnesota

Bldg. 160-332  Educational Reform in the Asian Context (Part I)

Beyond Dichotomies Raised by Current Education Reforms: Building Democratic education, Collaborative Teaching Culture and Learning/Caring
Hidenori Fujita, International Christian University
Educational Reformers versus Community Developers: The Changing Role of Field Education Officers of Aga Khan Education Service Chitral, Pakistan
Mir Afzal Tajik, Pakistan Aga Khan University
Educational Reform and Confucianism: The Dialectic between East and west
Sheng Yao (Kent) Cheng, National Chung Cheng University
W. James Jacob, National Chung Cheng University
CUBB 128 The Impact of Comparative Education Research on Institutional Theory

Alexander W. Wiseman (Discussant), University of Tulsa

Francisco O. Ramirez (Discussant), Stanford University

David Baker (Discussant), Pennsylvania State University

The Theorized Society and Political Action: Effects of Expanded Higher Education on the Polity
David Kamens, Northern Illinois University

Education Professionals and the Construction of Human Rights Education
David Suarez, Stanford University

Loosely Coupled or Political Achievements? Adoption and Outcomes of Decentralization Reform in Latin America: Argentina in Comparison
Fernanda Astiz, Canisius College

The Sequential Formation of Benevolent, Correctional, and Educational Institutions
John G. Richardson, Western Washington University

Jong-Seon Kim, Stanford University

Cultural Coexistence: Gender Egalitarianism and Difference in Higher Education
Karen Bradley, Western Washington University

Patients Without Borders: Expansion Of Patient Responsibility And Rights Through Health Education
Keiko Inoue, Stanford University

CUBB 130 Beyond a Dichotomous Conceptualization of Oppression

Hsuan-Jen Chen, University of Nevada
Jeff Harootunian, University of Nevada
Livia Marly Sá, University of Nevada
Mike Patch, University of Nevada
Pam Elges, University of Nevada

5:00 - 6:00 PM

CUBB lobby Wine & cheese reception
(Sponsored by McGraw-Hill Assessment & Reporting)

6:00 p.m. -7:00 p.m.

CUBB auditorium Opening ceremony
8:30-10:00 AM

CERAS 100B Invited Panel. Beyond Dichotomies: Social Class vs. School Reform

Henry Levin (Chair), Teachers College, Columbia University

Good Schools for Poor Kids: What is the Alternative?
Marlaine Lockheed, World Bank
Evaluating School Reform in Latin America: Gimme a Break
Patrick McEwan, Wellesley College
Social Class and School Reform: What is the Question?
Stephen Heyneman, Vanderbilt University

Bldg. 160-314 Beyond Dichotomies: Expanding Gender Research in CIES

Beyond Gender Dichotomies: A Short Review of CIES Presentations and CER Publications
Christopher Frey, Indiana University-Bloomington
Comparing Gendered Educational Discourses: Ghanaian Females and African American Males
Dawn Michele Whitehead, Indiana University-Bloomington
Educational Strategies to Address Masculine Issues in the Developing World
Michael E. Jones, Indiana University-Bloomington

Bldg. 160-315 Beyond Dichotomies: Ways to Increase Participation in Education

Ladi Semali (Chair), Pennsylvania State University

Javzan Sukhbaatar, Pennsylvania State University
Regsuren Bat-Erdene, University of Pittsburgh
An Alternative to Schooling: Forming Small-Scale Free Associations Facilitated by Digital Technology
Robin Clausen, Pennsylvania State University
Helga Stokes, Pennsylvania State University

Bldg. 160-317 Chinese Universities in the Global Knowledge System: Beyond the Dichotomy of Catch-Up and World Class Institutions

Heidi Ross (Chair and Discussant), Indiana University

Leadership Roles Chinese Universities Can Play: Reviving Cultural Wisdom to Meet Global Challenges
Jing Lin, University of Maryland at College Park
Which Role Comes First? The Shifting Focus of the Missions of Chinese Universities
Jingjing Lou, Indiana University
The Responsive Roles of Chinese Universities: The Redefinition of University-Student Relationships
Ran Zhang, Indiana University
The Future Role of Chinese Universities – Leadership Beyond Dichotomies?
Ruth Hayhoe, OISE/University of Toronto
Community Schools: Expectations and Practice - Save the Children’s Experience with Community Schools in Africa

Reaching the ‘Un Reached’ through NFE - The CHANCE Schools in Uganda
  Hadija Nandyose, Save the Children

Community Schools: Revisiting the Community as the Solution to Local Needs
  Jordan Naidoo (Panel Leader), Save the Children

Save the Children Village Based Schools in Malawi, 1994-2003
  Lester Namathaka, Save the Children

Community Schools, Participation and Educational Development in Ethiopia
  Mengistu Edo, Save the Children

Language and Language Policy Issues in Africa

Unasked Questions: Language of Instruction Policies in Ethiopia
  Benjamin Piper, Harvard University

Teaching English in Francophone Cameroon
  Catherine Noer, University of Minnesota

English or Harmonized African Languages? A Critical Choice for Language of Instruction in South African Classrooms
  Leketi Makalela, Michigan State University

Beyond Dichotomies in the Language Question in Education in Africa: Not Which but How
  Stephen Backman, Michigan State University

Education and Political Development

Education and Zambia’s Democratic Development: Reconstituting ‘Something’ from the Predatory Project of Globalization
  Ali A. Abdi, Lee Ellis, University of Alberta

Children and Adults as Agents of Change: Paths Towards Democracy and Citizenship in Education
  Armando Estrada, Harvard University
  Mariali Cardenas

Resisting and Rethinking Education for Democratic Public Life
  Diane Gal, Queens College, CUNY

Examining the Relationship between Identity and Identity Formation in Education (Part I)

The Impact of Cultural Risk Perception on the Life Course in Germany and the United States
  Antje Barabasch, Georgia State University

In Search of Bridges: The Citizen and the World in the Curriculum Standards for Social Studies: A Critical Discourse Analysis
  Ayman Agbaria, Pennsylvania State University

Redefining Identity in Graduate School in the U.S. as an Adult English Second Language Learner
  Cheong-Hwa Cheong, SUNY at Albany

Beyond Familiar Dichotomies in Higher Education

All Talk and No Action: Beyond the Diversity Divide in Higher Education
  Christa Bruhn, University of Wisconsin

Social Capital and Cultural Capital in Tertiary Education Policy and Research
  Derek Lee Rodriguez Ohlms, Vanderbilt University

Beyond Dichotomy between Government and Non-government in the Higher Education in Korea
  Jae-Youn Park, Korean Educational Development Institute (KEDI)

What Happens when the University Meets the Community? Theorising ‘Dichotomy’ in Higher Education Service Learning
  Janice McMillan, University of Cape Town, South Africa
Bldg. 160-325  Immigrant Issues in Higher Education and Beyond

Learning, Unlearning, and the Teaching of Writing: Educational Turns in Postcoloniality
Janice Tolman, University of California, Berkeley
Here I am Now! An Ethnographic Study of Immigrant and Refugee Undergraduates and Youth: Challenging the Dichotomies of University and Community Partnerships and Community Service-Learning,
Janna Shadduck-Hernandez, UCLA
The Role of Remittances in the Educational Process in Guerrero, Mexico
Leslie A. Martino, Columbia University
An American in Sweden: Immigrant Integration and the Development of a Research Identity
Tommy Williford, University of Georgia

Bldg. 160-326  Chinese Education in the Context of Comparative Education

A Comparison in Rural Primary Education Funding Policies between China and India – A Proposal
Aihua Wang, Florida State University
Universal Childhood? A comparative approach to British and Chinese contexts
Huajun ZHANG, Florida State University
Feasible Joint Training Program of China and Korea
Jai-Kyung Roo, Buksung College
Cultural Differences in Children’s Cognition and Socio-emotion Understanding by Studying the Similarities and Differences Between American and Chinese Parenting
Qingling Yang, Cleveland State University
American and Chinese Youths’ Images of America
Yali Zhao, Georgia State University

Bldg. 160-328  Education in Central Asia

Religious Education in Secular Schools in MBAP of Tajikistan
Akim Elnazarov, Institute of Ismaili Studies, London
Constructing National Identity: Perspectives from Kazakhstan’s Education
Jazira Asanova
Which Way is Forward? Top-down and Bottom-up Development in Afghanistan
Nils Kauffman, Michigan State University
Richard Navarro, Michigan State University
Interacting Attitudes towards Textbook Provision: Tajikistan and the World Bank
Stephen Bahry, University of Toronto
Faculty Teaching Norms in Kazakh Higher Education
Timothy C. Caboni, Vanderbilt University
Nataliya L. Rumyantseva, Vanderbilt University

Bldg. 160-329  Information Technology in Formal and Non-Formal Contexts (Part I)

Factors Related to Achievement in Rural Communities: the Case of Telesecundarias in the South of Nuevo León, México
Guadalupe Villarreal, Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico
Gender in the Mexican Telesecundaria Classroom: A Case Study of the Role of Gender in the Formal and Hidden Curriculum
Jennifer Johnson, UCLA
ICT Use for Education: Open Source vs. Proprietary Software
Junko Sagawa, Asian Development Bank Institute
Shinobu Yume Yamaguchi, Tokyo Institute of Technology
Asian and International Perspectives on Education Inequality: A Look at Education Attainment Inequality in Cambodia, China, Vietnam, Peru, and South Africa

Reconstructing Cambodian Education Following the Systematic Destruction of its Human Capital Stock
*Donald B. Holsinger, Brigham Young University*

Measuring Chinese Educational Progress in an Era of Remarketization
*James Jacob, UCLA*

The Impact of Tradition, Ideology and War on the Distribution of Education Attainment in Vietnam
*John M. Collins, Brigham Young University*

Racial and Gender Education Inequality in South Africa: A Case Study of Post-Apartheid South Africa
*Joshua W. Rew, Brigham Young University*

Explaining Education Inequality in Peru: An Examination of the Relationship between Socio-Economic Factors and Education Attainment Inequality
*Laura Jimenez, Brigham Young University*

Progress in Reaching Education for All Goals: Results from Recent Evaluations

Keith Lewin (Discussant), University of Sussex

H. Dean Nielsen (Chair), World Bank

Local Solutions to Global Challenges: Bolivia Case Study
*Ernesto Schiefelbein, Harvard University*

Evaluating 15 Years of World Bank Support for Universal Primary Education
*H. Dean Nielsen, World Bank*

Trade-Offs between Quantitative Expansion and Quality Improvement in UPE: Some Country Examples
*Helen Abadzi, World Bank*

Local Solutions to Global Challenges: a Global Evaluation of External Support to Basic Education
*Ted Freeman, Goss Gilroy, Inc.*
*Joel Samoff, Stanford University*

Merit Pay: Faculty Compensation Based on Piece Work

Mexico’s Estimulos Programs: Scholarship Gone Wild
*Estela Mara Bensimon, University of Southern California*

Faculty Compensation: Business Practices and Market Orientation in Mexican Academe
*Imanol Ordorika, Universidad Nacional Autónoma de México*

Merit pay and Faculty Incentives in Argentina
*Marcela Mollis, Universidad Autónoma de Buenos Aires, Argentina*

Challenges and Opportunities for Partnering in Educational Reform in Egypt (Part I)

Introduction
*Mark B. Ginsburg, Egypt Education Reform Program*
*Mark Sweikhart, Egypt Education Reform Program*

Overview of the Education Reform Program
*John Villaume, Egypt Education Reform Program*

Faculties of Education Reform: Pre-service Teacher Education
*Mark B. Ginsburg, University of Pittsburgh*
*Nagwa Megahed, (Ain Shams University)*
10:30-12:00PM

CERAS 100B Gender Symposium (Part I): Promoting and Deconstructing Gender Equality in Education in 2005: Issues and Challenges

Deconstructing Gender Equality in Development Discourse  
Beth Goldstein, University of Kentucky

Promoting Gender Equality through USAID Programming  
Christina Rawley, USAID / WID EQUATE

Promoting Gender Equality through the UNGEI: Successes and Challenges  
Cream Wright, UNICEF

Deconstructing Gender Rhetoric in EFA and MDG Documents  
Mary Ann Maslak, St. John’s University

Bldg. 160-314 Building Local Ownership and Enabling Local Use of Education Data and Information

Using Information to Promote Community Dialogue in Education; Examples from Nigeria  
Alastair Rodd, RTI International

Putting Information into Action: Progress and Promise in Guinea’s Schools and Prefectures  
Jennifer Spratt, RTI International

Information for All: EMIS in Kano State, Nigeria  
Jon Herstein, RTI International

Community College Leadership and International Education  
Edward Valeau, Hartnell College

Bldg. 160-315 California Community Colleges and International Education: An Exploration into Open Access

Community College Study Abroad Programs to Vietnam, Cambodia, Laos and China  
Jill Heffron, City College of San Francisco

Global Marketplace and International Students at Community Colleges  
Johnny Johnson, Monterey Peninsula College

Community Colleges and Open Access: Implications for International Education  
Rosalind Latiner Raby, California Colleges for International Education

Community College International Development in Eritrea, Africa  
Salvatore Rotella, Riverside College

Bldg. 160-317 Immigrants Students on the Periphery of Society

Need Support for All Immigrant Students in Japan  
Hitomi Maeda, University of Minnesota

Nikkei/Okinawan: Dekasegi Identity and Education in Japan  
June A. Gordon, University of California, Santa Cruz

Approaches to the Practice of Intercultural Education: A Comparative Examination of Sweden, Spain and Italy  
Nuzzly Ruiz de Forsberg, Stockholm University

Foreign Students in Romania: Past, Present and Future  
Remus Pricopie, National University of Political Studies and Public Administration, Romania

The Lived Experience of Being Chinese Mother Who have Children Studying in the K-12 School in America as First Generation Chinese Immigrants  
Xuan Weng, University of Maryland
Bldg. 160-318  Technology and Distance Learning Across Regional Contexts

Myth vs. Reality: Higher Education e-learning Program Assessment in the U.S. and China

Evy Du, WestEd

Virtual Ethnography: Understanding Cultural Aspects of Online Learning

Miki Yoshimura, Waseda University

Distance Education and the Role of the State: A Sweden/US perspective

Paul Mihailidis, University of Maryland

Providing Distance Education in Asia: Synchronous vs. Asynchronous

Shinobu Yume Yamaguchi, Tokyo Institute of Technology

Bldg. 160-319  The Economics of Higher Education

The University Business: Brand Positioning & Proprietary Learning Limits

Bruce Henry Lambert, Stockholm School of Economics, Sweden

Between a Rock of the State and a Hard Place of the Market: Sources of Sponsorship and Legitimacy in Russian Non-State Higher Education

Dmitry Suspitsin, Pennsylvania State University

Contemporary Issues in Tunisian Higher Education

HaiXia Xu, University of Georgia

Public versus Private Higher Education in China - Trends and issues

Zhao Shangwu, Stockholm University

An Exploration of a Dichotomy of Citizenship Education: Democratic versus Non-democratic Political Systems

John D. Napier, University of Georgia

Bldg. 160-321  Education and Political Development (Part II)


Nassim Abdi Dezfooli, Bowling Green State University

Leila Mouri Sardar Abady

The Role of Universities in Post-Conflict Recovery: A Case Study

Peter Ninnes, University of New England, Australia

Bert Jenkins, University of New England, Australia

Bldg. 160-322  Examining the Relationship between Identity and Identity Formation in Education (Part II)

Images of the Educated Person in the United States of America and Japan

David Ericson, University of Hawaii

Schooling CUBBan Pioneers in the Ideals of Che: New Meanings

Denise Blum, California State University Fresno

Identity, Citizenship and Education in an Emerging “Crossover Society”: Based on an International Comparative Survey on Youth Culture

Hidenori Fujita, International Christian University

An Ethic of Selflessness: Tibetan Identity and Education-in-Exile

Tracy Stevens, University of Utah
Bldg. 160-323  Indigenous Peoples and Indigenous Knowledge

The Quest for a Better Life: The Education System versus the Traditional Beliefs
Anne M. Mungai, Adelphi University
“Glocalizing” Education through Indigenous Knowledge: The Ahupua`a Curriculum in Hawaii
Gay Garland Reed, University of Hawai‘i
Indigenous Knowledge and Comparison-Cultural Idioms of Rationality: Meta-Paradigm of Time and Space-Japanese Case
Shin’ichi Suzuki, Waseda University
Instructional Perspectives in Indigenous and Cultural Knowledges: Implications for Design and Technology
Wanjira Kinuthia, Georgia State University

Bldg. 160-325  Educational Policy in the Korean Context

Who Wants School Choice?: Determinants of Parental Attitude toward the High School Equalization Policy in South Korea
Byun Soo-yong, University of Minnesota
Sources of Conflicts in Education Community
Namgi Park, Gwangju National University of Education
A Comparative Research on Curriculum Reforms between Taiwan and South Korea
Yung Feng Lin, National Chung Cheng University
Sheng Yao (Kent) Cheng, National Chung Cheng University

Bldg. 160-326  Beyond Urban and Rural Regional Divides: Perspectives on Educational Access in Thailand, Laos, and China

Reshaping Rural Education in China to Close the Rural-Urban Divide
Belinda Liu, Harvard University
Educational Opportunities for Ethnic Minorities in Lao
Jennifer Ho, Harvard University
Regional Inequalities and Educational Access in Thailand
Paul Ham, Harvard University

Bldg. 160-328  Economics of Higher Education in China

Student Loans for Higher Education Institutions in China: An international perspective
Baoyan Cheng, Harvard University
The Public Funding for China’s Regular National Universities and Colleges
Chen Shen, University of British Columbia
Knowledge for Sale: Commercialization of University Research in China and Its Implications for Academic Identity
Li Yancheng, University of Hong Kong

12:15 a.m. - 1:15 p.m.
Eggertsen Lecture Luncheon
(Gender Symposium—Part II)
CUBB Auditorium
Wednesday March 23 1:30 - 3:30 PM

1:30-3:00PM

CERAS 100B  Gender Symposium (Part III): Roundtable Discussion

Heidi Ross (Chair), Indiana University

Suzanne Grant Lewis (Rapporteur), Harvard University

Bldg. 160-314  Education in Crisis: Local and Global Responses

Collapsing Dichotomies of Trauma: Every Day Coping among War-Affected Teachers in Tanzania and Liberia
Janet Shriberg, Columbia University

Between Reproduction and Resistance: Local Teaching Practices and Ideologies in Indigenous Education Programs in Peru
Laura Valdiviezo, Columbia University

Schooling in the Shadow of Death: Examining AIDS and Education in Zambia through Policy and Practice
Monisha Bajaj, Columbia University

What can Standards Contribute to Education in Emergencies?
Nancy Green, Columbia University

AIDS and ‘Edutainment’: An Analysis of the Role of the Mass Media in HIV/AIDS Education in Tanzania
Tonya Muro Homan, Columbia University

Bldg. 160-315  Linkages Between Formal and NonFormal Education: A Decade of World Education’s Experience with Community Participation in Education in Africa

Mitigating the Spread and Impact of HIV/AIDS on Ghana’s Education
Adrian DeDomenico, World Education

Integration of Community Participation in Education with Initiatives in Agriculture and Environment: The Civic Involvement of Primary Education (CIPE) Program in Malawi
Earnest Pemba, CRECOM Malawi

Synergies Across Complimentary, but Different Sectors: Encompassing Extremes An Example from Egypt
Kristen Edgar Potter, World Education

Communities Approaches to Holistic Strategies to Support Orphan’s and Vulnerable Children (OVC)
Sarah Illingworth, World Education

System: The Vital Role of Teachers in HIV/AIDS Prevention
Shirley Burchfield, World Education
Solo Kante, Barky Diallo

Bldg. 160-317  Teacher Education: Recruitment/Incentives & Policies from Developing World

Dichotomies in Teacher Ed Programs
Brianne Fitzgerald, Harvard University

Analyzing Chilean Policies for Improving Teacher Qualifications
Mercedes Rivadeneira, Harvard University

Recruitment of Qualified Teachers
Saima Gowani, Harvard University
Using Theory to Inform Curriculum Development: A Case Study of a Practitioner-Researcher Partnership to Improve Early Primary Reading Instruction in Guinea

Jennifer Swift-Morgan, International Education Systems Division Education Development Center

Co-designing Effective Data Collection Instruments: Nurturing the Dialogue between Researchers and Practitioners
Boussouriou Diallo, National Institute for Research and Pedagogical Action; Ministry of Pre-University Teaching and Civic Education, Guinea

Allowing Theory and Research to Inform Curriculum and Materials Development: How the Results of the 2004 Study are Helping to Establish New Pedagogical Directions in Early Reading Instruction in Guinea
Djibril Fofana, National Institute for Research and Pedagogical Action; Ministry of Pre-University Teaching and Civic Education, Guinea

Extending the Partnership: Involving Practitioners in the Data Analysis and Interpretation Process
Jennifer Spratt, RTI International
Mano Tamba, National Direction of Elementary Education; Ministry of Pre-University Teaching and Civic Education, Guinea

Starting from the Very Beginning: Building Effective Practitioner-Research Partnerships to Measure Early Primary Students’ Reading Abilities
Norma Evans, Education Development Center Inc.

The Impact of Social and Political Transition on North and South Korean Education

The North Korean Identity: Ethnic-Cultural and Civic Nationalism in DPRK History Textbooks
Danton Ford, Kyungam University

Jane Pak, Stanford University

Unaccompanied Children and Their Lost Voice: What the Numbers Really Tell Us About the Victims of the Korean War
Jennifer J. Kim, University of Maryland College Park

Residential Segregation and Differentiation in South Korea: Gangnam District
Youngwoo Park, Florida State University

Lifelong Learning: Concepts and Policies

Lifelong Learning – Norms and Rationality Beyond a Functionalistic Paradigm
Anja Jakobi, University of Bielefeld, Germany

Lifelong Learning-Concepts and Policies, as Promoted by International Organizations, and their Interpretation
Hans Schuetze, University of British Columbia

Transfer Processes between School-based Vocational Training and the World of Work: Some Conceptual Ideas from a European Perspective
Hubert Erl, University of Oxford

Reconceptualising Learning in Mature Adulthood: Culture(s) of Aging and Context(s) of Meaning.
Mina O’Dowd, Lund University
Bldg. 160-323  Chinese Higher Education in the Context of Globalization

An exploration of Major Issues in Chinese Higher Education Reform
HaiXia Xu, University of Georgia
One Nation, Three Systems: Dialectic Conflicts within Chinese Higher Education
James Jacob, Sheng Yao Cheng, UCLA
Transformation of the Chinese Higher Education Structure
Lihua Wang, New York University
Counteracting the Brain Drain: Attracting Western Trained Scholars with Eastern Cultural and Spiritual Values
Yihong Fan, Xiamen University

Bldg. 160-325  Incongruities of Comparative Generalization: Global, Economic and Cultural

Robert Lawson (Chair), The Ohio State University
American, South Korean and Mexican Educational Systems: A New Comparative Approach
Maria Alejandra Leon Garcia, The Ohio State University
Advantages and Aporias of Syncretism as a Comparative Process
Robin Giampapa, The Ohio State University
Sophia Te-Yu Lee, The Ohio State University
Welcoming Immigrant Students in Ohio: Seeing Individuals
Stephanie Drotos, The Ohio State University

Bldg. 160-329  Information Technology in Formal and Non-Formal Contexts (Part II)

A Post Fordist Model of Student-Centered Learning with Technology
Christina Dokter, Michigan State University
Integration of ICT in Cameroon
Moses Mbangwana
Education Management Information Systems in Sri Lanka
Richard Ashford, Whitman College

CUBB 115  Education and Work: The Efficiency of Schooling and Workplace Training on Human Resource Development in China’s Three Regions

Job Competence Perceived as Important by Employees
Jin Xiao, The Chinese University of Hong Kong
Compare Upper-secondary Schooling in across Three Regions in China
John Lee, The Chinese University of Hong Kong
Determinants of Adult Participation in On-the-job Training and Adult Education in China
Rui Wang, The Chinese University of Hong Kong
Human Capital Accumulation of Employees and Impact on Salary Growth in China’s Three Regions
Zeyun LIU, Beijing Normal University
CUBB 130  Educational Ideologies in a Global Environment

Lesley Bartlett (Discussant), Teachers College, Columbia University

Communicating a New Idea: Chinese Intellectuals and Vocational Education at the Beginning of the 20th Century
Barbara Schulte, Humboldt University, Berlin

Reflections on the Globalization of Indigenous Education
Eugenia Roldán Vera, UNAM, Mexico City and Humboldt University, Berlin

Culture-specific Production of Meaning in a Global Environment
Jürgen Schriewer, Humboldt-University
Carlos Martinez, Humboldt-University

Trajectories of Merit: Individual Achievement and Cultural Context in Monitorial Schooling
Marcelo Caruso, Humboldt-University
Patrick Ressler, Humboldt-University
Jana Tschurenev, Humboldt University

CUBB 334  Latin American Civic Education: Beyond Rhetoric to Empirical Evidence

Helen Haste (Discussant), Bath University

Lenore Garcia, U.S. Department of Education
Introduction to Programs, Contexts, and the Analysis Supported by OAS
Francisco Pilotti, UDSE, Organization of American States

Fourteen-year-olds’ Use of Political Media, Expected Participation and School Experience in the Americas
Jo-Ann Amadeo, Arlington Public Schools

Fourteen-year-olds’ Understanding of Threats to Democracy, Economic Principles, and Political Institutions in the Americas
Judith Torney-Purta, University of Maryland
3:30 - 5:00

CERAS 100B  Invited Panel. Beyond Mono- vs. Multilingualism

Melinda Martin-Beltran (Chair), Stanford University

Carol Benson, Stockholm University, Sweden
Diane Brooke Napier, University of Georgia
Lily Wong Fillmore, University of California, Berkeley

CUBB 115  Beyond Simple Answers for Complex Questions: Secondary Analysis of Data from the IEA Civic Education Study

Andreas Schroer (Discussant), Stanford Center for Adolescence
Helen Haste (Discussant), Bath University
Judith Torney-Purta (Chair), University of Maryland

The Effects of Learning Climate, Socioeconomic Status, and Discussion on Students' Civic Achievement in England: Looking Beyond Uniform Effects
Carolyn Henry Barber, University of Maryland

Patterns of Internet Use and Political Engagement Among Youth: Looking at Differentiated Models
Jo-Ann Amadeo, Arlington Public Schools

A Cross-National Study of the Political Socialization of Youth: Looking at Globalization
M. Fernanda Astiz, Canisius College

An Analysis of Those With Extreme Negative Attitudes toward Immigrants in Five Countries: Looking Beyond Averages
Vera Husfeldt, Goettingen University, Germany

CUBB 128  Usable Knowledge for Education Policymaking: Endogenous vs. Exogenous

Richard Sack (Chair), Independent Consultant

Does Decentralization Valorize Guinean National Expertise?
Billo Barry, Education Research Network for West and Central Africa, Guinea

Knowledge Fields for Education Sector Analysis
Michael Cross, Francine de Clercq, Brahm Fleisch, University of the Witwatersrand

The Indian District Primary Education Program: Beyond Dichotomies
Prema Clarke, World Bank

In Reaction to being Overlooked and Undervalued: Efforts to Narrow the Divide between Educational Policies and National Educational Research in Africa
Richard Maclure, University of Ottawa

The Pedagogy of Education Policy Formulation: Working from Policy Assets
Richard Sack, Independent Consultant
P.T.M. Marope, World Bank
Beyond Theoretical, Minority Group Status, and Academic Achievement Dichotomies in the Work of John Ogbu

Reitumetse Mabokela (Discussants), Michigan State University
Rodney Hopson (Discussants), Duquesne University

Nicole Norfles (Chair), Council for Opportunity in Education

Re-Examining Ogbu’s Theory of the ‘Burden of Acting White
Kassie Freeman, Dillard University

Assessing a Paradigm: Strengths and Weaknesses of John Ogbu’s Cultural-Ecological Theory of Minority Academic Achievement
Kevin Foster, Southern Illinois University

Fanning the Fire: How Schools Contribute and Exacerbate the Underachievement of Ogbu’s Involuntary Minorities
Michele Foster, Claremont Graduate University

Education Reforms, Teachers’ Work and Ideologies of Professionalism in Argentina, Romania, South Korea and the US

The Impact of Lower Secondary Education Reform on Teachers’ Work in the Province of Buenos Aires, Argentina
Clementina Acedo, University of Pittsburgh

Struggling over Ideologies of Academic Professionalism in the Context of a Higher Education Reform: a Case Study of an Argentinean University
Gabriela Silvestre, University of Pittsburgh

Professionalization of Teaching and Teacher Education in the United States and South Korea: A Comparative Discourse Analysis
MinHo Yeom, University of Pittsburgh

Trading Professionalism: Romanian Teachers’ Work in the Private Tutoring System
Simona Popa, University of Pittsburgh
Mihaela Nistor, University of Pittsburgh

What happened to the Nordic Model of Higher Education in the Context of the Bologna Process and Globalization? A Study of Recent Change in Denmark, Finland, Iceland, Norway and Sweden

The Nordic Model of Higher Education. An Introduction.
Gorel Stromqvist, Stockholm University

Adapting the Nordic Model to the Future.
Ingemar Fagerlind, Stockholm University

Are the General Developments in Higher Education in the Nordic Countries in some Way Special?
Jon Torfi Jonasson, University of Iceland

Massification in a Uniform System of Higher Education. The Swedish Dilemma
Lillemor Kim, Swedish Institute for the Study of Education and Research

Searching for the Rainbow: Changing the Course of Finnish Higher Education
Risto Rinne, University of Turku, Finland

The Norwegian Quality Reform. Will Governance Make a Difference in Higher Education
Tove Kvåli, Oslo University College
Bldg. 160-317  Lifelong Learning: Curriculum, Finance, and Technology

The Role of Information and Communication Technologies for Human Freedoms and Life Long Learning in Asian Countries from a Comparative Perspective
Philip K. F. Hui, The Hong Kong Institute of Education
Financing Lifelong Learning in Sweden: Promises and Problems
Sture Stromqvist, The Swedish Agency for Public Administration
Dichotomies in Learning Styles for Professionals. An International View of Problem Based Learning versus 'Traditional' Learning
Trevor Corner, Middlesex University

Bldg. 160-318  Educational Quality and Equality in Mexico

Public and Private Education in Mexico: Contradiction or Complement? A Historical Analysis (1940-2000)
Cristina Casanueva Reguart, Universidad Iberoamericana, Mexico City
Inequality of Educational Opportunities in Nuevo León, México
Guadalupe Villarreal, Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico
Julio Escobedo Flores, Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico
Moderating Tensions between Modern and Post-modern Views of Educational Quality: An Evaluation of Pre-school Quality in México
Robert Myers, Laneta
Hands On Inquiry Science Systems in Elementary Schools in Mexico
Yolko Sierra, Stanford University

Bldg. 160-319  Globalization and Education in the Middle East and North Africa (Part I)

[Middle] East versus West: Importation of Western Education Reform Policy Perspectives and their Implications for the Development of Systemic Reforms in the United Arab Emirates
Barbara Harold, Zayed University, United Arab Emirates
Thomas Halverson, University of Washington
Emerging Issues in Higher Education in Oman
David W. Chapman, University of Minnesota

Bldg. 160-321  Religion and Philosophy in International Comparative Education (Part I)

Issues of Traditional Religious Education versus Non-traditional Religious Education in Societies in Transformation: Lithuania
Ausra Karaliute, Loyola University, Chicago
Birute Briliute, KU Leuven, Belgium
Subtlety as the Educational Copernican Germ
Carlos Calvo, Universidad de la Serena
Neo-Traditionalism versus Secularism: Debates on Religion in Russian Schools
Elena Lisovskaya, Western Michigan University

Bldg. 160-322  Mathematics Achievement in China and Japan

The Teacher Gap: Teacher Attributes and Student Mathematics Achievement in Rural, Northwest China
Jennifer Adams, Harvard University
Local Culture Based Mathematics Instruction — A Case Study of Situated Instruction in a Tour Situation
Lianquan’Qiao, Xiamen University
Culture and Dichotomization in the Development of Middle School Mathematics Curriculum---A Look into the Case of China and the U.S.
Yanping Fang, Michigan State University
Bldg. 160-323  Nigeria’s LEAP: Improving Literacy through Pedagogy, Participation, and Policy

LEAP’s Policy Initiatives  
Alastair Rodd, Research Triangle Institute
LEAP’s Teacher Professional Development Program  
Helen Boyle, Center for International Basic Education at Education Development Center, Inc.
Daniel Pier, Education Development Center
LEAP Community Capacity Building Program  
Lamine Sow, World Education

Bldg. 160-325  HIV/AIDS in Africa: The Educational Challenge

Adrian DeDomenico, World Education
The Impact of HIV/AIDS on the Primary Education in Nigeria Study  
Alexandra Schlegel, RTI International
Ellen Carm, Oslo University
South Africa: An Educational Struggle in a Transitional Society  
Jason Griffiths, Stanford University

Bldg. 160-326  History of Education in China

John Dewey in the Eyes of Chinese Educators  
Ching-Sze Wang, Indiana University at Bloomington
Dichotomy or Unity? ----Implications of Changes Theory in Ancient China  
Gui Qin, Capital Normal University; Humboldt University
An Analysis of Educational Assessment in the People’s Republic of China with Reference to Educational Assessment in the United States  
Guofang Yuan, Cleveland State University
Looking into American and Chinese Elementary Education through Pictures  
Yali Zhao, Georgia State University

Bldg. 160-328  Community-Driven Education Change: A Comparative Analysis

Preeti Shroff-Mehta (Chair/Discussant), World Learning
How Communities Use Information for Education Improvement in Central Asia  
Dunham Rowley, Academy for Educational Development
Community Action for Girls’ Education in Benin  
Joshua Muskin, World Learning
Community Assessment Planning for School Improvement in Mali  
Solo Kante, World Education

CUBB 206  Challenges and Opportunities for Partnering in Educational Reform in Egypt (Part II)

Introduction  
Mark B. Ginsburg, Egypt Education Reform Program
Mark Sweikhart, Egypt Education Reform Program
Education System Support: In-service Professional Development of Educators  
Mark Sweikhart, Academy for Educational Development
Monitoring & Evaluation: Studying the Processes and their Effects  
Robert Burch, Barbara Thornton
Beyond Dichotomies: Competing and Contested Discourses of Education in the Global Culture: Globalization, Decentralization, and Privatization

Decentralization and School-Based Management: Comparative Research  
David Gamage, University of Newcastle  
Privatization, Decentralization, and the League Tables: UK  
David Turner, University of Glamorgan  
Decentralization and School-Based Management: Comparative Research  
Joseph Zajda, Trescowthick School of Education, Australian Catholic University  
Development and Privatization in Education in Canada  
Suzanne Majhanovich, University of Western Ontario

5:30 - 7:30PM Institutional and sponsored receptions  
* All CIES members invited*

CUBB lobby  Harvard, Humboldt, & Teachers College, Columbia University  
(Co-sponsored by Society of International Education [SIE] & Current Issues in Comparative Education [CICE])

CERAS lobby  Loyola & Penn State University
8:30-10:00AM

CERAS 100B Invited Panel: Beyond Dichotomies: Government vs. Non-Government (Part II)

Cristian Cox (Chair), National Coordinator of Curriculum and Evaluation, Chile

Haydee Mendiola, International Center for Sustainable Human Development, Costa Rica
Government vs. Non-Government? Its not as simple as that
Richard Sack, Independent Consultant, Former Executive Secretary, Association for the Development of Education in Africa
Partnership and Sustainability in Escuela Nueva
Vicky Colbert, Director, Fundación Escuela Nueva Volvamos a la Gente; Colombia

Bldg. 160-WALLENBERG HALL

A Decade of Democracy in South Africa: Beyond Quantitative and Qualitative Dichotomies in Educational Research (Video Conference)

Shirleen Motala (Chair), University of the Witwatersrand, Johannesburg

Education Resourcing in Post-Apartheid South Africa- The Impact of Finance Equity Reforms in Public Schooling
Shirleen Motala, University of the Witwatersrand, Johannesburg
Methods Informing Policy, Policy Informing Methods: Dialectics and Dichotomies in South Africa’s School Governance
Jordan Naidoo, Suzanne Grant Lewis, Save the Children
Suzanne Grant Lewis, Harvard University
Race and Other in School Integration research: Beyond Quantitative and Qualitative Dichotomies in Research on School Integration in South Africa
Linda Chisholm, Mohammad Suje, Human Sciences Research Council
Mohammad Suje, Gauteng Department of Education
Jonathan Jansen, University of Pretoria


Cory Heyman (Discussant), American Institutes for Research

Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India
David Kahler, World Education
Valeria Rocha, World Education
Pilot Study on Decentralized Teacher Professional Development in Namibia
Elizabeth Leu, Academy for Educational Development
Pilot Study on Education in Muslim Schools in Ethiopia and Nigeria
Helen Boyle, Education Development Center
The Process and Significance of the Cross-national Synthesis of Education Quality
John Hatch, Cory Heyman, USAID
Cory Heyman, American Institutes for Research

Bldg. 160-315 Higher Education and Internationalization

Rosalind Latiner Raby (Chair), California State University, Northridge

Transfer Issues related to Latino Students in a Southern California Community College
Evelyn Gonzalez, California State University, Northridge
A Cross-cultural Examination of Technology as a Tool in Higher Education to Diminish the Digital Divide
Jenny Nguyen, California State University, Northridge
Teaching of 2nd Languages in Higher Educational Institutions in Estonia
Kimberly Bowlin, California State University, Northridge
Thursday March 24 8:30 - 10:00 AM

Bldg. 160-317  HIV/AIDS Prevention in Schools – Case Studies from Uganda and Zambia

Nancy Keith(Chair), Creative Associates International, Inc.

Successful School-based Strategies to Prevent HIV/AIDS
Josiah Zulu, Creative Associates International, Inc.
It’s Not Too Early: HIV/AIDS Prevention in Primary Schools in Uganda
Renuka Pillay, Creative Associates International, Inc.
Working Through Communities, Teachers, and Girls’ Education to Prevent HIV/AIDS

Bldg. 160-318  WCCES Comparative Histories Project - WCCES Presidents and the History of the World Council (Part I)

Vandra Masemann(Chair), OISE, University of Toronto

The World Council from 1987-1991
Vandra Masemann, OISE, University of Toronto
The WCCES and Its Constituent Societies: How Can We Improve Transnational Networking For Educational Justice?
Anne Hickling-Hudson, Queensland University of Technology
From Sydney to Capetown to Chung’buk: The World Council at the end of the 20th Century
David N. Wilson, OISE, University of Toronto
At the Turn of the Turbulent 80s: The World Council Begins its Second Decade
Erwin Epstein, Loyola University of Chicago

Bldg. 160-321  Religion and Philosophy in International Comparative Education (Part II)

Mahatma Gandhi on Education: Revolution For a Modern Society
George P. Alexander, Biola University
Terrice Bassler, Open Society Institute, Slovenia
Education of Japanese-Canadian Children in the Two Internment Areas in British Columbia: Comparison of Catholic and Government School Experiences
Wakako Ishikawa, OISE/University of Toronto

Bldg. 160-322  No Child Left Behind: Critical Assessments (Part I)

Centralization vs. Decentralization in Education Reform: How can Russia use the US as a Model?
Alison Price-Rom, American Councils for International Education
Standardization versus Individualization: Helping Refugee Students Succeed in a NCLB Climate
J. Lynn McBrien, Emory University
A Critical Analysis of UNESCO’s Education for All and the United States’ No Child Left Behind Programs: Avenues of Access or Suppression?
Karen Biraimah, University of Central Florida
“Choice” as a Hegemonic Policy Keyword: Mobilization of Multiple “Choice” Discourses in NCLB
Keita Takayama, University of Wisconsin-Madison
Higher Educational Reform: Lessons from Case Studies

Building Collaborative Relationships between Historically Black Colleges and Universities and African Ministries and Tertiary Education Institutions: A Framework for Improving Children’s Literacy
Catherine Powell Miles, USAID Africa Bureau, Education Division
Converging Conditions Diverging Outcomes: The Internationalization Of Korean Higher Education
Eun Young Kim, University of Illinois at Urbana-Champaign
University reforms in Mainland China: impetus and characteristics
luoyun, The Chinese University of Hong Kong
Where Do We Go From Here?
Minh B. Duong, Ngoe M. Le, University of Western Sydney; Univ of Buffalo

Girls and Schooling: Equity, Access, and Attainment

Partnerships for Girls’ Education: The Relationship between NGOs and Communities
Corinne Singleton, Stanford University
We Don’t Need No Education?: Decoupling of Girls’ Education in Peru
Erin Krampetz, Stanford University
Achieving Beyond UPE: Challenges and Possibilities for Girls
Sandra L. Stacki, Hofstra University

Education, Citizenship, and Education for Citizenship (Part II)

An Education for Freedom”: A Comparative Study of Septima Clark and Paulo Freire’s Educational Perspectives on Adult Literacy
Karen Johnson, Kenneth Johnson, University of Utah
Global Educational Agenda And National Educational Priorities: How Developing Nations Struggle To Provide Education For Its Citizens
Nalini Chhetri, Pennsylvania State University
Developing a Democratic School in Ukraine: Lessons from an Internship in the United States
Samuel Hinton, Eastern Kentucky University

Policy Analysis and Reform in International Comparative Education

A Community Study of Education and Rural Poverty
Angela M. Kirby, Michigan State University
The Educational Influence on Politics: A Stark Dichotomy in the 21st century.
Christina Tangora Schlachter, University of Nevada
Thinking Beyond Dichotomies in the Study of Educational Policy
David C. Virtue, University of South Carolina

Contemporary Educational Issues in Bangladesh and Myanmar

Changing Students’ Teaching Practice in Myanmar: Quality versus Quantity
Han Han Thi, Michigan State University
Child Labor and Access to Education in Bangladesh
Kari Bolstad Jensen, Pennsylvania State University
The Effectiveness Of Private And Public Schools In Bangladesh And Pakistan
Mohammad Asadullah, University of Oxford
Primary Teachers’ Association in Bangladesh: Structural-Functional Labyrinth of Teachers’ Organization?
S.M. Abdul Quddus, University of Bergen, Norway
Bldg. 160-330  The Role of Teachers in the Chinese Educational System

Amalgamation, Contestation & Contradiction: A Critical Look at the Values of Chinese Students and Teachers
Eugene P. Kim, Pepperdine University
Globalization, Nation State and the Schoolteacher: examining the role of the schoolteacher in mainland China from an institutional analysis perspective
Jiang Heng, Michigan State University
Rational Perspectives on China’s Teacher Education Reform since 1990s
Jun Li, University of Maryland at College Park
Teachers’ Learning in the Curriculum Reform of China: The Reform as a Capacity-building Process
Xue Han, Michigan State University
Rui Niu, Michigan State University

Bldg. 160-332  Emerging Issues in Language Teaching and Learning (Part II)

Language and International Education: Moving beyond the native-foreign dichotomy
Anna M. Hahn, Columbia University
Ambivalent Myths about Personal Success, Nationality, and Globalization - A Discourse Analysis of Three Popular English Pedagogies in China
Hui Zhang, UCLA
The Comparison of Second Language Learner’s L1 and L2 Writing: Content, Organization, and the Belief of Self-efficacy
Shyh-Chyi Wey, Da-Yeh University

CUBB 334  Emerging Issues in Education in Latin America

A Comparative Study of Newspapers’ “Educational Discourse” in Argentina, Mexico, and the United States of America
Gustavo Fischman, Eric Haas, Arizona State University
Eric Haas (University of Connecticut)
Intercultural & Bilingual Adult Education in Southern Chile: Using Local Experiences in Curriculum Development
Pablo J. Duvanced, San Francisco State University
Peru’s Truth & Reconciliation Commission: Recommendations for the Education System: Can you teach an old dog new tricks?
Patricia Seminetta, George Washington University
Demographics of Brazilian Education Development
Philip Fletcher, Westat
10:30-12:00

CERAS 100B  Invited Panel: Beyond Dichotomies: Theory vs. Practice (Part I)

Joel Samoff (Chair), Stanford University

Jean-Jacques Paul, University of Burgundy
Sofia Leticia Morales, Director of the Unit for Social Development, Education and Culture of the OAS
Theory and Practice: Dichotomies of Knowledge?
Hans Weiler, Stanford University
Dreary and Access
Ray McDermott, Stanford University

Bldg. 160-314  The Impact of Teacher Education on Learning to Teach Mathematics: An IEA Multi-Country Comparative Study

William Cummings (Discussant), George Washington University

Maria Teresa Tatò (Chair), Michigan State University

Challenges For Comparative Cross-National Research On Teacher Education.
William Cummings, George Washington University
Studies Of Teacher Policy And Context At The National Level
Maria Teresa Tatò, Michigan State University
The Teacher Education Study Framework: Research Questions, Justification and Methods.
John Schwille, Michigan State University
Studies Of Teacher Preparation, Induction Practices, Standards And Expectations For Teacher Learning
Lynn Paine, Michigan State University
Studies On The Cost-Effectiveness Of The Various Teacher Education Approaches
Martin Carnoy, Stanford University
Studies Of The Impact Of Teacher Preparation And Induction
William Schmidt, Michigan State University

Bldg. 160-315  Education for All

Nicholas Burnett (Chair), UNESCO

The Role of Non-formal Education in achieving Education for All
Hadija Nandyose, Save the Children
Joyce Lemelle, Save the Children
Rights or Wrongs: Investment in Primary or Post Primary to Achieve Education for All
Keith M Lewin, University of Sussex
Reconciling Quality and Quantity in Education for All
Nicholas Burnett, UNESCO
Aaron Benavot, UNESCO
Education for All: Uruguay’s Integrated Approach to Include Children with Disabilities and Improve the Quality of Basic Education
Susan Skipper, George Washington University
Bldg. 160-317  Emerging Issues in the Study of Globalization and Education

Beyond Play versus Teacher Direction in ECE
Ailie Cleghorn, Larry Prochner, Concordia University
Larry Prochner, University of Alberta
Domestic practices in foreign lands: Lessons on leadership for diversity in American international schools
Elizabeth Murakami-Ramalho, Michigan State University
Globalization: A New Narrative for Comparative Education?
Esther E. Gottlieb, Ohio State University
Formal Education in Light of Increased Globalization: Contemporary Schooling and the Possibility of Sustainable Futures.
Robert V. Farrell, Margaret L. Ronald, Florida International University

Bldg. 160-318  WCCES Comparative Histories Project - History of two North American comparative and international education societies: CIES and CIÉSC (Part II)

Vandra Masemann(Chair), OISE, University of Toronto

The Comparative and International Education Society: Its First Fifty Years
Elizabeth Sherman Swing, St. Joseph’s University; CIES Historian
History of the Comparative & International Education Society of Canada
Suzanne Majhanovich, University of Western Ontario

Bldg. 160-319  Globalization and Education in the Middle East and North Africa (Part II)

In the Race for Science Innovation, Is the Arab Middle East Excluded?
Erica Sasman, Academy for Educational Development
The Effects of Globalization on Higher Education in Arab Countries
Manar Sabry, SUNY at Buffalo
Reflecting On Local Responses To Globalization: The Case Of Morocco’s Higher Education Policy Reforms
Younes Mourchid, University of Southern California

Bldg. 160-321  Higher Education in Europe: Emerging Issues

Corruption and Coercion: University Autonomy versus State Control
Ararat Ospian, Vanderbilt University
Circles of Knowledge Creation: Toward Individualized Lifelong Learning
Christopher Rogers, University of Minnesota
Implications of Accreditation Standards for Higher Education in Romania
Gheorghita Faitar, SUNY at Buffalo
The Bologna Declaration: An Exploration of the Relationships among Education, Politics and Power
Ligia Toutant, University of California, Los Angeles
Humboldt’s Heirs: A Two-Part Investigation of Doctoral Education in Germany
Luise McCarty, Indiana University at Bloomington

Bldg. 160-322  No Child Left Behind: Critical Assessments (Part II)

Beyond the Dichotomies of A Status Bar or A Growth Model
Lana Zhou, California Department of Education
Deskilling Schooling: Global Implications and Resistance
Roberta Ahlquist, San Jose State University
Policy Implementation in the Classroom
Torie Gorges, Stanford University
Bldg. 160-323  Policy Research and Practice in Education

Dichotomies: Policy  vs Policy implementation in South Africa.
Jack van der Linde, University of the Free State
Curriculum-and Non-curriculum-based Assessments: What Do We Learn From Each
Juan Carlos Guzman, American Institutes for Research
How Stakeholders Use Research to Influence Policy and the Consequences of Policies Not Based on Research
Karen Bryner, Research and Evaluation Officer
Searching for the Fibonacci Sequence in Quality Education
Robin Sakamoto, University of Minnesota

Bldg. 160-325  Linking Assessment to Quality Education: Considering Standards and Certification

Cory Heyman (Chair), American Institutes for Research

Divna Sipovik, American Institutes for Research
Jane Schubert, American Institutes for Research
Mike Faust, American Institutes for Research
Aligning Standards and Curriculum: a conceptual framework
Abigail Harris, Fordham University

Bldg. 160-326  The Role of Education in Conflict Resolution: Middle East and North Africa

Synergies Across Complimentary, but Different Sectors: Encompassing Extremes - An Example from Egypt
Kristen Edgar Potter, World Education Egypt
New paradigms of Comparative-Historical research: The Discourse of Integration in Israel As a case-study
Tali Yariv Mashal, Columbia University
Beyond the Israeli Occupation and the Palestinian National Movement
Waleed Abusrour, University of Nevada, Reno
Beyond the Dichotomy of Secularism and Religiousity
Zehavit Gross, Bar-Ilan University

Bldg. 160-328  Educational Challenges in South Africa

Beyond the Apartheid - Post-apartheid divide in South Africa: A View of Transformation in a Remote KwaZulu Natal village.
Diane B. Napier, University of Georgia
Beyond The Dichotomy Of Insider Versus Outsider Perspectives: South African Educational Transformation In Comparative Perspective
George Darden, University of Georgia
Revisiting The Coalescence Of Support And Pressure
Hersheela Narsee, University of Pretoria, South Africa
Policy, Politics And Participation: A Look At Education Policy In South Africa Through The Lens Of Action Theory
Kathleen Kimpel, University of Virginia
Emerging Issues in the Chinese Educational Context

Catharine M. Stringer, George Washington University
Moral Cultivation and Intellectual-Academic Development—A Dilemma or A False Dichotomy? An Exploration of the tension between Moral Cultivation and Intellectual-Academic Development for the only-child in Present-Day China
Fengshu Liu
Provincial-level Implementation of Citizenship Education Policy in China
Greg Fairbrother, University of Hong Kong
A Comprehensive Educational Reform Experiment On Improving Low Performance Students In China
Yanyu Zhou, University of Maryland
Nature or Nurture: Reexamine Intergenerational Transmission of Educational Attainment by a Natural Experiment
Zeyu Xu, American Institutes for Research; Columbia University

CUBB 115 Moving Girls’ Basic Schooling Out of the Margins: New Insights Into The Intersection of Traditions, Globalizations, and Policy Formation

Frances Vavrus(Discussant), Teachers College, Columbia University
Karen E. Hyer(Chair), Brigham Young University

Experiences of Rural Chinese Girls in School: Thoughts on the impact of a Chinese NGO project
Heidi Ross, Indiana University
Mainstreaming Gender with Ministries of Education in SE Asia
Shirley J. Miske, Miske Witt & Associates, Inc.
Ethnic and National Minority Girls on Schooling: Challenging Prevailing Views
Vilma Seeberg, Kent State University

CUBB 128 Invited Panel: Authors Meet Critics: “National Differences, Global Similarities: World Culture and the Future of Schooling”

Francisco Ramirez(Chair), Stanford University
David Baker (Author), Penn State University
Gerry LeTendre (Author), Penn State University
John Meyer, Stanford University
Judith Torney-Purta, University of Maryland
Juergen Schriewer, Humboldt University

CUBB 130 Challenges to Elementary Education in India

Anjini Kochar (Chair), Stanford University

Demand For Primary Education In India: An Analysis Of NSSO Household Survey Data
Amita Chudgar, Stanford University
Educating the Value of Education
Durga Prasad Pandey, Stanford University
Teacher Absence in India
Karthik Muralidharan, Harvard University
Primary Education In Delhi & Bombay (India) : A Comparative Study
Namita Gupta, Stanford University

The Fundamental Right to Education, Government of India: An Analysis in the panel: Challenges to Universal Primary Education in India
Tara Beteille, Stanford University
Dealing with the Post-Socialist Educational Reform Package: From Baku To Ulaanbaatar

Val Rust (Chair), UCLA

Case of Armenia
Armine Tadevosyan, Open Society Institute Assistance Foundation, Armenia

Case of Azerbaijan
Elmina Kazimzade, Open Society Institute Foundation Azerbaijan

Case of Mongolia
Enkhtuya Natsagdorj, Mongolian Education Alliance, Mongolia

Features of the Post-Socialist Reform Package
Gita Steiner-Khamsi, Teachers College, Columbia University

Education NGO Networks from Baku to Ulaanbaatar: The Case of OSI
Iveta Silova, Baku State University, Azerbaijan

Case of Georgia
Nino Kutateladze, Anna Matiashvili, International Institute for Education Policy, Planning and Management, Georgia
Anna Matiashvili

Case of Kazakhstan
Saule Kalikova, Education Policy Analysis Center, Kazakhstan

Case of Uzbekistan
Shakhlo Ashrafkhanoa, Open Society Institute, Uzbekistan

Case of Tajikistan
Tatjana Abdushukurova, Open Society Institute, Tajikistan

Case of Kyrgyzstan
Valentin Deichman, Open Society Institute, Kyrgyzstan

12:00 Noon-1:30PM

CUBB 114 CER advisory board meeting

CUBB 115 UREAG business meeting

CUBB 128 Language issues group in international comparative education meeting
*All interested in language education, policies, and practices are invited to attend*

CUBB 130 CANDE-SIG organizational meeting
*Open to all CIES members*

CUBB 206 CIES-SIG Organizational Meeting: Comparative Study of Globalization and Education
*Open to all CIES members*

Esther Gottlieb, Ohio State University
Rosemary Preston, University of Warwick
Sangeeta Kamat, University of Massachusetts, Amherst
Thursday March 24 1:30 - 3:00 PM

1:30-3:00PM

CERAS 100B Invited Panel: Beyond Dichotomies: Theory vs. Practice (Part II)

Chris Thomas (Chair), World Bank

David Plank, Michigan State University
Minding the Gap: Making Connections Between Research and Policy-Making
Michel Welmond, World Bank
Strengths and Weaknesses of U.S. Public Education: An International Perspective
Mike Kirst, Stanford University
Theory and Practice as Mutually Reinforcing
Robert Arnove, Indiana University Bloomington

Bldg. 160-314 Teachers and Teacher Issues in Emergencies and Early Recovery Contexts

Promoting Quality Teaching: Minimum Standards for Emergency Education
Allison Anderson
Teacher Development for Student Well-being: Preliminary Findings from the International Rescue Committee Healing Classrooms Initiative
Jackie Kirk, University of Ulster/ McGill University
Reclaiming Teacher Education For South Sudan: Ownership and Participation in the Development of a Teacher Education Program for South Sudan
Joy du Plessis
Teacher Development for Student Well-being: Preliminary Findings from the International Rescue Committee Healing Classrooms Initiative
Rebecca Winthrop, International Rescue Committee

Bldg. 160-315 European Union and Higher Educational Change

The Importance of Being Elitist: Higher education, status, and adjustment to European change
Kimberly Ochs, University of Oxford
Malte Herwig, Oxford Brookes University (not presenting)
The Civic Mission of the University in an Integrating Europe
Michael Abelson, University of Wisconsin
Rhetoric and Reality in Transforming Higher Education in Norway
Tove Kvil

Bldg. 160-317 Institutions and Institutional Capacity Building in the African Context

The Failed Attempt to Africanize the University of the North in South Africa
Christophas H. Walker, Slippery Rock University
The Influence Of System Transfer On Perceptions Of Association Between Education And Development: A Comparison Of Three Eras Of Mozambican Education
Jose Cossa, Loyola University Chicago
USAID and Community Schools in Africa: The Vision, the Strategy, the Reality
Yolande Miller-Grandvaux, USAID/EGAT/Office of Education
Japanese Universities’ Involvement In International Cooperation For Basic Education Development In Africa
Yuki Kashima, Hiroshima University
Thursday March 24 1:30 - 3:00 PM

Bldg. 160-318  Rural Education in Varying National Contexts

Lucas Arribas Layton,  Stanford University
The Barefoot College: A Non-Formal Model For Rural Sustainability
Athena Trentin,  USC
El Salvador: Reaching Out to Rural Children
Daniel Pier, Leesa Kaplan Nunes,  Education Development Center
Leesa Kaplan Nunes
The Lingering Effects of Traditional and Non-Traditional Rural Education on African American Students
Trimika M. Yates,  Frederick D. Patterson Research Institute
Christopher M. Brown (Frederick D. Patterson Research Institute)
Crossing The Age-Divide In Teaching/Learning: An analysis of the contribution of Uganda Rural Literacy & Community Development Association (URLCODA)'s intergenerational literacy classes to the rural communities in Arua district, Uganda
Willy Ngaka,  University of KwaZulu-Natal, Durban, South Africa

Bldg. 160-319  Cross-Cultural and Cross-National Research on Secondary Education

Empowerment vs. Enlightenment: Traditional Folk High Schools Transcending the Dichotomy
Katherine Schuster,  Oakton Community College
M.L. Morrison,  University of Toronto
Bridget Harrison,  University of Toronto
Academic Attribution of Secondary Students: A Cross-Cultural Comparative Study
Magdalena Mo Ching Mok, Peter Wen-jing Shan, Leung Shing On,  Hong Kong Institute of Education
Leung Shing On, University of Macau, China
Dichotomy Of Vocational And General Education: A Cross-National Analysis Of Trends And Issues
Paryono Paryono,  Pennsylvania State University

Bldg. 160-321  Exploring Higher Education Issues in South Africa (Part I)

Feminist Theory For South African Higher Education: Transcending Dichotomies
Carol Corneilse,  University of Maryland
Bridging An Impossible Dichotomy – Combining Indigenous And Formal Knowledge In Leadership Education In South Africa
Kobus Luthando Prinsloo,  University of Utrecht, Holland
To Be (or Not to Be) an Academic: South African Graduate Students’ Career Choices
Laura (Potts) Portnoi,  UCLA

Bldg. 160-322  Educational Research Emerging from Taiwan

Between the Global and the Local: a Hybrid Discourse of Neo-Liberalism in Taiwan’s Educational Reform
Chin-Ju Mao, Jason Chang,  National Chung Cheng University
Jason Chang, National Taiwan Normal University, Taiwan
Different Missions Of Community College Systems: Community Education In Taiwan And Vocational Education In Turkey
F. Nevra Seggie, Wei-ni Wang,  Michigan State University
Re-Mapping Teaching As A Profession: Responding Changes In Taiwan’s Contemporary Curriculum Reform
Hui-Hsuan Chen,  University of Wisconsin-Madison
Beyond the Public-Private Dichotomy in the Experience of Three Short Cycle Tertiary Institutions: The Cases of Japan, Mexico and the United States

Gottlieb Jicha III, State University of New York
Jorge Arenas, State University of New York
Private-Public Approach to the Japanese and Mexican short postsecondary programs: Do They Mirror the Community College Model?
Makoto Nagasawa, State University of New York

WTO, Government, and NGOs: Actors and Actions in the Chinese Context

Organizational Structure and Educational Service Provision for Autism in the People’s Republic China
Helen McCabe, Hobart and William Smith Colleges
Stakeholder’s Perceptions of the Implications of WTO Membership for the Higher Education Policy Process in China
Lin Lin
Civic Education Off Campus: The Impact Of China’s NGO On Higher Education
Xu Li, University of Michigan
Educational Accreditation: Government Action And Social Initiative In China
Yan Liu, University of Maryland

Bilingualism and Bilingual Education (Part I)

Moving Beyond Theory in the Contact Zone
Kimberley Brown, Laurene Christensen, Portland State University
Laurene Christensen
Building Parents And Community Support For Bilingual Education In Guatemala
Naoko Kamioka, World Learning
PROEIB Andes: Moving beyond Dichotomies and Towards more Effective Implementation of Bilingual and Intercultural Education in Bolivia, Peru and Chile
Solange Taylor, Oxford University
Implementing Language Policy in Schools: The Case of Basque
Willow Almond, SRI International


Potential for Export of Hong Kong Higher Education to Mainland China
Fan-sing Hung, The Chinese University of Hong Kong
The Demand For Higher Education Among High School Students In Mainland China
Gen-Shu Lu, Xi’an Jiaotong University
Emergence of New Academic Programs in the Mainland China
Shuangye Chen, Leslie Lo, The Chinese University of Hong Kong
Leslie Lo
A Comparison Of Demand For Overseas Higher Education Among High School Students in Mainland China and Hong Kong SAR.
Yue-Ping Chung, The Chinese University of Hong Kong
CUBB 128  Educational Policy Analysis and Review in Stable in Unstable Country Settings (Part I)

Karen Mundy (Discussant), University of Toronto

Leslie Limage (Chair), UNESCO

Drawing Policy Lessons from a Comparative Socio-historical Analysis of the Development of Universal Education
Aaron Benavot, Hebrew University
Julia Resnik, Hebrew University

Educational Policy Analysis And Review In Colombia: Education For Peace In The Midst Of Civil War
Martha Laverde, The World Bank

Comparative Education Policy Analysis in OECD Countries: Reflections on the Thematic Review of Early Childhood Education and Care Policy
Michelle J. Neumann, Columbia University

CUBB 130  Post-War Sierra Leone: Experiences in Re-Building a Nation

Rural community life: Challenges and perspectives
Francis Musa Boakari, Yoon Nah, University of the Incarnate Word

Educational system reforms: Change or continuity?
Kingsley Banya, Florida International University

Non-governmental organizations: The Leonenet Street Children Project
Samuel Hinton, Eastern Kentucky University

CUBB 206  Developing the Introductory Course in Comparative and International Education: Emerging Issues and Considerations (Symposium)

Angie Bartshomei, North Park University
Bruce Collet, Loyola University Chicago
Erwin H. Epstein, Loyola University Chicago
Hee Kyung Hong, Loyola University Chicago
Julie Jung-Kim, Loyola University Chicago
Kathy Stone, INSTEAD International
Luis Berends Gadin, Loyola University Chicago
Michael Paige, University of Minnesota
Tony Whitson, University of Delaware
Veronica Zapata, Loyola University Chicago
Yuexia Han, University of Delaware

CUBB 334  The IDB’s Education Strategy for Latin America and the Caribbean

Aimee Verdisco, Inter American Development Bank
Juan Carlos Navarro, Inter American Development Bank
Laurence Wolff, Inter American Development Bank
Viola Espinola, Inter American Development Bank
3:30-5:00PM

CERAS 100B  Invited Panel: Beyond Dichotomies: Government vs. Non-Government (Part III)

Bill Cash (Chair), WestEd
WestEd: From Implementation to Assessment in International Education
Bill Cash, WestEd
Re-defining the roles of NGOs in education and relationships with government
David Archer, Action Aid
The World of World Learning: Bridging the Gap
Joshua Muskin, World Learning
Maria Augusta Rosa Rocha, Former State Secretary of Education, Bahia, Brazil
Challenges Of Globalization On The Role Of African Governments In Facilitating The Provision Of Skills And Entrepreneurship Training At Higher Education Institutions
Pius Yasebasi Ng’wandu, Minister of Science, Technology, and Higher Education, Tanzania

Bldg. 160-314  Educational Challenges for Mexico

Differences In Math Achievement Between Mexican-Born And U.S.-Born Mexican Origin Students
Eduardo Mosqueda, Harvard University
Achievement of Indigenous Children in Mexico at the End of Primary: A threshold of Educational Opportunities
Ernesto Treviño, Harvard University
Mothers’ Education and Household Expenditure in Education in Mexico
Germán Treviño, Harvard University

Bldg. 160-315  The Role of Gender in Social Transformation

Gender Mainstreaming and Women’s Empowerment
Amelou Benitez Reyes, President - Philippine Women’s University
Education, Patriarchy and Paternalism: Implications for the Life Experience of Women in Kenya
Edith Mukudi, UCLA
Recognition Of Women’s Capability To Become Agents: Issues Of Gender Inequality In Three Societies
Francis Musa Boakari, Yoon Nah, University of the Incarnate Word
How Low-income Non-custodial Parents Take up Opportunities in Technology When Coupled to Social Service: A Case Study
Marjorie Edmonds-Lloyd, University of Pennsylvania

Bldg. 160-317  The Basis for Effective Management: Data Quality

Comparability And (In)Consistencies In Education Data From Multiple Sources
Annababette Wils, Academy for Educational Development
Improving The Quality Of National Educational Statistics: Tools, Pitfalls, Lessons
Kurt Moses, Academy for Educational Development
Methodology for Evaluating Data Reliability
Laurie Cameron, Karma Barrow, Academy for Educational Development
Bldg. 160-318  Gender and Education in the Asian Context

Education and Productivity: Unreading Theoretical Myths in Rural Pakistan  
Maham Abbas, Stanford University
The Impact Of The Education On Gender Equality In The Labour Market In A Globalized Environment: Sri Lankan Experience  
Mangalika Meewalaaracchchi, University of Nagoya
Reform Effects of Transformational Leadership: A Case Study of a Female Principal’s Leadership Experiences  
Peiying Chen, Hua Fan University
Equity, Access and Gender: The Rise of Private Schooling in Pakistan  
Tahir Andrabi, Ponoma College
Jishnu Das, Ponoma College
Asim Ijaz Khwaja, Ponoma College
Gender Hybridities In Contemporary Chinese Women Teachers’ Experiences Of Changing Femininities: A Case Study Of Woman Teachers In Hong Kong  
Yuk Yee Pattie Luk-Fong, The Hong Kong Institute of Education

Bldg. 160-319  Higher Education: Who Should Pay?

Private Monies, Public Universities: Beyond States Versus Markets In The Financing Of Higher Education In Sub Saharan-Africa – A Case Study Of Uganda  
Bidemi Carrol, Stanford University
Increasing Access to College: Critical Factors Influencing College Enrollment in the United States  
Lan Gao, University of Maryland
Changing Policy Trends in Financing British Higher Education and University Student Access: Promoting Selectivity or Increasing Access?  
Lorenzo DuBois Baber, Beverly Lindsay, Pennsylvania State University
Who Should Pay?: Student Fees and Funding Policies in German University Reform  
Rose Jenkins, Stanford University

Bldg. 160-321  Exploring Higher Education Issues in South Africa (Part II)

Beyond Dichotomies: A Comparative Study Of Internationalisation Policies And Practices Of One US And One South African Institution  
M.T. C Sehoole, University of Pretoria
Beyond Black and White? Identity, Culture and the “New” University  
Reittumetse Obakeng Mabokela, Michigan State University
Between a Rock and a Hard Place: South Africa’s Effort to Effect Higher Education Transformation from an Elite to a Broad-Based System  
Salim Akoojee, Mokubung Nkomo, Human Sciences Research Council
Mokubung Nkomo, University of Pretoria
Bldg. 160-322 Conflict Resolution and Democracy Building in Africa

Recasting Postcolonial Citizenship Through Political Education: Critical Perspectives On Zambia
Ali A. Abdi, Edward Shizha, University of Alberta
Social Justice And Equity Issues In The Post-War Period: A Time For Take-Off?
Francis Musa Boakari, University of the Incarnate Word
Education Systems of African Countries in Crisis: Dilemmas of Refugees and Internally Displaced Persons
Macrina C. Lelei, Annamore Matambanadzo, University of Pittsburgh
Formal and Non-Formal Education in the Rehabilitation of Former Child Soldiers in Sierra Leone: A Dichotomy Resolved in Practice.
Susan Shepler, University of California, Berkeley

Bldg. 160-323 Educational Evaluation and Reform in Taiwan

Beyond Cultural Reproduction and Cultural Production: Some Viewpoints from Taiwan on Constructing a Cultural Sociology of Education
Jason Chang, National Taiwan Normal University
The Politics of Educational Reform in Taiwan
Po-Chang Chen, National Chung Cheng University
Sheng Yao (Kent) Cheng, National Chung Cheng University
The Evaluation of General Education Classes in Taiwan
Shaw Ren Lin, Taipei National University of the Arts
Kent Cheng, Taipei National University of the Arts

Bldg. 160-325 Intercultural Learning Around the World: Challenges and Choices

Global Online Learning Communities: Empowering Intercultural Collaboration, Communication and Engagement
Geoff Lawrence, University of Toronto
Intercultural Education in Comparative Perspective: Embracing Possibility in France, Spain and Italy
Kelly Akerman, University of Toronto
Internationally Trained Teachers: Intercultural Adaptation for the Workplace
Ping Deters, University of Toronto

Bldg. 160-326 Education and Development: Emerging Discussions

The Convergence of Education and Small Country Research
Albert Beltran Jr, George Washington University
A Communicational Model For An Educational Institution
Carl E. Olivestam, University of Gothenburg
Christina Thornell, University of Gothenburg
Beyond Development and Post-Development fantasies: A Lacanian Marxist approach
Chizu Sato, University of Massachusetts Amherst
Development Experts and their Post-Development Critics: Exploring grounds for coalition
Peter A. Tamas, University of Massachusetts, Amherst
Understanding Family Decision-Making: Primary school attendance and parent perceptions of school quality
*Amber Gove, Stanford University*

The 'Race' Legacy And Postcolonial Disruptions: Is Education Moving ‘Beyond Dichotomies’?
*Anne Hickling-Hudson, Queensland University of Technology, Australia*

Preventing School Violence in Six South American Locations
*Beatrice Avalos, Ana Maria Aaron, Juan Le-Bert, PREAL*

The Venezuelan Bolivarian Revolution Case and their main Educational Outcomes (Beyond the dichotomies of State versus Non-State intervention)
*Carlos Pazmiño Farias, Universidad Nacional Experimental de Guayana (UNEG), Venezuela*

*Carolina Belalcazar, Yale University*

Harnessing the Power of Information and Analysis: Standard & Poor’s Experience in Helping to Improve Schools
*Bob Durante, Standard & Poor’s*

Accountability for American Schools: Promises, Benefits, and Challenges
*jason Willis, Standard & Poor’s*

Implications for International Education Development? Applying Standard & Poor’s Work Abroad
*Jon Herstein, RTI International*

The Role of Education in the Reconstruction of Fragile States: Is the Middle East Partnership Initiative (MEPI) An Appropriate Response?
*Frank Dall, Creative Associates International, Inc.*

Equity, Diversity And Mutual Respect In Education: Parameters Of The Debate In Stable And Unstable Country Settings. Towards A New Role For International Cooperation
*Leslie Limage, UNESCO*

Budget Support, Decentralisation And The Mdgs In Post-Conflict Situations: The Relative Importance Of Gender Or Geographical Disparities
*Roy Carr-Hill, University of London Institute of Education*
CUBB 130  
**Education Governance, Scholarization and De-Scholarization**

Efficiency, Democracy, Professionalization and Educational Outcomes  
*Holger Daun, Stockholm University*

Technocratic School Governance and the Pursuit of Democratic Participation: Lessons from South Africa  
*Jordan Naidoo, Suzanne Grant Lewis, Save the Children*

Suzanne Grant Lewis, Harvard University

Deschoolarization” of School and “Scholarization” of Leisure Time: A Comparative Study of Sweden and Japan.  
*M. Kiwako Okuma-Nyström, Stockholm University*

The Restructuring of Education in Greece: Implications for Decentralization and National Development  
*Petroula Siminou, Stockholm University*

CUBB 334  
**Educating Towards a Culture of Peace**

Yaacov Iram (Chair), Bar Ilan University

Culture of Peace Definition, Scope and Application  
*Yaacov Iram, Bar Ilan University*

Relating to the Other: Improving inter group relations and its application to the relations between Israeli and Palestinian educators.  
*Avigail Yinon, Bar Ilan University, Israel*

Understanding Peace Education  
*Dietmar Waterkamp, University of Technology at Dresden, Germany*

A Peace Vision Presentation: Big Dream / Small Hope  
*Mohammad Dajani, Al-Quds University, the Palestinian Authority*

Stereotypes, Discrimination and Peace Building in a “Virtual Community”  
*Zehavit Gross, Bar Ilan University, Israel*

5:30 p.m. - 7:00 p.m.  
Kneller lecture  
CUBB auditorium

7:00 - 9:00 PM  
Institutional and sponsored receptions  
*All CIES members invited*

CUBB lobby  
Open Society Institute
8:30-10:00AM

CERAS 100B Invited Panel: Beyond the Qualitative vs. Quantitative Divide

On the Differences between Qualitative And Quantitative Inquiry
Elliot Eisner, Stanford University
The Need for Methodological Pluralism in Studying the Civic Purposes of Schools
Fernando Reimers, Harvard University
Comparative Case Study Analysis: Dealing with Small N, Many Variables
Gita Steiner-Khamsi, Columbia TC
Lessons from Lessons
William Schmidt, Michigan State University

Bldg. 160-314 Sectoral Dichotomies and Accountability for Educating Children Affected by AIDS

Chloe O’Gara(Chair), Save Children

Uganda: Psychosocial support for OVC
Hadija Nandyose, Save Children, Uganda
Malawi: Applying Lessons from Village Based Schools
Lester Namathaka, Malawi
Ethiopia: Community Schools to Reach Orphans and AIDS Affected Children
Mengistu Edo, Save Children, Ethiopia
Orphans and AIDS Affected Children Challenging EFA
Nancy Kendall, Florida State University

Bldg. 160-315 The Rise of Private Tutoring in Post-Socialist Eurasia

Mark Bray (Discussant), Hong Kong University

Private tutoring in Poland
Elzbieta Putkiewicz, Institute of Public Affairs, Warsaw, Poland
Scope, Perspectives, Social and Ethical Implications of Private Tutoring in the Education System of Georgia
GeorgiaNino Kutateladze, International Institute for Education Policy, Planning and Management (EPPM), Tbilisi, Georgia
Anna Matiashvili, International Institute for Education Policy, Planning and Management (EPPM), Tbilisi, Georgia
Shadow Education: Findings from the international monitoring study on private tutoring in Eurasia;
Private tutoring in Azerbaijan
Iveta Silova, Baku State University, Azerbaijan
An overview of monitoring studies of the new policy network in Eurasia
Virginija Budiene, Education Support Program, Open Society Institute, Budapest
**Bldg. 160-317  Internationalizing and Diversifying Higher Education in the U.S.**

- Teaching American Undergraduates about Post-Reunification Germany: Issues, Challenges and Technology  
  *Bernhard T. Streitwieser, Northwestern University*
- Examining the Role of U.S. Institutions of Higher Education in Preparing Professional International Educators  
  *Flavia S. Ramos, American University*
- From Discourse to Change: Linking Culture and the Internationalization of Higher Education  
  *Jessica Corlett, University of Maryland, College Park*
- Different Ways of Knowing: Adams v. Richardson and its Impact on Select HBCUs in the United States  
  *Trimika M. Yates, Frederick D. Patterson Research Institute*
- Racial Climates, Same-Race and Cross-Race Relations Among Urban Community College Students  
  *William E. Maxwell, University of Southern California*
  *Diane Shammas, University of Southern California*

**Bldg. 160-318  Gender and Higher Education**

- Cross-National Trends and Analyses of Female Faculty  
  *Christine M. Wotipka, Stanford University*
- Dismantling Dichotomies: A Critical Feminist Approach to Strengthening Faculty-Student Mentoring Programs in Diverse Climates  
  *Diane Rodriguez, Mount St. Mary’s College*
- Women and Education in Post-Revolutionary Iran (1979-2004)  
  *Goli Rezai-Rashti, University of Western Ontario*
- An Analysis of Women’s Development and Gender Mainstreaming in Two Universities in South China  
  *Siqin Yang, University of Minnesota*
- Academic Mothers  
  *Venitha Pillay*

**Bldg. 160-319  Educational Reform in Africa**

- Rich Data at Reasonable Prices: Student Achievement Testing Shared by NGOs  
  *Jeff Davis, School-to-School International*
  *Mark Lynd, School-to-School International*
- Scaling Up by Focusing Down: Creating Space and Capacity to Extend Education Reform in Africa  
  *Joel Samoff, Stanford University*
  *Martial Dembélé (University of Quebec at Montreal)*  
  *E. Molapi Sebatane (National University of Lesotho)*
- Theories of Intelligence, Goal Orientation, Attributions, Confidence and Academic Performance in Malawi’s MESA Schools  
  *Kate Chauncey, University of Oxford*
- To Vocationalise or Not to Vocationalise? Perspectives on Current Trends and Issues in Technical and Vocational Education and Training (TVET) in Africa  
  *Moses Oketch, University of London*
- Using Role Models to Improve Education: The Story from Malawi  
  *Cassandra Jessee, American Institutes for Research*
  *Simeon Mawindo, American Institutes for Research*
Bldg. 160-321  Studying Teachers in Varying National Contexts

Policies for Enhancing the Infusion of Global Education in U.S. Teacher Education Programs
Bonita B. Franks, Bloomsburg University
Beyond the Rhetoric: A Comparative Study of the Intercultural Sensitivity of Hong Kong Teachers in Three Secondary Schools
David Grossman, Hong Kong Institute of Education
Celeste Yuen, Hong Kong Institute of Education
Teacher Education and the "Academic Drift": A Nordic Perspective
Gyda Johannsdottir, Iceland University of Education
Critical Factors Contributing to the Teaching Gap between American and Chinese Elementary School Teachers
Justine Zhixin Su, California State University Northridge
A dichotomy of attitudes toward graduate level teacher education: The case of Peruvian immigrant educators and American teachers
Robert Leier, University of South Alabama
Laureen Fregeau, University of South Alabama

Bldg. 160-322  To Work or to Study? The Impact of Child Labor on Education

The Differences in Articulated and Realized Values of Schooling for Rural Dominican Child Labourers
Alyssa Wise, Indiana University
Human Rights or Human Capital? The Rhetoric of US Funded Child Labor Prevention Programs
Anna Letitia Mumford, Stanford University
Working Children as Agents or Victims: Towards Bridging the Dichotomy in The Child Labor Discourse
Leonora A. Kivuva, University of Pittsburgh
Analysis of Parents’ Educational Decision-making Process for Their Children’s Basic Education
Makiko Masuhama, University of Pittsburgh

Bldg. 160-323  To Decentralize or Not to Decentralize?

Does Decentralization Policy Valorize Guinean National Expertise?
Billo Barry, Plan Guinea
The Strength of Bureaucratic Centralism in Mexican Education
Carlos Ornelas, Autonomous Metropolitan University
Sources and Strategies for Legitimation of School Choice in Poland
Edward Bodine, University of California, Berkeley
Michael Ernest Jones, Indiana University
Centralization vs. decentralization: Transition in Two Steps. The Case of Hungary
Sáska Géza, Institute for Higher Education Research

Bldg. 160-325  Trends in the Field of International Comparative Education

Dichotomies Emerging From Longitudinal Analysis of CIES Conference Presentations
Angelyn Barlodimas-Bartolomei, North Park University
Kathleen Stone INSTEAD International
Knowledge Transfer as a Social Initiative: The Key to Corporate Involvement in the Developing World
Assunta Forgione, Brigham Young University
Origins, Development And The Impact Of Dichotomies: A Critical Examination Of Their Impact On Education And A Proposal For Going Beyond The Dichotomies
Suzgo Nyirenda, Loyola University, Chicago
Bldg. 160-326  Poverty Alleviation: Is Education the Answer?

Images of Impoverished Youth, Schools and After-school Programs: Moving Beyond Dichotomies, Finally?
Irene Rahn, Ailie Cleghorn, Marie-Paule Martel-Reny, Universite de Montreal
Ailie Cleghorn (Concordia University, Canada), Marie-Paule Martel-Reny (Concordia University, Canada)
Giftedness and World Hunger
Debra J. Chandler, University of Florida
Jan Myers, University of Florida
Poverty, the Poor and Education
Hans G. Lingens, European Education

Bldg. 160-328  Revisiting the Role of Teachers: Focus on China

Teacher-Student Relationship and Educational Outcome in Rural China
Yuping Zhang, University of Pennsylvania
Advances in Research on Teaching in the West over the Last Two Decades and its Inspirations to China’s Curriculum and Teaching Reform of Basic Education in the New Century
Zhao Mingren, The Chinese University of Hong Kong

Bldg. 160-329  Preparing the New Academic Professionals

From Old Models to New Realities: An Examination of Intercultural Education and Its Role in the Preparation of Effective Scholars and Practitioners in Comparative International Education
Holly Emert, University of Minnesota
The Role of Academic Professionals in the University of the Future: a Comparative Pilot Study
John Moravec, University of Minnesota
Ai Takeuchi, University of Minnesota
General Theory to Specific Application: A Case Study of International Cooperation to Develop Professional Development Courses in School Evaluation
Keiko Kuji-Shikatani, Cathexis Consulting
Mentoring Practices in Doctoral Programs in Mexico and the United States: Growing Wiser Together
Margaret Clements, Indiana University
Armando Alcantara, UNAM
An Exploration of Faculty Job Satisfaction in American Universities: Race, and Immigrant Status
Mohamed A. Nur-Awaleh, Illinois State University
Zeng Lin, Illinois State University

CUBB 115  Policy Analysis of Educational Reform Topics Using the TIMSS 1999 Datasets

School Expectations for Parental Involvement and Its Impacts on Student Mathematics Achievement: A Comparative Study of the U.S. and Korea
Hui Zhao, University of Missouri, Columbia
Motoko Akiba (Panel Leader), University of Missouri, Columbia
Types of Mathematics Assessment Used by Taiwanese and U.S. Teachers
Pei-Ling Lee, University of Missouri, Columbia
Yan Liu, University of Missouri, Columbia
School Factors Associated with School Violence in the U.S. and Korea
Seunghee Han, University of Missouri, Columbia
CUBB 128  Beyond Dichotomies in Literacy: Implications for the UN Literacy Decade

Steve Klees (Discussant), University of Maryland

The Literacy-illiteracy Dichotomy: Past, Present and Future
Dan Wagner, University of Pennsylvania/ National Center on Adult Literacy/International Literacy Institute

EFA Monitoring and Literacy
Nick Burnett, UNESCO

Local Capacity Building: Ignoring the Middle Term between Literacy and Development
Peter Easton, Florida State University

Illiteracy or Indigenous Knowledge? Mainstreaming Grassroots Knowledge in Development
Preeti Shroff-Mehta, World Learning for International Development

CUBB 130  Localizing Development: Using Grants to NGOs as Social Investment

Jane Benbow (Discussant), American Institutes for Research
Jane Schubert (Chair), American Institutes for Research

Antoine Levelt, Fonds de Parrainge Nationale
Bullen Nginzo Murangi, South Sudan Secretariat of Education
Dennis Gallagher, Reaching & Educating At-Risk Children in India
John Villaume, Education Reform Program, Egypt

CUBB 206  Educators as Peace Makers: An Open Dialogue on Education’s Response to Global Challenges for Peace

Rethinking a Global Ethic and Re-envisioning Peace Education
Jing Lin, University of Maryland

Educating All for Peace: Educating No One for (Physical or Structural) Violence
Mark B. Ginsburg, University of Pittsburgh/ Michigan State University

Deconstructing “Otherness” for the Construction of Global Peace
Vandra Lea Masemann, OISE/University of Toronto

CUBB 334  Cases in Global Governance and Educational Change

Karen Mundy (Discussant), OISE, University of Toronto

Melissa White (Chair), OISE, University of Toronto

Education in Emergencies: From The Practical to Policy Praxis through learner experience.
Julia Dicum, OISE, University of Toronto

Practicing Sustainable Development: Connecting Environment, Economy and Education
Kate Moss, OISE, University of Toronto

Partners beyond borders: Recent innovations in transnational advocacy and Education for All (EFA)
Malini Sitasesubramaniam, OISE, University of Toronto

Global Interconnections: The Influence of Global Political and Economic Trends on Domestic Training Policy
Melissa White, OISE, University of Toronto

Bridging the Divide: The Emerging Educational Policy Role of Multinational Technology Corporations
Zahra Bhanji, OISE, University of Toronto
10:30-12:00PM

CERAS 100B Invited Panel: Beyond Dichotomies: Globalization vs. Localization

Lynn Ilon (Chair), Florida International University

Karen Mundy, University of Toronto
Why Is the World Against Child Labor?
David Post, Penn State University
Thoughts on Reconciling Global Frameworks with Local REALITIES in Educational Stratification Research, with Examples from Rural Gansu, China
Emily Hannum, University of Pennsylvania
Is Local at Odds with Global in Knowledge Creation?
Lynn Ilon, Florida International University

Bldg. 160-314 Exploring New Trends and Different Approaches to Better and More Relevant Secondary Education

Making Education Relevant for Youth in the Niger Delta
Ken Rhodes, Academy for Educational Development
Traditional vs. Non-Traditional Approaches to Educational Reform
Mayyada Abu-Jaber, Academy for Educational Development
More or Better: Senegal’s Middle School Initiative Tries to Do Both
Sala Ba, Academy for Educational Development

Bldg. 160-317 Educational Reform: Country Case Studies

Initial Efforts on Reforming the National Examinations System in Guinea
Jeff Davis, School-to-School International
Mark Lynd, School-to-School International
Central Reform, Local Implementation: A Case Study of Secondary Education Reform in the Dominican Republic
Marisa Page Pelczar, Vanderbilt University
SEGOU: Towards News Perspectives on Cooperation and National Policies
Ousmane GUEYE, Université Cheikh Anta Diop (UCAD)
Closing the Gap: from Technically Acceptable to Politically Viable Education Reform in Perú
Susan K Kolodin, Banco Interamericano de Desarrollo

Bldg. 160-318 Focusing on Teachers in Developing Countries

In a Class of Their Own: Integrating Pupil and Teacher Learning in Developing Countries
Barbara Nykiel-Herbert, Stephen F. Austin State University
An Overview and Analysis of a Major Reform Effort in Belize and its Impact on Teacher Education
Cynthia T. Thompson, Florida State University
Building Glocal Knowledge: Learning from Teachers’ Experiences of Work at Tshwane High School, South Africa
Everard Weber, University of Pretoria
Bldg. 160-319  Understanding the Relationship Between Child Labor and Education

Ghana and Kenya: Perspectives on Child Labor and Schooling
Peter Moyi, Pennsylvania State University
Adolescent Employment in Agriculture in the U.S.: Does It Impair Students’ Academic Achievement?
Riho Sakurai, Pennsylvania State University
Combating Child Labor: The Indian Experience and the Analysis of the Effects of the Free and Compulsory Education Bill, 2004 on the Issue of Child Labor
Susmita Sil, Pennsylvania State University

Bldg. 160-321  Assessing Methods of Educational Finance

Fiona Macaulay, Making Cents International
Sarah Mushlin, Making Cents International
The Per-Capita-Student Cost in Public Schools in Paraná State, Brazil: The Quantitative and Qualitative Analysis
Andrea Barbosa Gouveia, Universidade Federal do Paraná, Brazil
Angelo Ricardo de Souza, Universidade Federal do Paraná, Brazil
Full of Rigor, Void of Meaning. The Quantity- Quality Tradeoffs in Conditional Cash Transfer Programs
Carol DeShano da Silva, Harvard University
Fernando Reimers, Harvard University
Ernesto Trevino, Harvard University
Cost-Effectiveness in Africa and Latin America Compared
Ernesto Schiefelbein, Harvard University
Laurence Wolff, Harvard University
Market versus Government: A comparative study of government student loan programs in the US, Australia, and UK.
Jie Wang, SUNY at Buffalo
Balancing the Books: Household Financing of Basic Education in Cambodia
Mark Bray, University of Hong Kong

Bldg. 160-322  Research Methods: Emerging Discussions

Beyond Methodological Dichotomy: Interrogating the Theory-Practice Opposition in Educational Research
Adeela Arshad-Ayaz, McGill University
Freedom to See – Power to Change: Ontological and Epistemological Non-Dualism in Educational Practice and Theory
Anne Smeaugen, Akershus University College
Paradigm Lost and Regained – A Personal Research History Account
Chao Jia, OISE/University of Toronto
A Methodology on Modernization, Learning and Livelihood for New Millennium and Comparative Perspectives
Claudio Rafael Vasquez Martinez, University of Guadalajara, Puerto Vallarta
Making i Robust – Theory and Methods in Comparative and International School Textbook Research
Jason Nicholls, University of Oxford
Bldg. 160-323  Across Countries and Cultures: Processes of Globalization (Part II)

The Borderless School – Globalization In Polish Education
Anna Boguslawa Kochan, OISE/University of Toronto
The Case of Educational Transfer: How Can We Research a Paradigm Shift?
David Phillips, University of Oxford
Kimberly Ochs, University of Maryland
Carol Anne Spreen, University of Maryland
Examining Regional Educational Equity Across Countries: A Framework and Analysis
Jeffrey M. Poirier, AIR
Joel Sherman, AIR

Bldg. 160-325  Refugee Education

Partnerships and Progress in Post-Conflict Education and Refugee Reintegration
Jennifer Zimmermann, Harvard University
Through the Eyes of Refugees: Participatory Photography and Refugee Resettlement in the Buffalo-Niagara Region
Maria S. Lew, University of Buffalo
War Displaced Populations: Modes of Political Participation, Political Efficacy, and Visions of the Future
Suzanne Miric, University of Minnesota
Living on the Margins: A Case Study of Afghan Refugees in Iran (1980-2001)
Tatiana Garakani, Columbia University

Bldg. 160-326  Mathematics: Participation, Curricula, and Achievement

Contrasting Dichotomies and Pendulum Swings in Mathematics Curricula: A Comparison between Virginia and Denmark
Bettina Dahl, Virginia Tech
Comparative Education Dichotomies in Mathematics: International Students vs. U.S. Students – Why are American Students Falling Behind Their International Peers in Mathematics?
Derek Miles, The University of the Incarnate Word
Gender Difference in Standardized Mathematics in Saudi Arabia
Eid Alharby, The Pennsylvania State University
The Structures and Practices of Leadership for the Improvement of Science and Mathematics in South African Schools
Loyiso Jita, University of Pretoria
Advancing Women’s Participation in Postsecondary Mathematics in Ghana
Michael Dorno, University of Nevada, Reno
Elavie Ndura, University of Nevada, Reno

Bldg. 160-328  Contemporary Educational Issues in China

Enter the Dragon: Internationalizing China’s Universities
Anthony Welch, University of Sydney
Knowledge Transfer: Two Cases Studies of How China is Learning from the West
Cheung, Kwok Wah, University of Hong Kong
Managing Schools the Chinese Ways: A Search for Cultural Influence on Educational Administration
Kam-cheung Wong, University of Hong Kong
Chinese Children’s Self-Concepts In Domains Of Learning And Social Reasoning
Min Chen, Berkeley
“Education for the Examination” vs. “Education for Holistic Development” — The Transformation of Teacher Beliefs and Practices in Rural Northwest China
Tanja Sargent, University of Pennsylvania
Bldg. 160-329  Confronting and Remedying: The Effects of Rural/Urban Divides on Educational Quality and Suggestions for Reform

Transcending Dichotomies: Examining the Rural/Urban Divide in Educational Access and Quality in Mexico
Danielle DeLancey, Harvard University
Urban and Rural Education of Native Ecuadorians
Sarah Hay, Harvard University
Alleviating Dichotomies: Addressing the Urban/Rural Divide in the Education System of the Gambia
Sarah Riggs, Harvard University

Bldg. 160-330  Contemporary Issues in U.S. Higher Education

International vs. national student presence in engineering doctoral education
Adamantia Tsoumpa, American University
Tracing The Development Of Comparative Education: A Study Of Epistemological Presence
José Cossa, Loyola University, Chicago
Jill Izumikawa, Loyola University, Chicago
Jennifer Schmuh, Loyola University, Chicago
Where Have All the Foreign Students Gone: Considering the Determinants of Post-2001 Change in Foreign Student Enrollments in U.S. Universities
Olga Bain, George Washington University
William Cummings, George Washington University
International Students and the US System of Higher Education: Negotiating the Cultural Obstacle Course
Roberta Leichnitz, University of the Incarnate Word
Luzviminda Jiménez, University of the Incarnate Word
Effects of Transfer on Bachelor’s Degree Attainment Rate: A Comparative Study of Transfer Students and Native University Students
Sung Bin Moon, Columbia University

CUBB 115  Corruption in Higher Education: Towards Revision and Assessment

The Forms of Educational Corruption and Academic Fraud
Brian Lloyd Heuser, Vanderbilt University
Passing University Exams Using Knowledge, Bribes or Gifts
Indra Dedze, Vanderbilt University
The Issue Of Corruption In Education In Kazakhstan
Nataliya Rumyantseva, Vanderbilt University
Problems of Corruption in Higher Education: The Context of the Poor Nation/Wealthy Nation Dichotomy
Pavel Polyarush, Vanderbilt University
Corruption in Education: Towards Revision and Assessment
Stephen Heyneman, Vanderbilt University
CUBB 130  Conceptual Dichotomies in Comparative Education Research on East Asia

Ruth Hayhoe (Chair), OISE, University of Toronto

Conceptualizing Social Emotional Learning Through a Comparative Frame: Using the Japanese Case to Reflect on Trends in Social Emotional Learning in the United States
Diane Hoffman, University of Virginia

Transcending False Dichotomies and Respecting Sociocultural Context: Comparative Ethnographic Narrative as an Educational Research Methodology
Edward R. Howe, OISE, University of Toronto

Beyond Dichotomies: The Use of Immanent Critique in Comparative Education
Guoping Zao, Oklahoma State University

Japan's Teacher Induction Program: How Support for Beginners Can Accelerate Progression through Their Stages of Development as Novices
Jane Williams, Middle Tennessee State University

Comparative ethnographic narrative as an educational research methodology
Seehwa Cho, University of St. Thomas

CUBB 334  The Death of the Expert: Transforming the “Academy” through Alternative Ways of Knowing and Doing

Peter Easton (Discussant), Florida State University

Ladi Semali (Chair), Pennsylvania State University

Valuing Indigenous Knowledges: Strategies for Engaging Communities and Transforming the Academy
Ladi Semali, Pennsylvania State University
Peter Easton, Florida State University

Indigenous Knowledges in the Academy: Social Justice or (Re)colonization?
Peter Ninnes, University of New England

Scaling-up Indigenous Knowledges: Discourse, Pedagogy and Methods in Development Interventions
Preeti Shroff-Mehta, World Learning
Joshua Muskin, World Learning

The Triumph and Tribulations of Farm-Gate Intellectuals
Roger Boshier, University of British Columbia
1:30-3:00 PM

CERAS 100B   Invited Panel: Beyond Dichotomies: Traditional vs. Technology and Alternative Education

Miguel Angel Escotet (Chair), Universidad de Deusto, Bilbao, Spain

Martin Carnoy, Stanford University
Mike Smith, Hewlett Foundation
Why Education is Not Health: Science, Technology, And International Organizations
Colette Chabott, George Washington University

Bldg. 160-314   Japanese Education: A Nation at Risk, Beyond Dichotomies of Achievement and Chaos

Carol Bartell (Discussant), California State University Los Angeles
June Gordon(Discussant), University of California at Santa Cruz
David Blake Willis (Chair), Soai University
Satoshi Yamamura (Chair), Seiwa College

A Nation at Risk: Dichotomies of Race, Gender, and Difference in Japanese Education
David Blake Willis, Soai University
Educational Values in Japan: Dichotomies of Self-Reflection and Confucianism in Japanese Teacher Education
Ken Tamai, Kobe University of Foreign Studies
Dichotomies of Globalization and Localization Among Japanese University Students Within the Framework of Peace Education
Koji Nakamura, Konan University
Dichotomies of Higher Education: Transformations in Japanese Universities
Satoshi Yamamura, Seiwa College
Dichotomies of Educational Administration: Centralization or Decentralization as the Answer to Japanese Educational Reform?
Shigehisa Komatsu, Kobe Gakuin University
Multicultural Japan: Identity Dichotomies in Japanese Education
Stephen Murphy-Shigematsu, University of Tokyo

Bldg. 160-315   OBE in Inner Asia: A Revival of “Socialist Competition” or a Move Towards Post-Socialist Public Accountability?

Cathryn Magno (Discussant), Southern Connecticut State University
Meri Ghorkhazayn (Chair), Teachers College, Columbia University

Assessing Outcomes Based Education in Kyrgyzstan
Eric Johnson, Teachers College, Columbia University
Teachers Reaction to OBE in Mongolia
Gita Steiner-Khansali, Teachers College, Columbia University
OBE in Kazakhstan
Iveta Silova, Baku State University, Azerbaijan
Bldg. 160-317  Performing Comparative Education Studies Beyond the Dichotomies of Desire

Sonia Mehta (Chair), University of Buffalo

Embodied Knowledge and Comparative Education
Irving Epstein, Wesleyan University, Illinois

An Ecojustice Approach to Education
Rebecca Martusewicz, Michigan State University

Mapping Reality Turns in Western Thinking and Comparative Education Studies
Rolland Paulston, University of Pittsburgh

Postmodernity, Ethics and Comparative Education
Val Rust, UCLA

Bldg. 160-318  English Language Spread

Building Professionalism: Effects of the Socio-political Environment on ESL Teachers’ Perceptions of Career Satisfaction
Deborah Yeager, Brock University

Monitoring and Managing the Impact of English as an International Language
John Sitwell, Brock University

National Identity and Civic Values in Iranian English as a Foreign Language Textbooks
Mojgan Majdzadeh, Loyola University Chicago

Beyond Dichotomies in Studies of English Language Spread
Thomas Clayton, University of Kentucky

Bldg. 160-319  The Role of Teachers in Breaking Educational Dichotomies

Strict But Not Too Strict: Serbian Children’s Construction of an Ethical Axis for Judging Teachers and School
Amy Shuffelton, University of Wisconsin

A Double Dichotomy. ‘Outsider versus Insider’: The Experiences of a Western Researcher
Investigating Teachers’ Work in the Middle East
Barbara Harold, Zayed University, United Arab Emirates

A Dichotomous Approach to Teacher Education
Eleanor Pierre, OISE/University of Toronto

Neoliberalism and De-professionalization of Higher Education: A U.S. Case Study
Kingsley Banya, Florida International University

Bldg. 160-321  Debates in Economics of Education: Trends and Analyses (Part I)

Prophets and Profits - Managerialism vs Fundamentalism
Chaya Herman, University of Pretoria, South Africa

Diminishing Returns to Scale: Addressing Some Basic Unanswered Questions about the Production of Education Across Countries
Doug Harris, Florida State University

Faith, Politics, Social Capital, and Development
James H. Williams, George Washington University
Sandee Pyne University of Maryland
Bldg. 160-322  Challenging Assumptions in Quantitative Research Methods

Capacity Building for Results – Consultation and Correlation are Not Dichotomies
Marlaine Lockheed, Princeton University
Abigail Harris, Princeton University
A Cross-National, Multi-level Study of Family Background and School Effects on Educational Achievement
Yuko Nonoyama, Columbia University

Bldg. 160-323  The Teacher Gap: Teacher Attributes and Student Mathematics Achievement in Rural, Northwest China

Jennifer Adams (Chair), Harvard University
The Mediating Effect of Educational Engagement on Student Academic Achievement in Rural Northwest China
An Xuehui, Northwest Normal University, Lanzhou, China
Emily Hannum, University of Pennsylvania
Tanja Sargent, University of Pennsylvania
What Do Parents and Teachers Think of Parental Involvement in Rural Northwest China?
Peggy Kong, Harvard University

Bldg. 160-325  Peace Education Studies

The Dialectics of Peace and Non-Peace: Reconstructing Everyday Understandings of ‘Peace’ in a Midwestern High School with Transnational Students
Edward J. Brantmeier, Indiana University at Bloomington
Teaching and Learning Conflict Resolution in a Jewish-Palestinian Village in Israel: Local and Global Dialogue at the “School for Peace”
Grace Feuerverger, University of Toronto/OISE
Beyond Dichotomies in the Representation of Conflict in Canadian Curricula
Kathy Bickmore, OISE/University of Toronto
How Canadians Dropped Weapons of Mass Disruption in the Green Zone — Peace Education in the Midst Of War
Roger Boshier, University of British Columbia

Bldg. 160-326  Policy Reform in Turkey: Finding the Middle Ground between Policy Research and Policy Driven by Political Imperative

Batuhan Aydagul (Discussant), Turkey Ministry of National Education
Equity of Educational Expenditures in Turkey
Cem Mete, The World Bank
Educational Quality in Turkey: A Quantitative Assessment
Giray Berberoglu, Middle East Technical University
Educational Quality in Turkey: A Qualitative Assessment
Hannu Kuitunen, University of Helsinki
Conclusions and Policy Implications
Robin Scott Horn, World Bank
Ferda Sahmali, World Bank
A Qualitative Assessment of the Quality of Turkish Elementary Schools
Ali Ekber Sahin, Hacettepe University, Ankara, Turkey
Bldg. 160-332  Educational Reform in the Asian Context (Part II)

School-Family-Community Partnership – The Perspectives and Challenges of Hong Kong
Pang I-wah, Hong Kong Institute of Education

Government versus Private Educational Initiatives – The Indian Case
Umesh Sharma, Harvard University

The Implementation of the New Curriculum Reform in China Mainland: A Case Study
Yin Hongbiao, The Chinese University of Hong Kong

CUBB 115  Curriculum in Context: Teaching and Learning in-between the Global and the Local

Elizabeth Leu, Academy for Educational Development
Ilana Lancaster, University of Maryland
Joshua Muskin, World Learning Institute
Kathleen Kimpel, University of Maryland

Mixed-up in Mashamba: Policy Creolization in the Classroom
Carol Anne Spreen, University of Maryland

CUBB 128  Meeting with the Editors of International Education Research Journals

Suzanne Majhanovich (Chair), University of Western Ontario
Joseph Zajda(Chair), Australian Catholic University

European Education
Bernhard Streitwieser, Northwestern University
Editor, Research in Comparative and International Education
David Phillips, University of Oxford
Co-Editor, Comparative Education Review
David Post, University of Pittsburg
Compare
David Turner, University of Glamorgan

European Education
Edward Bodine
Editor, Oxford Review of Education; Series Editor, Oxford Studies in Comparative Education
Geoffrey Walford, University of Oxford
Editor, European Education
Hans Lingens, California Lutheran University
North American Editor, International Journal of Educational Development
Joel Samoff, Stanford University
Guest-Editor of The International Review of Education 52(1-2), 2006
Joseph Zajda, Australian Catholic University
Editor, Compare
Karen Evans, University of London Institute of Education
Executive Editor, International Review of Education
Orrin F. Summerell, UNESCO Institute for Education
Suzanne Majhanovich, University of Western Ontario
CUBB 130  Formal/Non-Formal; Pedagogy/Andragogy: Alternative Forms of Education which Break the Old Distinctions and “Succeed”

The Essential “Elements of Success” of a Non-formal Primary Education Program: Exploring the BRAC Model
Brenda Haiplik, OISE, University of Toronto

Beyond the Traditional Categories: How and Why Old Distinctions Don’t Help Us Much Anymore
Joseph P. Farrell, University of Toronto

The Role of Language in Traditional and Non-traditional Education Programs in Developing Countries
Stephen Bahry, OISE, University of Toronto

CUBB 334  Global Governance and Educational Change

The World Education Forum: History, Current Situation and Challenges
Daniel Schugurensky, University of Toronto

Proposals for Global Governance Reform: Implications for Education
Jennifer Chan-Tibbergien, Harvard University

“Education for All” on an International Stage: Contradictions and Controversies in the New Educational Multilateralism
Karen Mundy, University of Toronto

World Bank Educational Initiatives in East Asia: Impressions from a Quality Enhancement Review
Ruth Hayhoe, University of Toronto
CERAS 100B Invited Panel: Beyond Local vs. Global Languages

Sandra Staklis (Chair), Stanford University

Terrence G. Wiley, Arizona State University

English and Globalization in An African Context: Some Islamic Responses
Alamin M. Mazrui, Ohio State University

“The Changing Global-Local Linguistic Landscape in India”
Selma K. Sonntag, Humboldt State University

Language, Ideologies, and National Identities
Thomas Ricento, University of Texas at San Antonio

Bldg. 160-314 Estimating and Addressing Teacher Absenteeism and Shortages as a Result of HIV/AIDS in Sub-Saharan Africa

Stephanie Lehner (Chair), The Academy for Educational Development

Sensitization, Screening and Workplace Prevention Programs for Teachers in Zambia
Amy Javaid, The Academy for Educational Development

Projection Models for Predicting Teacher Shortages, Attrition and Absenteeism in the Face of HIV/AIDS
Annabette Wils, The Academy for Educational Development

Policies and Issues to Address Teacher Attrition and Absenteeism Due to HIV/AIDS in sub-Saharan Africa
Brynja Gudjonsson, University of Minessota

Estimating and Addressing Teacher Absenteeism and Shortages as a Result of HIV/AIDS in Sub-Saharan Africa
Mohammed Liman, The Academy for Educational Development/Namibia

HIV/AIDS, teacher shortages and absenteeism — Zambia, Malawi and Namibia
Stephanie Lehner, The Academy for Educational Development

Bldg. 160-315 Policy Studies, Data for Decisions, and Strengthening Management Capacity in Latvia

What Have We Learned from This Project
Haiyan Hua, Harvard University

Quantitative Assessment of School Effectiveness and Education Outcome
Irina Jemeljanova, Latvian Project Component Leader

Qualitative Study Teaching Practices in Best Performing Schools in Latvia
Marina Gurbo, Latvia Project Component Researcher

Data for Decisions in Education in Latvia (and Other Former Soviet States)
Tom Cassidy, Harvard University

Gender in Vocational and Training Partnership between Teachers at the University Cheikh Anta Diop, Dakar
Andrée-Marie DIAGNE, Université Cheikh Anta Diop (UCAD)
Women and HIV/AIDS
Carla Maria do Nascimento Ferrao, African Network for Training and Educational Research for Development
Traditional and Modern Education as Taught in Schools
Cheikhou Toure, ROCARE/ERNWACA Senegal
Situation of Women in Administration and Society in Mali
Djénéba Traore, Université de Bamako
Understanding Adult Return to Education, Both Women and Men
Efua Irene Amenyah, Université Cheikh Anta Diop
Re-wamping the Design of School Health and Life Skills in the Curriculum in Senegal
Malick Sembene, Université Cheikh Anta Diop
Beyond the Boundaries: Critical Perspectives for Cooperation and National Policies: The Voice of Africa
Ousmane Gueye, Université Cheikh Anta Diop
Advocating for a Positive Difference
Ousseynou Kane, Université Cheikh Anta Diop

Bldg. 160-318  Social Memory and Identity: Theoretical and Methodological Implications for Comparative Cases of Exclusion

From Behind the Veil and Within the Pale: Race as a Relational Construct in the United States
Adrea Lawrence, Indiana University-Bloomington
What Do I Call Them? Glocalization, Social Memory, and Naming: Glocalities of Japan, the United States, and Latin America
Christopher J. Frey, Indiana University-Bloomington
Blood Relations: Reconstruction of Social Memory and Identity in Southern Germany — The Case of the Russian-Germans and Implications for Rural School Policy
Debora Hinderliter Ortloff, Indiana University-Bloomington

Bldg. 160-319  Thinking Globally, Acting Locally

International Education in Washington State
Annie Kates, Harvard University
Global Awareness through Oral Histories and International Partnerships
Devon Lake, Harvard University
Connected Curricula – Linking Global Issues to Local Communities
Julie Kelleher, Harvard University

Bldg. 160-321  Debates in Economics of Education: Trends and Analyses (Part II)

Loosely and Tightly Coupled Systems in Educational Policymaking and Management
Yingying Xu, Johns Hopkins University
Life Skill Education in Secondary School: Education for Employment Toward a Knowledge-Service Economy
Yukiko Yamamoto, University of Pittsburgh
Bldg. 160-322  Teachers and Teacher Training: Country Case Studies

Teacher Education and the Construction of Worker-Citizens in Egypt: Curricular Goals in National/International Political Economic Context, 1804-1981
Mark B. Ginsburg, University of Pittsburgh
Nagwa M. Megahed, Michigan State University
Pulling Teachers In: The Power of Reform Content to Motivate Teachers and Create Extraordinary Change — Mali’s Pédagogie Convergente
Penelope Bender, Michigan State University
Beyond market dichotomies: Are teachers penalized by the market?
Hector Gertel, Universidad Nacional de Córdoba, Argentina
Mariana de Santis, Universidad Nacional de Córdoba, Argentina

Bldg. 160-323  Learning from Reflections on Methodological Considerations

Identity, Schooling, and Everyday Experiences: Bridging the System-Context Gap
Cynthia Miller-Idriss, New York University
Building Scientific Spirit: Reflections on the Methodology in Educational Research
Jiang Kai, University of Hong Kong
Beyond Epistemological Dichotomies: Can Critical Ethnography and Post-Structuralism Compliment Each Other in Educational Research
M. Ayaz Naseem, Concordia University
Beyond the Privileged Status of Written Discourse: Visual Representation as a Research Tool
Mina O’Donov, Lund University

Bldg. 160-325  Islam and Educational Issues

Islamic Banking and Challenges of Students Lending
Ali Ait Si Mhamed, SUNY at Buffalo
Beyond Dichotomies: Mediating Methods in Studies of Educational Alternatives in the Muslim World
Andrea Clemons, Loyola Marymount University
Learning in the Path of Allah: The Islamization of Public Education in the Southern Philippines
Jeffrey Ayala Milligan, Florida State University
High School Students’ Knowledge and Perception of Islam and the Muslim World
Luis Pagan, Florida International University
Hilary Landorf, Florida International University
Amy Lora, Florida International University
Religion, Ideology and Education: The Case of Islamism
Sherin Saadallah, Stockholm University

Bldg. 160-326  Challenges Facing Teachers and Administrators in Africa

Teaching Principals in Secondary Schools in Cameroon: Their Issues, Challenges and Concerns
Cresantus Biamba, Stockholm University
Physical Punishment: Challenge Faced by Education Stakeholders
Damien Mbikyo Mulinga, Makerere University, Uganda
When Worlds Merge: Teaching in the Space Beyond West/non-Western
Megan Che, University of Oklahoma
Let’s Converse: A Highly Participatory Approach to Teacher and Community Education in Zambia and Tanzania
Roberta Leichnitz, University of the Incarnate Word
Paula Caffer University of the Incarnate Word
CUBB 115  Moving Beyond The Dichotomy: An Asian/American Perspective On Academic Achievement vs. Emotional Development

Transnational Perspectives on Achievement and Emotion: International School Graduates from Japan
David Blake Willis, Soai University
The Other Side of the Model Minority Story: Psychological and Social Adjustment of Asian American Adolescents
Desiree Baolian Qin-Hilliard, New York University
Challenging the System or Coexisting with the System? The Experience of Ethnic Schools in Japan
Marika Suzuki, UCLA
Conversations with Asian Parents and Teens: Drive to Excel and Desire to Rebel
Stephen Murphy-Shigenastu, Stanford University
Asian American Students Who Struggle in College: Beyond Dichotomous Definitions of Race and Success
Theresa Ling Yeh, University of Washington

CUBB 128  Equity Versus Efficiency in Higher Education, Moving Beyond the Dichotomy

D. Bruce Johnstone (Chair), SUNY at Buffalo

Equity Versus Efficiency in Higher Education, Moving Beyond the Dichotomy
D. Bruce Johnstone, SUNY at Buffalo
Dual Track Tuition Policies in East Africa: Implications for Access, Quality Assurance and Equity
Mary Ngolovoi, SUNY at Buffalo
Finding Common Ground Among Stakeholders in Higher Education Finance Policies
Pamela Marcucci, SUNY at Buffalo
Student Debt Aversion: Assumptions and Evidence from Two Countries
Rita Kasa, SUNY at Buffalo
The Equity and Efficiency Implications of Cost sharing Policies in Chinese Higher Education
Shengjun Yuan, SUNY at Buffalo

CUBB 130  Disambiguating International Processes of Educational Knowledge Production and Circulation

Karen Mundy (Discussant), OISE, University of Toronto

Amy Stambach(Chair), University of Wisconsin, Madison

Social Distance Revisted: Connecting Conditions of Organizational Origin with Unesco’s Treatment of Technology
Daniel A. Menchik, University of Chicago
Moments of Policy Contestation in Central Mexico: Grassroots Claims to Knowledge-Production in a Global Field
Jen Sandler, University of Wisconsin, Madison
International Agencies and the Circulation of Education Reform Models in Southern Latin America
Julieta Garcia Hamilton, Teachers College, Columbia University
Travel and Pedagogical Knowledge: Slavic Cosmopolitanism and Yugoslav Student and Teacher Travelers 1918-1938
Noah W. Sobe, Loyola University Chicago
5:15 p.m. - 6:45 p.m.
CIES General Assembly/Business Meeting,
Presidential Address & Awards Ceremony
CUBB Auditorium

7:30 p.m. - 12 midnight
Gala celebration
McCaw Hall, Arrillaga Alumni Center
8:30 a.m. - 10:30 p.m.
CUBB 114  New CIES Board of Directors meeting

8:30-10:00AM

Bldg. 160-314  Teaching Through a Familiar Language Versus Teaching Through a Foreign Language?

Andrea Clemons (Discussant), Loyala Marymount University

Teaching through a familiar language versus teaching through a foreign language? A look into some secondary school classrooms in Tanzania
Birgit Brock-Utne, University of Oslo
A model for capacity building in mother tongue-based bilingual education
Carol Benson, Stockholm University
Teaching as a Performative Act
Jennifer Vega La Serna, California State University, Dominguez Hills
Peiying Chen, Huafan University

Bldg. 160-315  Innovative Approaches to Basic Education in the Arab World

May Rihani, Academy for Educational Development
The AMAL Project in Egypt, Djibouti, and Yemen
Hala Al-Hoshan, Academy for Educational Development
The ALEF Project in Morocco
Joshua Muskin, World Learning
The Pedagogy of Empowerment: Community Schools as a Social Movement in Egypt
Malak Zaalouk, UNICEF/Egypt

Bldg. 160-317  Teachers as Agents of Change

Teacher professional development: In-service support vs. pre-service teacher education
Matilda Macklin, Academy for Educational Development
How do teachers’ perceptions of “student learning” influence their responses to policy of reading instruction? : An analysis of the role of organizational production in individual’s responses to institutional pressures.
Mika Yamashita, University of Pittsburgh
Comparing the Intended and the Actual: Administrator Expectations and Student Realizations of Teacher Roles in Service-Learning
Trae Stewart, University of Central Florida

Bldg. 160-318  Rethinking Educational Reform

Reexamining the Concept of Power in Educational Leadership: Power Over vs. Power With
Hui-Ling Pan, National Taiwan Normal University
Change or Continuity?: Challenges to Educational Reform in Post-Soviet Central Asia
Joan Oviawe, Florida International University
Rhetoric and Action of Educational Reforms in the Czech Republic: Do the new reforms really intend to change schools?
Kamila Rosolová, Michigan State University
Steel Girders: The Sage on the Stage versus the Guide on the Side under a Competency Based Education Reform
Steve Dorsey, Academy for Educational Development
If it ain’t broke...break it: Demonizing the past and idealizing the other in promoting educational reform
Suzanne Kauer, Michigan State University
Bldg. 160-319  Art and Education

Searching for New Foundations: Play, Ritual and Education
Aditya Vikram Rametra,  East-West Center
Victor Kobayashi,  University of Hawaii
The role and the social support traditional arts in globalization era: exploring possible theoretical approaches and comparative study
Mayumi Terano,  University of Pittsburgh
Traditional vs. Non-traditional Music Education: Lessons from Thai Music Teacher Education
Somchai Trakarnrung,  University of Toronto

Bldg. 160-321  Challenging Dichotomies in Japan: Old and New Issues

Moving Beyond “Old”-“New” Dichotomy: Challenging the Articulation of Neo-liberalism in Japanese Educational Reforms
Keita Takayama,  University of Wisconsin-Madison
The Great Discrepancy: Japanese Teachers’ Strictness versus Lenience
Mark Langager,  International Christian University
The AmerAsian School in Okinawa: the exit of Silent Minority
Yukako Tatsumi,  University of Maryland College Park

Bldg. 160-322  International Organizations and Aid Agencies in Education: New Directions or Same Old Story?

Diaspora/Re-Aspora The Place of Place in Comparative Education
Anthony Welch,  University of Sydney
Beyond the myths of North-South, East-West dichotomies: Towards new pathways of being
Christine Fox,  Wollongong University, NSW Australia
Between Internationalism and Nationalism: The Educational Politics of the League of Nations
Eckhardt Fuchs,  University of Mannheim, Germany
Emergency Education: Humanitarian agency roles in schooling for refugees and internally displaced persons
Marina Andina,  Stanford University

Bldg. 160-323  Health and Education: Deconstructing Myths

Mainstream or marginal? Reading, diversity and the curriculum in a Primary Health Care course
Ermien van Pletzen,  University of Cape Town, South Africa
Improving Children’s Health Status and Educational Performance in Guinea, West Africa
Jeff Davis,  School-to-School International
Mark Lynd,  School-to-School International
Sexuality Education Since 1996: “Culture Wars” and The Rise of Domestic and International Abstinence-only Approaches in the US
Nancy Kendall,  Florida State University

Bldg. 160-325  Program Implementation and Evaluation

Information Analytical Tool for Educational Planning: A case study in El Salvador
Cory Heyman,  American Institutes for Research
Heather Simpson,  American Institutes for Research
The Monitoring and Evaluation of Education Programs
Elizabeth Pearce,  Save the Children
Crisis in Africa: Assessment of the Impact of HIV/AIDS on Education

Knowledge Transfer Beyond Boundaries: The Use of Socio-enabling Computing in HIV/AIDS Prevention Education in Cameroon
Joann Halpern, New York University
Dennis Anderson, Pace University
Louis Ngamassi, University of Dschang

Mercy Chigubu, Georgia College and State University

There's no place like home: new approaches to understanding the impact of the AIDS epidemic on children's education
Tania Boler, ActionAid; London School of Hygiene & Tropical Medicine
Ian M. Timæus, ActionAid; London School of Hygiene & Tropical Medicine

Early Childhood to Primary Transitions

Transition Education in Emergency settings
Carl Triplehorn, Save the Children

Transition Education in Bangladesh
Habibur Rahman, Save the Children

Save the Children – Early Childhood to Primary Transitions
Lisa Long, Save the Children

Transition Education in Egypt
Mervat Nageeb, Save the Children

Transition Education in Nepal
Udaya Laxmi Pradhananga, Save the Children

Emerging Issues in Chinese Higher Education

Sharing the Cost in Higher Education in China: Tracking from the Secondary Level
Qian Sun, SUNY at Buffalo

Impact of Tuition Fee Policy on Students in Chinese Universities
Tengteng Wan, SUNY at Buffalo

Alternative Perspectives on Education and Entrepreneurship in the Asia-Pacific Region
Gerald W. Fry, University of Minnesota

Transnational Advocacy, Global Civil Society in Education For All: Examining the theory and practice of the Global Campaign for Education

Emergence of Civil Society Coalitions in Education and the formation of the Global Campaign for Education.
David Archer, Action Aid

Limits and Contradictions of Global Campaigning in Education
Karen Mundy, University of Toronto

Transnational Advocacy in Education: Examining the “Global” and “Local” in the Global Campaign for Education
Lynn Murphy, Stanford University
CUBB 128  Globalisation, Social Inequality and Education

Globalisation, Educational Outcomes and Educational Governance in Europe
Holger Daun, University of Stockholm

Globalization and Social Inequality in Education
Joseph Zajda, Australian Catholic University

Globalisation and Educational Outcomes in Africa: Neo-liberalism, Knowledge Capitalism and the Rise of Private Universities in Sub-Saharan Africa
Kingsley Banya, Florida International University

Globalisation and Social Inequality in Education
Maclean Geo-JaJa, Brigham Young University

CUBB 130  Quality Education in Bangladesh: Exploring How the Continuous Evolution of One Non-Governmental Organization, BRAC, Contributes to Meeting the Varied Educational Needs of its Program Participants

The Capacity Development System for Supervisors in the BRAC Primary School Program
A. K. M. Badrul Alam, BRAC Education Program

Improving the Quality of Teacher Training and Development in the BRAC Primary School Program
Brenda Haiplik, OISE, University of Toronto

Including Children with Disabilities into BRAC Schools
David Donaldson, University of Massachusetts

Building Capacity and Professionalism for Quality Education in Bangladesh
Manzoor Ahmed, BRAC University

CUBB 206  Educational Reform in Brazil

Higher education reform in Brazil: proposals within Lula’s Government
Angela C. de Siqueira, Universidade Federal Fluminense

Bridging the racial gap in Brazilian universities
Erin Goodman, Harvard University

Affirmative Action In Brazil: How does it work from top to bottom?
Francis Musa Boakari, University of the Incarnate Word

Yoon Nah, University of the Incarnate Word

Robin Scott Horn, World Bank

Education and the Landless Workers Movement: Brazil
Sherry Keith, San Francisco State University

Dawn Plummer, San Francisco State University

CUBB 334  Stock Taking after Ten Years of LATTICE Internationalization Work

John Schwille (Chair), Michigan State University

Helen Featherstone, Michigan State University

Judith Torney-Purta, University of Maryland

Sally McClintock, LATTICE
10:30-12:00PM

CERAS 100B Invited Panel: Beyond Dichotomies: Educational Governance and Equality

Martin Carnoy (Chair), Stanford University

David Abernethy, Stanford University
Looking Beyond the “Global/Local”

Amy Stambach, University of Wisconsin, Madison
Beyond Dichotomies to Infinite Divisibility: The limits of the atomic structure in higher education.

Diana Rhoten, Program Director of Knowledge Institutions and Innovation, SSRC

Bldg. 160-314 Global Citizenship Education the U.S: Historic Challenges and Emerging Models

Fernando Reimers (Discussant), Harvard University

Overcoming the challenge of Distribution: The Global Citizen Corps
Abby Falik, NetAid
The Canadian Experience
Carole Della Penta, CIDA
The European Experience
Doug Bourn, Development Education Association

Overcoming the challenge of Distribution: The Global Citizen Corps
Justin van Fleet, NetAid
International Education in the US: An Interdisciplinary Approach
Mark Montgomery, University of Denver
Findings from Educating Global Citizens
Patti Marxsen, Boston Research Center for the 21st Century

Bldg. 160-317 More or Better: Senegal’s Middle School Initiatives Try Both

Alexandre Mbaye Diop, Ministry of Education, Senegal
Joseph Sarr, National Coordinator for In-Service Teacher Training
Lorraine Denakpo, Academy for Educational Development
Sala Ba, Academy for Educational Development

Bldg. 160-318 Perspectives on Models and Outcomes of Study Abroad

How long were you gone? Implications of the length of students’ participation in study abroad
Anna Davda, UCLA
The impact of education abroad on a student’s personal and academic development
Jinous Kasravi, UCLA
Going Deeper: A Comparative Study of How Different Universities Organize Their Study Abroad Programs
Xuehong Liao, University of British Columbia/UCLA

Bldg. 160-319 Tales From the Field: An Exploration of Comparative Research in Cross-cultural Settings

The Challenges of Conducting Qualitative Educational Research in Bangladesh
Brenda Haiplik, OISE, University of Toronto
Integrating Newcomers: A Comparative Perspective
Grazia Scoppio, Canadian Defence Academy
Similar but Not the Same: Comparative Cross-cultural Research
Melissa White, OISE, University of Toronto
What Should Education Be About? Conceptual Dichotomies in the Global Educational Arena

Diane Hoffman (Chair), University of Virginia

Towards an Integrated Approach to Education for Economic Development and Peace in Rwanda
Ben Paxton, University of Virginia

Education for Academic Success or Education for Social and Vocational Development? Trends and Debates in Germany, Japan, and the United States
Beth Lloyd, University of Virginia

Perceptions on the Dichotomy between Accountability and Excellence: A comparative view of the United States, Japan, and Denmark
Carolyn Pinkerton, University of Virginia

Ancient Building Blocks of a “Schoolhouse for Humanity” The Ethical Foundation for Education For All
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Sonya Anderson, Harvard University
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