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PRESIDENT’S MESSAGE

Dear fellow comparativists,

It is with great pleasure to present to you our third bi-annual issue of the Comparative and International Education Graduate Student Association (CIEGSA) newsletter. It serves as a professional and academic outlet for our members to share their knowledge and experiences relating to Comparative and International Education. CIEGSA is an academically based association composed of graduate students and alumni actively engaged in the field of Comparative and International Education. Our members have presented and assisted in various national, regional, and international conferences. Their wealth of knowledge stems from their experiences abroad and diverse occupations. It reflects the diversity within our association, which is also reflective in their research interests. Last, but not least, the newsletter also strengthens our association by keeping all our members throughout the United States and abroad informed of our latest activities.

Sincerely,

Veronica Zapata
President of CIEGSA

DOMINICAN REPUBLIC PROJECT

By Hee Kyung Hong, Jennifer Schmuhl, and Lilith Werner

Dr. Erwin Epstein was contacted by Dr. David Post regarding an opportunity to advance education as a human right in the Americas. Dr. Post was contacted by a law professor at Berkeley who has been representing two

Dominican Republic

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The purpose of CIEGSA is to represent students and alumni of the Comparative and International Education program at Loyola University Chicago, encourage members' participation in the activities and events that pertain to the association, inform members of career opportunities in the Chicago area and worldwide.

Visit our website
www.luc.edu/schools/education/ciegsa/

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Woman walking in front of por el Malecon in Cuba
European Education: A Journal of Issues and Studies
By Bernhard Streitwieser

A quarterly journal of education since 1969, European Education presents the latest issues and studies in the field of education in and across the member states of the Council of Europe. The journal contains both original articles and articles selected from leading non-English language journals throughout Europe. The journal also includes seminal research and policy reports from research centers and education authorities. All aspects of the field are covered, with special attention given to innovative and interdisciplinary approaches.

Submissions are accepted on a rolling basis and as they relate to announced issue themes. Manuscripts should not exceed 20 pages and if the original language is not English, it must include an English-language abstract limited to 160 words.

For more information, please visit: http://europeandeducation.org/

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involved in assisting with the resolution as well.

Some facts to consider about children’s human rights being violated in the DR: 1.) Child labor, including manual and sexual, and being “palomas” (placed as beggars on the street by adults who only provide them housing), continues to be an issue in the DR as children’s involvement in these activities violates the compulsory educational law. There is a Code of Minors that requires 8 years of formal schooling (from 6-13), and after primary schooling, parents are not encouraged (legally or otherwise) to send their children to secondary school. 2.) Dominican police regularly deport and brutally treat dark-skinned people, which means that darker-complexioned Dominicans have been mistreated and expelled as well. Extreme prejudice exists against Haitians, and Haitians are living a modern-day slave life, in terms of social treatment, wages, and abode. The Dominican Government refuses to recognize and document Dominican-born children with any kind of Haitian background. 3.) In 2001, the Secretary of Education said that all children would be allowed to enter school, whether they had documentation or not. However, in reality, Haitian undocumented children had a much harder time enrolling in school than Dominican undocumented children. It is estimated that 40 percent of Haitian children have never attended school. 4.) Some Haitians have tried to get Dominican families to “adopt” their children and send them to school, but many times the families keep these children as indentured servants and do not send them to school. This case is extremely significant because the DR is a declared democracy and has promulgated policies of inclusion within the educational system.

“If one lacks an official birth certificate, schools will not enroll students, even though education is compulsory from ages 6-13. Thus, Dilcia and Violeta are being denied two main human rights: the right to a nationality and the right to an education.”
New Student Profile: Mariko Kawakami

My name is Mariko Kawakami. Last fall I moved from my hometown of Seattle to Chicago to begin my M.Ed. studies in Comparative Education at Loyola University. I graduated from Santa Clara University with a Bachelor’s of Science in 2003. I had a busy collegiate life juggling school, interning at various human service organizations, and competing in NCAA Division I tennis. Much of my life up until graduation had been dedicated to my athletic endeavors. When my tennis career ended, I finally had time to pursue other interests, namely going abroad. I spent the beginning half of 2004 in Costa Rica working at an orphanage for abused children and teaching English to adults from the community. Shortly after a two-week trip to Italy, I came across the M.Ed. program at Loyola, which was a conglomerate of my interests. Once again I found myself in a foreign city, this time however, as a graduate student. I am now getting freshly acquainted with the city my mom was born in and to a school that admitted my Japanese American great uncle after World War II. This new chapter of my life in the field of education has been incredibly exciting. Let the ride continue!

“I spent the beginning half of 2004 in Costa Rica working at an orphanage for abused children...”

World Congress of Comparative Education
By Magda Banda and Jamie Alea

The World Congress of Comparative Education Societies was held in La Habana, Cuba this past October 2004. Comparativists and educators from the world over convened on the island’s convention center to discuss a myriad of topics related to global, social, and political issues in education.

A few members of Loyola University Chicago’s CIEGSA group had the opportunity to participate in this exceptional conference. It was a rich experience, not only because we met scholars from many parts of the world who share our concern for social and political issues in education, but also for our meaningful interactions with Cuban scholars.

During the conference, we attended sessions on topics such as peace education, human security, and educational policies in the neoliberal globalization context just to name a few. Sessions were translated in person into various languages, principally English, Spanish, French, and Chinese. Participants also had the opportunity to visit the Karl Marx Theater for student performances, as well as to visit local schools. We had the chance to converse with professors conducting educational projects in Mexico, as well as collaborate with other scholars doing research in our areas of interest.

Having the conference in Cuba made us feel like our learning experiences were not confined to the sessions taking place within the walls of the Palacio de las Convenciones. In fact, some of our most memorable moments took place in the neighborhoods of Habana Vieja where we were able to soak up the charm and nostalgia of Cuba and its people.
Debut of Center for the Comparative Study of Education at Loyola University Chicago

By Lou Berends Rizzo

In his address presented at the October 2003 convocation of the Graduate School, Provost Peter Facione spoke about levels of support and planning that Loyola should have to advance research. One level is for the formation of centers of research and learning. According to Dr. Facione, such centers "are natural concentrations of like minded scholars [in which] colleagues from one or more departments and schools come together to concentrate their intellectual resources, to pursue related lines of inquiry, and to seek external funding." Loyola University Chicago has given its approval for such a new center, specifically a Center for the Comparative Study of Education. Loyola already has a strong program in comparative education that will serve as a platform for this new center. Currently there are about 30 graduate students studying comparative education at the university. These students have formed one of the best organized and most active graduate student associations at Loyola. They meet monthly by rotating among their own houses and have their own newsletter. The program also has its own website (http://www.luc.edu/schools/education/ciegsa/) and sponsors a reception at the national meeting of the Comparative and International Education Society (CIES), one of only very few universities to do so. Students in the program are required to take much of their coursework in such areas as history, sociology, and political science.

The approval of the Center for the Comparative Study of Education will undoubtedly build strong ties between various departments, as well as heighten Loyola University Chicago’s worldwide recognition.

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(Dominican Republic Project continued from page 1)

young women in the Dominican Republic, Dicla and Violeta, for the past several years, and wanted the help of grad students in comparative education to help bolster her case and/or amicus briefs. Dicla (8) and Violeta (19) were born in the Dominican Republic to mothers who themselves were native born in the DR. They have grown up in the DR and speak only Spanish. However, they both have Haitian fathers who are no longer in the picture, and their Haitian background has caused them much difficulty in officially registering with the state and obtaining a national identity (i.e., birth certificate). A state functionary who denied the girls’ registration applications said she was under orders not to register children of Haitian descent. If one lacks an official birth certificate, schools will not enroll students, even though education is compulsory from ages 6-13. Thus, Dicla and Violeta are being denied two main human rights: the right to a nationality and the right to an education. (There are other components to this case, but those are the two major ones).

The Berkeley law professor was granted a hearing against the state of the Dominican Republic in front of the Inter-American Commission on Human Rights in early March and sought the volunteer efforts and endorsement of a scholarly group (thus the contact with Dr. Post). Because the IACHR will be determining, for the first time, the right to an education among its member states and will set a precedent for years to come, Drs. Post and Epstein were keenly interested in getting involved. Dr. Epstein asked for volunteers to assist in writing a concise synthesis of the benefits of schooling in Latin American countries. Hee Kyung Hong, Jennifer Schmuhl, and Lilith Werner volunteered to work together to investigate, analyze, and write the portion about the benefits of education on citizenship. It is expected that Loyola’s portion of the resolution will be introduced at CIES in March. Other universities are

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Update on The Comparative and International Education Course Archive Project (CIECAP)
By Bruce Collet

The Comparative and International Education Course Archive Project (CIECAP) is an online database and analytic instrument constructed to serve and advance the field of comparative education. CIECAP is a set of databases that collectively archive and analyze key elements of the introductory course in comparative education as taught at colleges and universities around the world. The databases include unit topics, journal articles, texts, authors, and the interests and specializations represented by specific course instructors.

In the fall of 2004, CIEGSA members involved with the project began to solicit new course outlines from those institutions already represented in the databases, and the website is scheduled to reflect these outlines by the end of March, 2005. The project’s next plans include reaching out to more international institutions so that it may become more global in scope. The CIECAP crew will provide an update on the project at a symposium entitled "Developing the Introductory Course in Comparative and International Education: Emerging Issues and Considerations" scheduled for Thursday, March 24 at the Comparative and International Education Society Annual Meeting at Stanford University.

More information about the project, including instructions about how to submit course outlines, may be accessed by going to our website http://www.luc.edu/schools/education/ciegsa

Thoughts on Cameroon
By Cal Tamanji

As a Cameroonian native I want fellow comparativists to know that Cameroon, from my perspective, has a lot to offer by way of research. In 1961, the merger of the English and French territories of Cameroon into a French and English bilingual country (like Canada) makes Cameroon a unique bedrock of both French and English cultures on a colonial African platform. Cameroon also has an interesting historical past which reveals Portugal and Spain as the earliest colonial traders, whereas Germany, France, and Britain actually multi-colonized. The case of Cameroon shows how far back my ancestors experienced various and subsequent forms of Western colonial education and the impact it has had on today’s educational system. On another note, Cameroon has been, and continues to be, a legendary competitor in the quest for the World Cup of soccer. This is also due to British colonial system transfer by way of physical education, which has made "football" or "soccer" a global sport.

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